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INTELLEKTUELLES KAPITAL - DIE GRUNDLAGE FÜR INNOVATIVE ENTWICKLUNG

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KAPITEL 4 / CHAPTER 4⁴
**ENHANCING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE
OF INTERNATIONAL HIGHER EDUCATION STUDENTS THROUGH
PROJECT-BASED LEARNING**

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Introduction

In the modern world of globalization, multilingual, communication processes, the development of foreign language communicative competence (FCC) is a key aspect in developing communicative culture that allows higher educational students, future specialists in economic specialties, to interact effectively in the international business environment.

The modern educational paradigm requires reorientation from the traditional process of foreign language training of higher education students to a dynamic and competent one, replacement of using passive learning technologies with active ones that enhance disclosing internal potential of higher education students, changing their positions in the process of educational activity – from an assimilator of the proposed knowledge to an initiative student, ready for self-education and self-realization, capable to think critically and act practically. The lecturer's task is not only to manage the learning process, but to accompany the student on the path of his personal development.

In light of this perspective, the modern education should be focused on more active usage of intensive methods, forms and tools for teaching Ukrainian as a foreign language (UFL) and Foreign business language (FBL) to facilitate effective knowledge acquisition. Implementing project-based learning technologies is one of the productive approach to developing FCC among international higher education students. This approach encompasses methods such as project-based learning method itself, case method, capstone method and game-based learning methods in project technologies.

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The relevance of our research stems from the imperative to find the most rational teaching methods that facilitate developing FCC among international higher education students in economic specialities. This approach allows for the intensification the educational process in higher education institutions of Ukraine.

The main objective of the study is to analyze the theoretical foundations and features of organizing effective project-based learning technologies that enhance increasing the level of FCC among international higher education students specializing in economics.

4.1. Project technologies in modern education

An overview of scientific publications and research papers reveals diverse interpretations among scholars regarding the concept of "foreign language communicative competence" (I. Vyakhk [1], T. Gerasymchuk [2], O. Kotenko [3], N. Mykytenko [4], L. Nagornyuk [5], A. Petrova [6], I. Stavytska [7], A. Hall [8], Ch. Kuhn [9], etc.), depending on what is embedded in its basis: developing foreign language knowledge, foreign language professional skills and abilities, or the ability to implement them in communication.

We concur with N. Bilan's perspective that foreign language competence is an integral personal attribute. It encompasses a comprehensive set of acquired foreign language knowledge, practical skills, and abilities. The proficiency level is determined by one's capacity to solve effectively educational, everyday and professional tasks using a foreign language across receptive and productive speech activities, both in standard and unforeseen communicative situations [10].

To develop FCC in cross-cultural communication, various pedagogical technologies are used: problem-based learning technology (John Dewey), communicative learning technology (H. Stern, M. Halliday, etc.), "dialogue of cultures" technology (V. Bibler, etc.), project-based learning technology (J. Dewey, V. G. Kilpatrick, F. Parker, etc.), game-based learning technology (F. Froebel, etc.),



electronic (distance) learning technology (e-learning), mobile learning technology (M-learning), and others, which give a certain result in interaction and cooperation.

Among innovative pedagogical approaches, we have selected project-based learning (PBL), which has experienced a resurgence across various sectors, including education. PBL focuses on the individual learner, making it particularly effective for preparing competent specialists in economics by aligning with contemporary societal and educational trends. This technology enables international students to unlock their potential, fostering the development of personal and professional qualities, and equipping them with essential competencies for future self-realization.

Project-based learning technologies emerged in the early 20th century as the "project method", though its foundational elements to organize the pedagogical process appeared earlier. American educator and reformer John Dewey pioneered this approach, introducing the "problem method" to organize educational activities around experiential learning. His student and collaborator, William Heard Kilpatrick, further refined this method, emphasizing purposeful, student-driven projects as central to the learning process. In Ukraine, scholars such as O. Avramenko, T. Berbets, V. Dokuchaeva, O. Pehota, V. Sydorenko, and S. Yashchuk have explored various aspects and the significance of project technologies in the educational process.

Project-based learning activity focuses on developing students' cognitive abilities, critical and creative thinking, and their ability to independently construct knowledge and navigate the information space. This approach engages students in real-world projects, fostering active learning and deeper understanding. The culmination of this process is the creation of a project, serving as both a demonstration of acquired competencies and a tangible product of their learning journey.

Various scholars have characterized project-based learning in multiple ways: "learning through practical experience, where the emphasis is on real situations that require a solution" [11]; "a purposeful action that is a typical unit of a decent life and takes place in a social environment with a mandatory result" [12, 320–321]; "a purposeful act of activity based on the interests of the child" [13, c. 151]; "a set of educational and cognitive techniques through which students acquire knowledge and



skills in the process of planning and independently performing certain practical tasks with a mandatory presentation of the results" [14].

Scholars emphasize that project-based learning fosters active, purposeful student engagement, facilitating learning through practical experience and developing research and creative skills. This project-based technology involves acquiring knowledge through dynamic activities such as planning, investigation, analysis, research, synthesis, and presentation, all conducted in contexts that closely mirror real-life situations.

