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ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В УМОВАХ ГЛОБАЛІЗАЦІЇ****Abstract.**

The article examines the peculiarities of the linguocultural component of professionally oriented foreign language training of higher education students in the context of globalization. The relevance of the study is determined by the need to train competitive professionals capable of performing effectively in an international, multicultural environment. The purpose of the article is to investigate the specific features of the linguocultural component of professionally oriented foreign language training of higher education students and to substantiate the ways of its integration into the educational process. To achieve this purpose, a combination of general scientific and specialized research methods was employed, including analysis, synthesis, generalization, comparison, and systematization of scholarly sources. The study demonstrates that professionally oriented foreign language training should be based on the integration of linguistic, professional, and sociocultural components, while its effectiveness is significantly enhanced through the systematic use of innovative educational technologies, professionally oriented communicative tasks, and linguocultural teaching tools. The feasibility of employing authentic English-language materials, case studies, business negotiations, professional correspondence, and the simulation of real-life communicative situations as effective means of developing the intercultural communicative competence of future economists is substantiated. The practical significance of the study lies in the possibility of applying the proposed methodological provisions in the development of educational programs, academic courses, and professionally oriented English language courses at higher education institutions. Prospects for further research are associated with the development of methodological support for integrating the linguocultural component into the professionally oriented foreign language training of students of various specialties, as well as with the establishment of criteria for assessing the level of linguocultural competence.

Анотація.

У статті досліджено особливості лінгвокультурного компонента професійної іношомовної підготовки здобувачів вищої освіти в умовах глобалізації. Актуальність дослідження зумовлена необхідністю підготовки конкурентоспроможних фахівців, здатних ефективно здійснювати професійну діяльність у міжнародному полікультурному середовищі. Мета статті полягає в дослідженні особливостей лінгвокультурного компонента професійної іношомовної підготовки здобувачів вищої освіти та обґрунтуванні шляхів його інтеграції в освітній процес. Для досягнення поставленої мети використано комплекс загальнонаукових і спеціальних методів дослідження, зокрема аналіз, синтез, узагальнення, порівняння та систематизацію наукових джерел. Установлено, що професійна іношомовна підготовка повинна ґрунтуватися на поєднанні мовної, професійної та соціокультурної складових, а її ефективність істотно підвищується за умови системного використання інноваційних освітніх технологій, професійно орієнтованих комунікативних завдань і засобів лінгвокультурної підготовки. Обґрунтовано доцільність використання автентичних англомовних матеріалів, кейсів, ділових переговорів, професійного листування та моделювання реальних комунікативних ситуацій як засобів розвитку міжкультурної комунікативної компетентності майбутніх економістів. Практичне значення дослідження полягає в можливості використання запропонованих методичних положень під час розроблення освітніх програм, навчальних дисциплін і професійно орієнтованих курсів англійської мови у закладах вищої освіти. Перспективи подальших досліджень доцільно пов'язати з розробленням методичного забезпечення інтеграції лінгвокультурного компонента до професійної іношомовної підготовки здобувачів різних спеціальностей та визначенням критеріїв оцінювання рівня сформованості лінгвокультурної компетентності.

Keywords: *linguocultural component, professionally oriented foreign language training, higher education students, intercultural communication, linguocultural competence, English language, globalization, internationalization of higher education, professional communication.*

Ключові слова: *лінгвокультурний компонент, професійна іншомовна підготовка, здобувачі вищої освіти, міжкультурна комунікація, лінгвокультурна компетентність, англійська мова, глобалізація, інтернаціоналізація вищої освіти, професійна комунікація.*

Statement of the Problem. The expansion of international professional cooperation necessitates the reevaluation of the content of professional foreign language training for higher education students. Proficiency in a foreign language is often associated with mastering the language system as well as understanding the cultural norms of professional communication, which significantly influences the effectiveness of intercultural communication. The linguocultural component, when integrated into the content of professionally oriented language education, fosters the ability to adequately interpret the communicative behavior of representatives of other cultures and to select linguistic means appropriate to the professional situation. The need for such training is particularly evident among students pursuing degrees in economics, whose work involves international negotiations, business correspondence, the implementation of joint projects, and intercultural interaction. The content of professional foreign-language education, by combining linguistic, cultural, and professional knowledge, lays the foundation for the development of communicative competence in the real-world context of international business communication. At the same time, insufficient attention to the integration of the linguistic and cultural component into the educational process hinders the preparation of future professionals for effective professional activity in a globalized environment, which underscores the need for a comprehensive scientific analysis of this issue.

