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### **THE IMPACT OF DIGITAL LANGUAGE TECHNOLOGIES ON THE DEVELOPMENT OF TEXT-CREATION COMPETENCE OF ECONOMICS STUDENTS IN NON-LINGUISTIC UNIVERSITIES**

**Abstract.** The article examines the peculiarities of developing text-creation competence in students of economic specialties through the use of digital language technologies in the modern educational environment. The relevance of the issue is determined by the need to train competitive specialists capable of carrying out professionally oriented foreign language communication and producing semantically accurate, logically structured, and stylistically appropriate texts. It is emphasized that the professional activity of a modern economist is directly connected with the preparation of analytical materials, business correspondence, financial reports, presentations, and professional comments, which requires a high level of text-creation skills. The study analyzes scholarly works devoted to the issues of text-creation competence, foreign language communicative training, and the use of digital technologies in professionally oriented education. It is determined that text-creation competence serves as an important indicator of the formation of an individual's professional competence, as it ensures the ability to engage in effective language interaction within a professional environment. The research substantiates the expediency of using digital platforms, interactive services, and language resources in the professional training of students of economic specialties. It is found that the use of Moodle, Google Classroom, Microsoft Teams, Grammarly, DeepL Write, QuillBot, and other digital tools contributes to the development of skills in logical text structuring, editing, self-monitoring, and reasoned presentation of ideas. Considerable attention is paid to interactive teaching methods, situational tasks, case-study methods, web quests, and collaborative forms of work that ensure the integration of language activity with real professional situations. The article highlights the peculiarities of using authentic media texts and digital analytical platforms in the development of analytical reading and professionally oriented writing skills. It is proved that digital language technologies increase students' motivation for learning, intensify speech activity, develop critical thinking, and



form the ability to adapt a text to a specific communicative situation. The study establishes that, under modern conditions, text-creation competence acquires the features of an integrative professional quality that combines language literacy, digital culture, communicative adaptability, and the readiness of future economists for effective intercultural interaction.

**Keywords:** text-creation competence, digital language technologies, professional communication, students of economic specialties, foreign language training, interactive learning, digital educational environment, professionally oriented text creation, media texts, communicative competence.

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## ВПЛИВ ЦИФРОВИХ МОВНИХ ТЕХНОЛОГІЙ НА ФОРМУВАННЯ ТЕКСТОТВОРЧОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ У НЕМОВНИХ УНІВЕРСИТЕТАХ

**Анотація.** У статті досліджено особливості формування текстотворчої компетентності студентів економічних спеціальностей засобами цифрових мовних технологій у сучасному освітньому середовищі. Актуальність проблеми зумовлена потребою підготовки конкурентоспроможного фахівця, здатного здійснювати професійно орієнтовану іншомовну комунікацію та створювати змістово точні, логічно організовані й стилістично доцільні тексти. Наголошено, що професійна діяльність сучасного економіста безпосередньо пов'язана з підготовкою аналітичних матеріалів, ділового листування, фінансових звітів, презентацій і професійних коментарів, що потребує високого рівня текстотворчих умінь. Проаналізовано наукові праці, присвячені проблемам текстотворчої компетентності, іншомовної комунікативної підготовки та використання цифрових технологій у професійно орієнтованому навчанні. Визначено, що текстотворча компетентність виступає важливим показником сформованості професійної компетентності особистості, оскільки забезпечує здатність до ефективної мовної взаємодії у фаховому середовищі. У дослідженні обґрунтовано доцільність використання цифрових платформ, інтерактивних сервісів і мовних ресурсів у процесі професійної підготовки студентів економічних спеціальностей. З'ясовано, що застосування Moodle, Google Classroom, Microsoft Teams, Grammarly, DeepL Write, QuillBot та