Project-based situational learning technologies utilize authentic scenarios to apply language skills practically, enabling students to learn a language in contexts that closely resemble everyday life. Integrating these methodologies into Ukrainian as a Foreign Language and professional foreign language courses enhances students' motivation, fosters independent critical thinking skills, promotes collaboration, reduces language barriers, and facilitates more active integration into foreign-language professional environments.

The experience of integrating project-based learning technologies into the educational process shows that "this pedagogical technology should not be dominant, but should be balanced with other teaching methods and technologies" [15]. Each method, approach offers its unique advantages and disadvantages that align with societal needs and educational objectives.

William H. Kilpatrick categorized projects into four distinct types: *constructive projects* (these involve creating or building something tangible, such as writing a play or constructing a model), *enjoyment projects* (focused on appreciating experiences, such as listening to music or enjoying a story), *problem projects* (centred around solving intellectual challenges or addressing specific problems), *specific learning projects* (aimed at acquiring particular skills or knowledge, such as learning new vocabulary or mastering a musical instrument) [13, pp. 148–149].

Ellsworth Collings classified educational projects based on the dominant type of student activity. His classification includes: *game projects* (involve learning through play and simulations, allowing students to engage in educational games that promote



understanding and skill development), *excursion projects* (centred around educational trips or field studies, enabling students to explore and learn from real-world environments outside the traditional classroom setting), *narrative projects* (focused on storytelling and the creation of narratives, encouraging students to develop language and communication skills through the construction of stories or accounts), *constructive projects* (involve hands-on activities where students design and build tangible items, fostering practical skills and creativity).

E. Polat offers a comprehensive classification of projects based on various criteria. According to *the subject-content area*, they are divided into monoprojects (within one field of knowledge) and *interdisciplinary projects* (involving different fields of knowledge). By *the nature of contacts*, projects can be internal (regional) (conducted within a specific region or institution) or international (involving participants from multiple countries). Taking into account *the number of participants*: individual projects (undertaken by a single participant) and group (pair) projects (conducted by pairs or groups of participants) are distinguished. The greatest interest is the classification of projects by *the dominant type of activity*: research (emphasize investigative activities to discover new information or solutions), creative (focus on producing original works or ideas), role-playing (involve participants adopting specific roles to explore scenarios), informational (centre on gathering and disseminating information), familiarization (aim to acquaint participants with new concepts or environments) and applied (concentrate on practical application of skills or knowledge) [14, pp. 71–76].

N. Pakhomova offers a comprehensive classification of educational projects based on various criteria: *the dominant type of activity*: search projects (focused on information gathering and exploration), research projects (involving systematic investigation to establish facts or principles), technological projects (centred on the development or application of technological solutions), simulation projects (utilizing models to replicate real-world processes or systems), constructive projects (aimed at building or creating tangible outcomes), creative projects (emphasizing original and imaginative production), etc.; *the areas of application of results*: ecological



(addressing environmental issues and sustainability), regional studies (exploring local history, geography, or culture), sociological (examining societal behaviours and structures), natural science (investigating phenomena in physics, chemistry, biology, etc.), linguistic (focusing on language and its usage), cultural (delving into arts, traditions, and cultural practices), economic (analysing financial systems and economic theories), etc.; *the technologies used*: multimedia (incorporating various forms of media, such as text, audio, and video.), telecommunications (utilizing communication technologies to connect participants.), etc.; *the methods of combining results at the presentation stage*: conference (formal gatherings for discussion and presentation), competition (competitive events to showcase projects), competition (structured challenges to evaluate project outcomes), concert (performative presentations, often in the arts.), summit (high-level meetings focusing on specific themes or issues), etc.; *organizational forms of work on the project in relation to the pedagogical system*: classroom (projects conducted within regular class settings), extracurricular (activities taking place outside standard curriculum hours); *type of presentation*: publishing (dissemination through printed or digital publications), staging (dramatic or theatrical presentations), video demonstration (visual recordings showcasing project work), etc.; *composition of participants*: same-age (participants of similar age groups), different-age (involving mixed-age groups) [16, p. 16].

Project-based learning technologies in education involve, on the one hand, the application of diverse teaching methods and tools of learning, and on the other hand, the integration of knowledge and skills from various disciplines, including science, technology, culture and art. This approach emphasizes the active, independent engagement of learners – whether individually, in pairs, or in groups – within a specified timeframe. Crucially, the outcomes of these projects are tangible and applicable: theoretical challenges are addressed through problem-solving, and practical issues yield concrete, implementable solutions. Consequently, project-based learning approach fosters the creation of socially meaningful contexts, enhancing the relevance and impact of the educational experience.

The project in the courses of Foreign business language and Ukrainian as a foreign



language serves as an effective didactic tool that enhances students' project-based research and problem-solving skills. It fosters creative self-realization by engaging students in meaningful, context-rich tasks that mirror real-world scenarios.