An analysis of recent studies and publications. Certain aspects of language education, intercultural interaction, and the professional training of future specialists have been the focus of scholars in recent years. First, L. Onuchak and T. Ruzhenska justify professional foreign language training as a necessary response to contemporary global challenges [1]. K. Pavelkiv and O. Petrenko define the role of foreign language training within the structure of professional education, elaborating on its content and organizational features in the context of university education [2]. T. Litnova examines the issue of developing foreign language competence in the context of globalization – linking it to intercultural communication—by focusing on preparing students in non-linguistic majors for professional activity in an international environment [3]. V. Malik highlights the internationalization of higher education institutions as one of the pedagogical conditions for the development of students' foreign-language communicative culture [4]. O. Snigovska directly addresses the analysis of the linguistic and cultural component of professional training, substantiating the principles of the linguocultural organization of foreign-language education for future specialists [5]. L. Shvidka, N. Slyvka and L. Rudakova detail the practical mechanisms for implementing these provisions, highlighting

the possibilities for integrating the linguo-cultural component into foreign language instruction as a means of developing intercultural competence among higher education students [6]. E. Vasyutynska identifies the development of linguistic and cultural competence among future professionals as one of the key outcomes of professional foreign language training, essential for effective intercultural interaction and the competitiveness of graduates in the international professional environment [7].

The purpose of this article is to examine the characteristics of the linguistic and cultural component of professional foreign-language training for higher education students in the context of globalization and to propose ways to integrate it into the educational process.

Presentation of the Main Content. Professional foreign language training for specialists is a natural response to the transformational processes taking place in the educational and professional spheres. Its content is shaped by globalization, digital development, and the internationalization of professional activities, which, in turn, give rise to new requirements for the quality of training for future specialists. The primary purpose of such training is to develop competitive, professionally mobile, and interculturally competent professionals capable of working effectively in an international environment. This goal is achieved through a comprehensive combination of pedagogical and methodological tools, among which the competency-based approach plays a leading role. Its implementation, combined with the integration of language and professionally oriented components, significantly enhances the practical focus of the training.

Consequently, the effectiveness of professional foreign language education, when using innovative technologies – including CLIL, project-based learning, and digital educational platforms – increases significantly. At the same time, the purposeful development of intercultural competence ensures productive professional interaction in a multicultural environment, creating the necessary conditions for future professionals to succeed in the international professional arena [1, p. 202].

The forms of internationalization in higher education in Ukraine are characterized by a variety of areas and implementation mechanisms. These include the international mobility of students, faculty, and administrative staff at higher education institutions, which is achieved through academic exchanges, language and research internships, participation in joint international projects, teaching activities, and professional development programs. The mutual recognition of foreign qualifications, carried out on the basis of the ECTS credit transfer system, ensures the academic compati-

bility of educational programs. This process is accompanied by the updating of curricula and the content of educational programs in accordance with international requirements. The development of joint educational programs and dual-degree programs, in turn, expands opportunities for international academic cooperation. The international mobility of educational programs is combined with the activities of higher education institutions aimed at attracting international students and strengthening academic partnerships. The strategic integration of universities into international networks, accompanied by the development of the ability to adapt to the cultural characteristics of the global academic environment, ensures the alignment of the national higher education system with universally recognized global standards [4, p. 179].

The intercultural component of professional foreign language training plays a decisive role in the education of higher education students in non-linguistic fields. Its importance is significantly heightened, as professional activities are often carried out in an international environment. Future professionals work on joint projects, interact with foreign partners, and carry out professional tasks in multicultural teams. Under such conditions, a foreign language serves as a means of conveying information. In addition, it facilitates the establishment of professional contacts and fosters constructive cooperation. The effectiveness of such interaction is significantly enhanced when based on mutual understanding and respect for cultural differences. Professional communication, combining linguistic and cultural knowledge, facilitates the successful integration of future professionals into the international professional environment [3, p. 103].

The specific nature of future professional activities necessitates taking sociocultural and qualification requirements into account. The final outcome of professional foreign language training directly depends on compliance with these requirements. The set of these requirements is characterized by considerable diversity. This, in turn, determines the content and structure of professional training. Addressing academic issues related to the professional orientation of foreign language education remains a pressing concern. Its content is shaped with the specifics of the future profession in mind. The primary goal of the educational process is the development of foreign language competence. The quality of training depends significantly on the development of skills for intercultural communication and professional interaction in a multicultural environment [2, p. 12].

Consequently, the practical focus of professional foreign-language training can be achieved through the use of learning situations that closely mirror real-world economic activities. For example, students can be asked to analyze international markets, prepare business proposals, and present investment projects in a foreign language. Case studies focusing on negotiations with representatives of different countries can demonstrate significant potential. Working with such materials, accompanied by an analysis of culturally determined models of professional behavior, will help prevent communication barriers. Future economists, while

completing team assignments, learn the rules of conducting international business discussions. At the same time, they hone their skills in presenting well-reasoned economic decisions and professionally justifying their own positions, which creates the necessary conditions for graduates' success in a globalized environment.