інших цифрових інструментів сприяє розвитку навичок логічного структурування тексту, редагування, самоконтролю й аргументованого викладу думки. Значну увагу приділено інтерактивним методам навчання, ситуаційно орієнтованим завданням, кейс-методам, вебквестам і колаборативним формам роботи, які забезпечують інтеграцію мовної діяльності з реальними професійними ситуаціями. Висвітлено особливості використання автентичних медіатекстів та цифрових аналітичних платформ у процесі розвитку навичок аналітичного читання й професійно орієнтованого письма. Доведено, що цифрові мовні технології підвищують мотивацію студентів до навчання, активізують мовленнєву діяльність, розвивають критичне мислення та формують здатність адаптувати текст до конкретної комунікативної ситуації. Установлено, що текстотворча компетентність у сучасних умовах набуває ознак інтегративної професійної якості, яка поєднує мовну грамотність, цифрову культуру, комунікативну адаптивність і готовність майбутнього економіста до ефективної міжкультурної взаємодії.

**Ключові слова:** текстотворча компетентність, цифрові мовні технології, професійна комунікація, студенти економічних спеціальностей, іншомовна підготовка, інтерактивне навчання, цифрове освітнє середовище, професійно орієнтоване текстотворення, медіатексти, комунікативна компетентність.

**Problem statement.** Text-writing competence occupies an important place in the system of professional training of students of economic specialties, as it provides the ability to content-accurate, rationally ordered and stylistically appropriate design of professional information. The professional activity of a modern economist is directly related to the preparation of analytical materials, business correspondence, reports and presentations, which, in turn, requires a high level of linguistic text organization. In such conditions, the use of digital language technologies is important, which allow to optimize the work with professionally oriented texts and increase the efficiency of language training. Working with interactive platforms, electronic resources and authentic media texts contributes to the development of skills in information analysis, content structuring and reasoned presentation of ideas, and also forms the ability to adapt the text to a specific communicative situation. Therefore, the relevance of the problem raised is enhanced by the need to train a competitive specialist who is able to carry out professional communication effectively in the conditions of a modern digital environment.

The analysis of recent studies and publications reflects the increased attention of researchers to the problem of developing text-creation and foreign



language communicative competence in the context of the transformation of the educational environment. Thus, Gulchuk T. considers text-creation competence as a complex scientific concept, substantiating its structural components and emphasizing the importance of the ability of an individual to create a logically organized and communicatively appropriate text [1]. Skrypnyk N., Lebed Yu., Turlyuk S. and Kasiyanenko O. define the text as the main form of language-professional activity implementation, focusing on its role in the formation of professional communication and the development of speech skills [2]. Krushinska N. analyzes modern pedagogical approaches and innovative technologies for the formation of foreign language communicative competence of students of non-linguistic specialties, emphasizing the need to integrate interactive teaching methods [3]. Kyrychenko T. and Riedel T. investigate the features of teaching students of economic majors the English language for professional purposes, justifying the importance of professionally oriented teaching content for increasing motivation and practical effectiveness of the educational process [4]. Karasyova O. considers digital tools as an effective tool for developing foreign language communicative competence of students of non-linguistic majors, emphasizing their impact on activating educational activity and improving the quality of teaching [5]. Dovgoplova G. and Reshitko A. justify the expediency of using smart technologies in the process of teaching foreign languages as a means of personalizing and optimizing the educational process [6]. Besarab O. focuses on the application of digital technologies in teaching a foreign language and translation to students of the humanities, proving their effectiveness in developing professional and communicative competences of students [7].

Despite a significant number of scientific works, the problem of forming text-writing competence of students of economic specialties by means of digital language technologies in the conditions of a modern educational environment requires further scientific understanding and practical improvement.

The purpose of the article is to study the peculiarities of the formation of text-creation competence of students of economic specialties by means of digital language technologies, as well as to identify effective interactive methods and digital resources that ensure the development of professionally oriented foreign language text-creation in the conditions of a modern educational environment.

Presentation of the main material. Text-writing competence is one of the important indicators of the formation of a person's professional competence, since its structural components directly correlate with the requirements of a specialist's profессиogram. It is important in professional training of future specialists, because the level of mastery of text-writing skills determines the ability to high-quality professional communication. Accordingly, the ability to build logically complete, meaningfully accurate and stylistically appropriate statements is of a



great priority. Therefore, the choice of an adequate communicative code ensures the correct perception of information and its accurate transmission, since errors in such conditions are unacceptable [1].