As E. Polat points out, language is an element of culture, it functions within a certain culture, and it is necessary to have knowledge about the peculiarities of this culture and the peculiarities of the functioning of language within this culture. The subject of speech activity is thought, and language is a tool of forming and developing thought. Building upon E. Polat's insights regarding the intrinsic link between language and culture, several key conclusions emerge:

- 1) to develop the essential skills and abilities for effective speech activity, every international higher education student must engage in active oral practice;
- 2) to develop communicative competence in a non-linguistic environment, merely enriching it with conditional communicative exercises or tasks is not sufficient. It is equally important to provide international students with opportunities to think critically, solve problems that stimulate thought, and reflect on possible solutions. This ensures that their focus remains on the thought process, while language serves as a tool for shaping and expressing their ideas;
- 3) for international students to perceive language as a tool for intercultural interaction and communication, it is not enough to simply introduce them to country studies. It is essential to actively engage them in a cultural dialogue, allowing them to experience firsthand how language functions within a new cultural context.

The core idea of project-based learning for studying Foreign business language and Ukrainian as a foreign language is to shift the focus from mechanical reproduction and exercise execution to active cognitive engagement, requiring mastery of specific language tools. In this context, the project method becomes both relevant and essential, as it enables the creative application of language material. It transforms Foreign business language and Ukrainian as a foreign language courses into dynamic discussion and research forums, where meaningful, practical, and feasible problems are solved through intercultural interaction.

The selection of project topics can vary. In some cases, topics are chosen based



on the educational context of a specific subject, while in others – particularly in scientific research projects – students propose their own topics aligned with their interests. Project topics should focus on solving practical, real-world problems, requiring students to apply interdisciplinary knowledge, demonstrate creativity, and develop research skills.

When using the project method, certain requirements must be met:

1. The project must involve a significant research or creative problem that requires investigation to find a solution.
2. The expected results should have both practical and theoretical value.
3. Participants should be engaged in independent work, whether individually, in pairs, or in groups.
4. The project should have a well-structured content plan, outlining phased results and role distribution among participants.
5. The project should incorporate research methods that follow a structured sequence of actions, including: defining the problem and research objectives; formulating hypotheses for possible solutions; selecting appropriate research methods (e.g., statistical analysis, experimental observations); determining the format for presenting the final results (e.g., presentations, defenses, creative reports, reviews); collecting, systematizing, and analyzing the gathered data; summarizing findings, structuring the results, and presenting them; drawing conclusions and identifying new research questions for further research.

4.2. Implementation of project technologies in the educational process at Simon Kuznets Kharkiv National University of Economics

Below there are examples of intensive learning using project-based technologies (e.g., game and capstone projects) in courses "Ukrainian as a foreign language" (UFL) and "Foreign business language" (FBL) at Simon Kuznets Kharkiv National University of Economics (KhNUE).



In practical language classes, projects incorporating role-playing elements are widely used to develop foreign communicative competence (FCC). These projects enhance participant engagement and encourage more active learning approach, creating a sense of achievement in the knowledge acquisition process. Simulating real-life communicative situations allows for consideration of participants' age and individual characteristics, boosts motivation, and teaches strategies for overcoming language barriers, ultimately improving learning outcomes. Knowledge that aligns with learners' interests and is reinforced by emotions is more effectively retained. The ultimate goal of game-based learning is to acquire new knowledge and automate it to the level of skills.

An example of a **game project** "*Hello! I am your guide!*" for international first (bachelor's) level students studying at the educational programme (EP) "Tourism", specialty 242 Tourism and Recreation. The topic can be related to both the country of the language being studied, and the country of residence or the country of travel. This project format makes learning interactive and closely aligned with real professional conditions.

Aim: to activate and reinforce previously acquired knowledge about the country's culture, tourism features, and the target language; to enhance reaction speed, critical thinking, and communication skills; to develop dialogue skills in a professional context; and to foster creativity and teamwork abilities.

Vocabulary: Expressions of speech etiquette, names of countries and nationalities, landmarks, spatial orientation, tourist inquiries, guide responses, and excursion conclusions.

Participants: guide, tourists, expert commission.

Each member of the group of "tourists" asks the "guide" about the country, its geographical location, capital, traditions, rights and responsibilities of citizens, etc. If the "guide" does not know the answer to the question, the "group of tourists" chooses another "guide" from among the students who have not participated so far.

Stages of Project Implementation

1. Preparatory Stage.



Project Introduction. The instructor presents the project, outlining its purpose, objectives, format, and evaluation criteria. The significance of communication skills in the tourism industry is emphasized.

Role and Team Allocation. Participants are assigned roles, including guides, tourists, and expert panel members.

Topic Selection. Students select a country or city for their presentation.

Research and Material Preparation. Participants conduct an in-depth study of the selected country, covering its geographical location, history, culture, traditions, economy, tourist attractions, and cuisine. They compile key vocabulary, anticipate possible questions and responses, and prepare relevant information and visual materials.

2. Main stage (project implementation).

This stage is a crucial phase in project implementation, ensuring the practical application of acquired knowledge through interactive engagement, real-world scenario simulation, and development of professional competencies.

Conducting an excursion game

1) The guide greets tourists using prepared language clichés:

«Добрий день! Ласкаво просимо до нашої екскурсії!». ("Good afternoon! Welcome to our tour!").

«Я ваш гід, мене звати ..., і сьогодні я розповім вам про ... ». ("I am your guide, my name is ..., and today I will tell you about ...").

2) The guide briefly introduces the country or city that will be the subject of the tour:

3. *«Ця країна розташована у... . Її столиця – ... ». ("This country is located in... . Its capital is ... ")*.