In turn, the linguistic and cultural component of professional foreign-language training integrates language education with the cultural norms of professional interaction. This aspect ensures a deeper understanding of the patterns of English-language business communication. Thus, students acquire linguistic tools by analyzing authentic materials from international companies, financial institutions, and professional organizations. Significant attention is paid to culturally determined models of conducting negotiations, preparing commercial proposals, and professional correspondence in English. Language practice is carried out more effectively when combined with a cultural analysis of professional situations, which helps students develop the ability to select communication strategies in accordance with the norms of business etiquette in different countries. The practical implementation of these principles involves the use of professionally oriented learning tasks. One such task is the case study "Negotiating an International Business Partnership". The scenario involves negotiations in English between a Ukrainian company and a British investor regarding the launch of a joint investment project. Students then complete the task in small groups, assigning professional roles to the negotiators. The exercise begins with an analysis of sample business correspondence, common phrases, and the rules of British business etiquette. The next stage involves preparing a presentation of the project in English and conducting negotiations to reach a mutually beneficial agreement. The assignment concludes with an analysis of the linguistic tools, communication strategies, and cultural factors that influenced the outcome of the professional interaction. This simulation of professional situations simultaneously develops foreign language proficiency, communicative flexibility, and readiness for intercultural business communication.

The linguistic and cultural component of professional foreign language training plays a leading role among the means of developing intercultural competence. Its content is based on the interconnection between language, culture, and professional activity. This aspect ensures the seamless integration of relevant material into all professional English courses. The educational process is implemented more effectively through the use of authentic texts, video materials, professional case studies, and communicative situations. The piecemeal incorporation of such material does not ensure the holistic development of intercultural skills. At the same time, the proper integration of linguistic and cultural content with professional topics creates a strong link between language training and future professional activities [6, p. 131].

The integration of a linguocultural component into professional foreign language training ensures the targeted development of intercultural communication skills among future professionals. As higher education

students learn a foreign language – such as English – they gradually develop the ability to recognize the similarities and differences between various cultures. At the same time, background knowledge broadens their ability to understand the sociocultural context of foreign-language material. Applying this knowledge in conjunction with professional training helps them adapt to specific communicative situations. A key outcome of the educational process is the critical reflection on the behavioral characteristics of representatives of other cultures. By analyzing texts of various genres, works of art, and media materials in English, students learn to interpret culturally determined models of professional interaction. The awareness of one's own cultural reference points, combined with an understanding of another culture, ensures more effective professional communication in an international environment [5, p. 54].

Consequently, the development of linguistic and cultural competence among future professionals contributes to the advancement of intercultural communication and ensures an adequate understanding of the culturally determined behavior of the interlocutor, which, in turn, enhances the competitiveness of graduates in the international labor market [7, p. 350]. Professional training is more effective when a foreign language is viewed as a means of conveying information and as an integral component of the cultural context of professional activity. By integrating language knowledge with sociocultural content, the educational process ensures a holistic understanding of professional communication. While completing communicative tasks in a foreign language, students simultaneously learn the rules of professional interaction accepted in various countries. Such activities foster the ability to correctly interpret the speech behavior of partners and select appropriate means of professional communication. The comprehensive integration of linguistic, cultural, and professional components creates a solid foundation for successful professional activity in a globalized economic environment.

Conclusions. Thus, the results of this study confirm that the linguocultural component is one of the defining elements of professional foreign-language training for higher education students in the context of globalization, as it ensures a holistic integration of linguistic, professional, and sociocultural training. The effectiveness of professional foreign-language education depends to a large extent on the proper use of competency-based approaches, modern educational technologies, mechanisms for the internationalization of higher education, and professionally oriented communicative practices. An important role in this process is played by the simulation of authentic professional situations, the use of the case study method, the analysis of English-language business discourse, and the integration of linguistic and cultural studies material, all of which contribute to the development of intercultural communicative competence, communicative flexibility, and the readiness of future economists for professional activity in an international environment. The

practical value of the findings lies in the ability to integrate the linguistic and cultural component into the content of professional foreign-language training, thereby enabling higher education students to develop the ability to interpret culturally determined models of professional behavior, select communication strategies in accordance with the norms of English-language business etiquette, and effectively engage in intercultural professional interaction. Further research should focus on developing methodological guidelines for integrating the sociolinguistic component into educational programs for training specialists in various fields of knowledge, as well as on defining criteria for assessing the level of its development in the context of the digitalization and internationalization of higher education.

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