4. *«Політичний устрій Економічний стан ... ». ("Political system Economic condition ... ")*.

5. *«Країна славиться Тут виробляють ... ». ("The country is famous for ..., They produce ... here")*.

6. *«Культура Традиції, такі як ... ». ("Culture... Traditions such as ... ")*.

The main part of the tour is an interactive interaction between the guide and



tourists. The story is told using images, maps, videos, and thematic presentation.

3) Tourists actively ask questions, for example:

4. *«Які місцеві традиції варто знати туристу?». ("What local traditions should a tourist know?")*.
5. *«Що варто відвідати в першу чергу?». ("What is worth visiting first?")*.
6. *«Які найпопулярніші національні страви?». ("What are the most popular national cuisine?")*.

4) The guide's answers, for example:

- *«Звичайно! Дозвольте мені сказати вам ...». ("Of course! Let me tell you...")*.
- *«Ця країна має довгу історію Однією з найвідоміших традицій є ...». ("This country has a long history... . One of the most famous traditions is...")*.

If the guide does not know the answer or makes mistakes, tourists have a right to transfer the role to another participant.

5) Non-standard situations. An important process of the game is the simulation of real difficulties that may arise in the professional activities of a guide. Quickly respond to unexpected questions, adapt to the situation and maintain professionalism.

The guide receives an unexpected question from a tourist:

4. *«Чи правда, що в цій країні є суворі закони щодо поведінки туристів?». ("Is it true that this country has strict laws regarding tourist behavior?")*.

Guide (confused): *«Е-е-е-е ... Я не впевнений ...». ("Uh-huh... I'm not sure...")*.

The group's reaction is indignation. If the guide doesn't know the answer, the tourists can either help him or pass the role to another participant. Aim: to teach students how to deal correctly with situations when they don't have accurate information, for example, using phrases:

1. *«Це чудове питання! Дозвольте уточнити ... ». ("That's a great question! Let me clarify....")*.

A tourist asks about an uncomfortable topic:

1. *«Я чув, що тут багато проблем із забрудненням природи. Що ви про це скажете?». ("I heard that there are a lot of problems with environmental pollution here. What do you think about that?")*.



The guide gives a competent answer:

2. *«Це важливе питання. Влада країни активно працює над покращенням екологічної ситуації ... ».* ("This is an important question. The country's authorities are actively working to improve the environmental situation...").

Aim: to teach students to respond tactfully to sensitive questions, avoiding conflicting topics and maintaining a positive tone.

Tourist requests additional information or clarification:

• *«А чому саме ця пам'ятка є такою важливою для країни?».* ("And why is this monument so important for the country?").

Guide (thinks, but answers):

• *«Це справді цікавий момент! Насправді, історія цього місця сягає ще ...».* ("This is a really interesting moment! In fact, the history of this place goes back to ...").

Aim: to teach students not only to repeat previously prepared information, but also to improvise. Non-standard situations simulation helps candidates to prepare for unforeseen moments in a guide's job and improve their ability to improvise.

6) End of the excursion.

The guide sums up the excursion and thanks the tourists, for example:

■ *«Дякую за вашу увагу! Сподіваюся, вам сподобалася екскурсія!»* ("Thank you for your attention! I hope you enjoyed the tour!")

3. Final stage (reflection and analysis).

This stage is the final stage in the implementation of the project and is aimed at analysis, reflection and summing up. The discussion takes place in a friendly atmosphere without criticism.

1) Communication analysis. During the game, experts carefully observe and evaluate participants' communication skills. They assess the correctness of speech, accuracy of information, and overall quality of responses. After the game, the teacher and the expert commission analyze each participant's performance. They highlight outstanding moments, successful use of vocabulary and grammar, and provide constructive recommendations for improving speech competence. Tourists also have the opportunity to share their feedback on the guide's performance, while the expert



group evaluates all project participants. To reflect on the experience and enhance learning, participants are encouraged to discuss the following questions:

Що було найскладнішим під час гри? (What was the most challenging part of the game?)

Як ви почувалися в ролі гідів? (How did you feel in the role of a guide?)

Чи змогли ви подолати мовний бар'єр? (Were you able to overcome the language barrier?)

Які комунікативні навички ви покращили? (What communication skills did you improve?)

Чи допоміг вам цей проєкт краще зрозуміти професію? (Did this project help you better understand the profession?)

2) Project Evaluation.

The project is assessed based on the following criteria:

a) content – was the excursion informative and engaging; were the facts presented accurately and appropriately;

b) quality of speech – the speech clear and grammatically correct, proper pronunciation, intonation, and use of specialized vocabulary;

c) effectiveness of communication – ability to answer questions, engage in dialogue, and adapt to non-standard situations;

d) creativity – the material presented in an original and engaging way, use of interactive elements such as gestures, emotions, and visual aids, etc.

Project Outcome. As a result of this project, participants may collaborate to create a tourist booklet. This booklet can include (information about attractions and historical monuments, transport, recommendations on the best places to eat and spend free time, useful travel tips for tourists, illustrations, photo collage, etc.).

In general, the integration of the game project "Hello! I am your guide!" into the educational process for international students in the EP "Tourism" offers numerous advantages: enhances the development of professional competencies and prepares students for real-world working conditions in the tourism industry, increases learning motivation and helps overcome language barriers, improves information presentation



skills and the ability to adapt quickly to different communicative situations, strengthens essential communication and problem-solving skills, contributing to a successful career in the tourism sector.

Here is an example of ***a role-playing project: "Business project – own store in Ukraine"*** for international first (bachelor's) level students studying at the educational programme (EP) "Entrepreneurship, Trade and Stock Exchange Activities" and EP "International Business".

Aim: to develop a foundational economic vocabulary; cultivate independent research skills; provide practice in oral and written communication on economic topics; teach students the basic principles of creating a business.

Vocabulary: store, goods, rent, premises, price, discount, expenses, profits, buyers, seller, advertising, slogan, business, entrepreneur, demand, sale.

Project description: international students will develop an imaginary business project by creating their own store in Ukraine. The project will cover the essential steps of launching a retail business, including: selecting products to sell based on market demand, choosing an optimal store location to attract customers, planning the rental process for commercial space, setting pricing strategies for products, estimating costs, expected revenue, and potential profits. All project materials, including written reports and presentations, must be prepared and presented in Ukrainian.

Project presentation format: multimedia presentation and report.

Stages of project implementation:

1. Choosing a product to sell:

Students must select a product category for their store, such as clothing, food, books, or electronics. Examples of possible store types include: a clothing store, a grocery store, or an electronics store.

Each student must provide a reasoned explanation for their choice, using the vocabulary they have learned, for example:

- *«Я обрав одяг, тому що це популярний товар і люди завжди купують нові речі». ("I chose clothing because it's a popular product and people are always buying new things.")*



1. Store description and its location:

Students should choose a location for their store (large cities, small towns, shopping malls or markets) and explain their choice, for example:

- *«Мій магазин буде розташований у Києві, тому що це велике місто з багатьма покупцями». ("My store will be located in Kyiv because it is a big city with many customers.")*

2. Store Advertising:

Students should prepare an advertisement for their store, such as a slogan or special offers, written in Ukrainian:

- *«Знижки 20% на всі товари! Відкриття у п'ятницю!» тощо. ("20% off all items! Opening on Friday!" etc.)*

3. Financial Plan:

Students should determine how much it will cost to rent a space, what will be the purchasing costs, employees salaries, and how much profit they plan to make. For example:

«Оренда приміщення коштуватиме 10 000 гривень на місяць. Ми плануємо продавати товари на 50 000 гривень на місяць, а прибуток буде 15 000 гривень». ("The rent for the premises will cost 10,000 hryvnias per month. We plan to sell goods worth 50,000 hryvnias per month, and the profit will be 15,000 hryvnias.")

Tasks:

1. Students should prepare a short oral presentation (2-3 minutes) about their store. They should explain what they will sell, where their store is located, how they plan to attract customers, and how much profit they plan to make.

2. Visual part: a poster or drawing depicting the name of the store, its products, advertising, and basic financial calculations (costs and profits).

When the project is considered complete, it is defended, the results are compared, conclusions are drawn, and mutual evaluation of the work is conducted.

Expected outcome: after completing this project, international students will gain basic experience in using economic vocabulary, improve their communication skills in Ukrainian, and understand better the process of setting up a business.



Project-based learning technology allows international students to demonstrate their creative abilities, using the knowledge and experience gained during practical classes, learn to express their opinion, justify it, and listen and respect the opinions of others.

An example of *a research project with elements of a role-playing game "Setting up your own business in Ukraine"* for international second (master's) level students studying at the educational programme (EP) "Entrepreneurship, Trade and Stock Exchange Activities", specialty 076 Entrepreneurship and Trade.

Aim: to expand students' economic vocabulary for effective communication; to develop oral and dialogue skills in an economic context; familiarize students with the process of setting up a business in Ukraine.

Vocabulary: business registration, entrepreneurship, budget, investments, taxes, tax system, credit, interest, profit, losses, risks, permits, financial statements, bank account, lending, export, import.

In the initial stage of the activity, the teacher should create a problem-based learning scenario. For example, students can be invited to imagine themselves as foreign investors planning to establish a business in Ukraine. As part of this role-playing exercise, participants will take on different roles within the framework of the project. The players will engage in discussions, develop a business plan, register the company, and obtain the necessary permits. Throughout the process, they must use appropriate economic vocabulary to negotiate and finalize the details of launching their business.

Game participants:

1. Investors (2-3 students) – they must determine the type of business, develop a strategy, calculate budget and prepare questions for meetings with government agencies.
2. Tax service representative – explains to investors what taxes they must pay, what documents are required to register a business.
3. Bank representative – advises on terms and conditions to open an account, the possibility to obtain a loan to launch a business.



4. Lawyer – helps with legal issues regarding business registration, licenses, renting premises, and protecting intellectual property.

5. Chamber of Commerce and Industry representative – advises on opportunities to cooperate with other companies and export products.

6. Media representative – interviews the investor teams, asks questions about the business prospects, its social responsibility, and development plans.

Stages of the game:

1. Preparation: Students receive cards with their roles and a brief description of the situation. Each should prepare a short speech or questions related to their role.

2. Meeting with Government Agencies: Investors hold discussions with representatives from key institutions, including the tax service, bank, and legal advisor. During the meeting, they address essential formalities, clarify regulatory requirements, and seek answers to any questions related to taxation, financial transactions, and legal compliance.

3. Press conference: A media representative asks investors questions about their business. Throughout the process, the participants should use appropriate economic vocabulary to answer.

4. Final discussion: Game participants share their impressions, discuss the difficulties they encountered, and suggest ways to overcome them.

Language tasks:

1) Use of professional vocabulary in situational dialogues.

2) Practice to conduct negotiations in Ukrainian.

3) Formulate correct questions and answers in the context of economics.

The game project will help international students not only to improve their level of Ukrainian language proficiency, but also to understand better the economic system of Ukraine and its features.

Project-based learning technologies promote a high level of cognitive independence among international students. They also enable students to transition from being passive recipients of knowledge to active participants in both the learning process and real-world communication.



The case method, or case study, is a teaching approach based on analyzing, solving, and discussing real, semi-real, or fictional scenarios. It is widely regarded as one of the most effective methods for developing students' analytical and critical thinking skills, as well as fostering creativity.

Researcher M. Yakovlev, in examining the application and typology of the case method, suggests using the term "case study" as a synonym [17, p. 14]. Meanwhile, scholars T. Stepurko and O. Ignushchak define the case method as a teaching strategy designed to integrate theoretical material with students' practical experiences within a specific context. They emphasize its role in reinforcing the skills outlined by educational objectives [18, p. 71].

Researchers categorize cases into various types based on different criteria. By *type*, cases can be classified as field or literary; by *size*, they include full-size cases, large cases, mini-cases, and case series; by *presentation format*, they may be multimedia cases or video cases; by *structure*, they are either structured, unstructured, or creative; and by *teaching method*, they include role-playing games and simulation exercises, among others. Additionally, cases are often divided by *content* into analytical, problem-based, and descriptive categories [19, p. 279].

In the context of courses "Ukrainian as a foreign language" (UFL) and "Foreign business language" (FBL), role-playing games are among the most commonly used case types. However, we believe there is a distinct difference between case-based tasks and role-playing games. Role-playing games typically follow a well-defined script, with specific goals and objectives. They often involve pre-written scenarios that students should adhere to, as well as dialogues or polylogues centered around a particular theme and a structured course of action.

In contrast, the case method in UFL and FBL courses can be seen as a "free task." This means that, instead of following a rigid script, students engage in dialogues or discussions within a given topic and based on pre-prepared materials, but without a strictly defined scenario. The main goal of such tasks is to find an appropriate or correct solution while communicating in a foreign (Ukrainian) language. For international students learning general Ukrainian, case-based tasks can cover a wide range of



everyday topics, such as conversations with native speakers, ordering food in a restaurant, or debating environmental issues. For those studying Ukrainian for professional purposes, tasks are typically more complex, requiring them to solve industry-specific problems using the Ukrainian language. These assignments integrate both language proficiency and specialized theoretical or practical knowledge, making them a valuable tool for professional and linguistic development.

In our opinion, the case method is particularly effective for developing speaking skills during online distance learning. Similar to dialogues, cases can be successfully practiced in breakout rooms, allowing students to collaborate in small groups. Moreover, multiple groups can be assigned the same case, enabling a comparative discussion afterward where different solutions are analyzed and debated. Unlike in a traditional classroom setting, online mini-groups remain isolated from one another, ensuring a focused and uninterrupted learning experience. Teacher can design case-based tasks tailored to specific topics, adjusting their complexity to suit different proficiency levels. One of the key advantages of using the case method in UFL classes is its strong practical component and the flexibility it offers students. Unlike rigidly structured activities, case tasks allow learners to actively shape the scenario and independently explore solutions, fostering both linguistic and problem-solving skills.

Here is an example of a case study built around a real economic situation that concerns economic reforms or business strategies in Ukraine. This will allow international students to integrate economic knowledge with the study of Ukrainian as a foreign language.

Case: Developing a business strategy for an international company to enter the Ukrainian market for foreign second (master's) level students studying at the educational programme (EP) in the field of "International Business", specialty 292 International Economic Relations.

Case Study: Imagine that a foreign company, such as a consumer goods manufacturer, is planning to enter the Ukrainian market. Your team acts as a group of consultants responsible for developing a comprehensive market entry strategy. You must consider key factors, including economic conditions, legal regulations, and



cultural nuances that may impact the company's success. Your task is to prepare a detailed market entry plan in a foreign language. This plan should include an economic analysis, as well as well-researched marketing strategies tailored to the Ukrainian market. Be prepared to present and justify your proposals, demonstrating a clear understanding of the business environment and strategic decision-making.

Stages of implementation:

1. *Market research:* students should investigate the economic situation in Ukraine, such aspects as the level of competition, regulations, tax system, costs of doing business, etc. They must conduct this analysis in Ukrainian, relying on relevant sources (articles, reports, statistics, etc.).

2. *Economic analysis:* Students should assess the potential risks and benefits of a company entering the Ukrainian market. For example, investigate how changes in the tax system or legislation affect foreign investment. Study and use economic terminology in Ukrainian related to investments, market strategy, taxation, etc.

3. *Marketing Strategy:* Students develop the marketing strategy to promote a product or service on the Ukrainian market, taking into account local consumer preferences and cultural characteristics. Students should describe it in Ukrainian, using language structures and professional vocabulary correctly.

4. *Preparing a presentation:* Students prepare and present the outcomes of their case study in Ukrainian. They should explain, how their plan takes into account Ukrainian economic realities and legislative constraints, demonstrating proper language proficiency in a professional context.

5. *Discussion and Problem-Solving:* Other students and the teacher ask questions, which the team answers by explaining and justifying their solutions. This process enhances critical thinking and communication skills, helping students engage effectively in real-life discussions and debates on economic issues.

Conclusion: this case enables students to not only integrate economic knowledge into language learning but also actively use the Ukrainian language to address specific business challenges. International students enhance their professional vocabulary, economic analysis skills, communication abilities, and teamwork, all of which are



crucial for their future careers.

The case method enables higher education students to engage with real-world situations related to economics, business, science, or technology, fostering critical thinking and the ability to find solutions in actual market conditions. This approach is particularly beneficial in UFL and FBL courses, as students are immersed in the language environment by solving professional tasks, making the learning process more engaging and practical. Case tasks can be based on real, partially real, or hypothetical scenarios. When tackling these practical tasks, international students often receive a topic and problem to solve independently, in Ukrainian, drawing on their professional knowledge and personal experiences.

The capstone project method has gained popularity in recent years due to its interdisciplinary nature and its ability to assess the development of various competencies [20]. As a result, it is often implemented at **the final stage of education**, serving as a research project in which students tackle real-world problems related to their field of study.

This creative task involves several key stages: justifying the relevance of the research topic, defining the subject and object of study, setting clear goals and objectives, identifying research methods and information sources, formulating a hypothesis, determining problem-solving approaches, collecting and analyzing data, synthesizing findings, discussing and formalizing results, delivering a report, and highlighting new issues for further investigation.

Key Features of the Capstone Method:

- **Integration of Knowledge:** the project requires students to apply the knowledge and skills they have acquired throughout their studies.
- **Solving Real-World Problems:** capstone projects are often centered around real-world challenges in business, science, or technology.
- **Practical Orientation:** most projects focus on producing a tangible product, solution, or research outcome.
- **Interdisciplinary Approach:** projects often necessitate the use of knowledge from multiple disciplines, fostering a well-rounded approach.



- Teamwork: capstone projects are typically completed in groups, promoting the development of communication and collaboration skills.

According to the Cambridge Dictionary, the term "capstone" is defined as "the final, crowning achievement or event that marks the culmination of a process or effort" [21].

The capstone methodology facilitates the effective planning and organization of a UFL and FBL courses curriculum by integrating knowledge from prior experiences. It emphasizes the application of foundational knowledge and skills to solve problems using a foreign language, while also fostering the development of communication skills essential for interacting in a foreign language environment with native speakers [22]. The organization of the educational subject using this methodology is focused on developing foreign language communicative competence in an integrated manner. It emphasizes the continuous assessment and feedback of students as they develop the necessary language skills for practical application in a foreign language environment.

The capstone method of organizing the educational process aims to provide international higher education students with a comprehensive learning experience in studying Ukrainian language. This approach integrates components of foreign language communicative competence while also incorporating assessment practices.

An example of a capstone project in the field of economics within FBL course could focus on an economic research topic, seamlessly integrating language practice with the study of economics.

Capstone Project: Analysis of Economic Reforms in Ukraine and Their Impact on Small and Medium-Sized Businesses.

Project Aim: This capstone project is designed for the international students pursuing bachelor's degree in economic specialties who are studying FBL. The primary goal is to analyze the impact of economic reforms in Ukraine on the development of small and medium-sized businesses. Through this research, students will enhance their language proficiency by engaging with economic topics, develop professional communication skills in Ukrainian, and apply their theoretical knowledge in a real-world economic context. The project serves as a qualifying work at the final stage of



study, allowing students to integrate linguistic and economic competencies while gaining a deeper understanding of Ukraine's business environment.

Stages of project implementation:

1. *Research on economic topics:* international students will study key economic reforms in Ukraine over the past 10 years, such as tax reforms, deregulation, and banking sector reforms. By utilizing Ukrainian sources of information – such as economic articles, analytical reports, and news – students will enhance their ability to understand and interpret professional economic vocabulary.

2. *Developing an economic report in Ukrainian:* international students will prepare an economic report in Ukrainian, analysing the impact of specific reforms on the state of small and medium-sized businesses. Emphasis will be placed on the correct use of economic terminology in Ukrainian and adherence to an academic writing style.

3. *Interviewing Local Entrepreneurs:* as part of the project, students may conduct interviews with Ukrainian entrepreneurs to gain insights into their business experiences during the economic reforms. They will prepare interview questions in Ukrainian and document the responses, enhancing their communication skills and improving their understanding of real-life business language and terminology. This practical approach allows students to engage directly with the Ukrainian business environment and apply their linguistic and analytical skills in a meaningful way.

An example of an interview with a Ukrainian restaurateur.

Журналіст: Чи відчували ви вплив економічних реформ на ваш бізнес? Якщо так, то які саме реформи найбільше позначилися на вашій діяльності?

(Journalist: Have economic reforms affected your business? If so, which reforms have had the greatest impact on your operations?)

Ресторатор: Я працюю у сфері ресторанного бізнесу, і найбільше на нас вплинули податкові реформи. Спрощення податкової звітності полегшило ведення бухгалтерського обліку, проте підвищення деяких податків створило фінансове навантаження. Загалом, ми відчували як позитивні, так і негативні зміни, але, на мою думку, необхідно ще більше підтримки для малого бізнесу.

(Restaurateur: I work in the restaurant industry, and tax reforms have had the



most significant impact on us. The simplification of tax reporting has made accounting easier, but higher tax rates have increased our financial burden. Overall, we've experienced both positive and negative changes, but I believe small businesses need more support.)

Журналіст: Чи стало легше чи складніше отримати фінансування або кредити після реформ?

(Journalist: Has it become easier or more difficult to obtain financing or loans after the reforms?)

Ресторатор: Доступ до кредитування покращився, оскільки банки почали активніше працювати з малим бізнесом після реформ у банківському секторі.

(Restaurateur: Access to credit has improved, as banks have become more willing to work with small businesses following reforms in the banking sector.)

Журналіст: Які ще реформи, на вашу думку, необхідні для покращення умов ведення бізнесу в Україні?

(Journalist: In your opinion, what other reforms are needed to improve the business environment in Ukraine?)

Ресторатор: По-перше – це спрощення бюрократичних процедур. Змінення кількості дозволів, ліцензій і звітності для малого та середнього бізнесу, що дозволить підприємцям зекономити час та гроші, а також знизити рівень корупції. По-друге – зниження податкового навантаження на малий бізнес та створення стимулів для інвестування в розвиток технологій та інфраструктури. Можна також запровадити податкові пільги для стартапів.

Важливим також є створення незалежної та ефективної судової системи, яка забезпечує прозорість і справедливість у вирішенні бізнес-суперечок, що дасть підприємцям більшу впевненість. Це лише кілька напрямів з великого переліку.

(Restaurateur: First and foremost, simplifying bureaucratic procedures is essential. Reducing the number of permits, licenses, and reporting requirements for small and medium-sized businesses would help entrepreneurs save time and money while also lowering corruption risks. Secondly, reducing the tax burden on small businesses and introducing incentives for investment in technology and infrastructure



development are crucial. Implementing tax breaks for startups could further stimulate business growth.)

Additionally, establishing an independent and efficient judicial system is vital to ensure transparency and fairness in resolving business disputes, giving entrepreneurs greater confidence. These are just a few key areas that need attention from a much broader list of necessary reforms.

4. *Presentation of results*: the final stage of the project involves an oral presentation of the research findings in Ukrainian. Students must concisely and clearly explain the economic aspects of their study, demonstrating how they have integrated economic knowledge with their language skills.

5. *Assessment and Feedback*: the project is evaluated based on two key criteria: language proficiency (correct use of economic terminology, clarity, and structured presentation of ideas) and economic research quality (depth of analysis, use of relevant data, and practical conclusions).

6. *Conclusion*: this project enables international students to integrate language learning with practical economic analysis. They not only enhance their proficiency in Ukrainian within a professional context but also gain valuable experience in studying economic processes in Ukraine, preparing them for careers in international economic fields.

The capstone approach is designed for **the final stage of study**, where international students apply their accumulated knowledge to a large-scale project. It reinforces the ability to solve complex professional challenges, often involving the creation of a tangible product or research study. This method encourages independent problem-solving, accountability for results, and bridges the gap between academic education and real-world economic practice.



Conclusions

The study found that project-based learning is an effective tool for developing foreign language communicative competence in international higher education students. These technologies not only enhance language skills but also foster critical thinking, independence, creativity in problem-solving, and the integration of knowledge across different disciplines. When combined with other pedagogical approaches, project-based learning helps to intensify the educational process, particularly in the context of reduced classroom hours and an increased emphasis on independent study. This approach ensures a more dynamic and engaging learning experience, preparing students for professional and academic challenges.

An analysis of modern educational trends shows that project-based learning is widely used in higher education institutions across various countries. This approach enables the simulation of real communicative situations, significantly enhancing the quality of mastering courses such as "Ukrainian as a foreign language" and "Foreign business language". Additionally, it increases students' motivation by making the learning process more engaging and practical.

The experience of implementing project-based learning at S. Kuznets KhNUE has confirmed its effectiveness in the educational process. This approach has significantly enhanced students' foreign language proficiency, developed their intercultural communication skills, and improved their ability to adapt to the modern globalized environment. Testing revealed that project-based learning, as a form of independent work, fosters the qualitative development of communicative culture among international students through deep immersion in a foreign language environment.

Thus, project-based methods serve as a powerful tool for improving education, aligning with modern demands for training highly qualified specialists with strong professional foreign language skills. Future research could focus on expanding methodological approaches to project-based learning and analyzing its impact on the development of other professional competencies among students.



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Chapter 4.

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Chapter 5.

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