Therefore, the formation of the ability to create professional texts is significantly enhanced through the using of digital language technologies. Electronic platforms, interactive modules and language services contribute to the rapid processing of information and form the skills of structured presentation of ideas. The development of the ability to work with economic texts of various genres also deserves attention, since, it is this activity that provides a combination of linguistic accuracy with professional expediency. The use of digital resources also allows to do prompt editing, carry out self-control and correction of speech errors, which significantly improves the quality of education seekers training.

In view of the above, the development of text-creation competence has to be considered as a necessary condition for the formation of a professional linguistic personality, since it is through the text that the professional self-expression of the future specialist is realized. As a result, working with texts acquires priority importance in the system of professional language training. Text-creation competence, in turn, acts as an important criterion for the level of formation of professional competence, and its structural elements are consistent with the requirements defined for representatives of a particular profession. In the conditions of modern higher education, where future professional activity involves active interaction with representatives of different language communities, the ability to effective and correct intercultural communication becomes especially significant. That is why the formation of text-creation skills ensures linguistic literacy and professional mobility of the future specialist [2, p. 150].

The integration of speech activity with professional situations of real communication remains an important aspect of students of economic specialties training. The creation of analytical reports, business letters, presentation materials and professional comments requires knowledge of terminology and the ability to make a text logically consistent. Under such conditions, digital tools act as the main means of learning, since they provide modeling of a professional communicative environment. The mentioned above makes it possible to combine speech practice with the development of critical thinking, analytical skills and argumentation of the presentation.

The introduction of digital tools into the language training system is a determining condition for the effective formation of foreign language communicative competence of students of non-language specialties in a modern technological educational environment. Thus, the training of future specialists acquires new content guidelines, since the assimilation of language material and



the ability to use it productively in professional activities is becoming important. Accordingly, for the applicants for economic specialties, the priority is the development of a strategic component that ensures overcoming the shortage of language resources by the use of intelligent digital tools. This convincingly demonstrates the transformation from a reproductive model of learning to a competency-based approach, where the ability to create independently professionally oriented texts and adapt them to specific communicative situations takes center stage [5, p. 193].

During the professional training of students of economic specialties, digital language technologies expand significantly the possibilities of text-creation activities. For example, the use of platforms such as Moodle, Google Classroom, Microsoft Teams allows you to systematize your work with analytical texts, business correspondence, financial reports and presentation materials. Such educational environment contributes to the accumulation of professional vocabulary and forms the skills for properly structuring speech. The use of platforms such as Grammarly, DeepL Write, QuillBot and other language services that help edit text, eliminate stylistic inaccuracies and improve argumentation is especially productive. Due to this, students can gradually move from mechanical reproduction of samples to conscious text creation.

In the practice of teaching economists, it is also important to model real professional situations, where the text is the main tool of professional interaction. Writing business letters, compiling marketing descriptions, preparing economic forecasts and presentations require linguistic correctness and accuracy of the content.

It is digital resources that provide the possibility of multi-stage editing, peer reviewing and operational feedback. This significantly increases the level of self-control, and develops the ability to evaluate one's own text critically. As a result, text-making competence is developed as an integrative quality that combines linguistic literacy, professional expediency and communicative adaptability.

It is worth noting that the leading principles of digitalization of language education include personalization of learning, interactivity and visualization of content, development of digital literacy, creation of an open educational environment and support of collaborative learning [7, p. 199]. Each of the above aspects directly affects the formation of students' text-creation competence, as it ensures individualization of the educational trajectory and increases the level of involvement in the educational process. Personalization allows you to select tasks in accordance with the professional needs of the future economist, and interactivity activates speech activity through the practical implementation of communicative tasks. Visualization of the content, with the help of mind maps in particular, infographics and digital diagrams, contributes to a better understanding



of the structure of the text and the correctness of the material presentation.

The development of digital literacy is also important, since a modern specialist works in conditions of constant information flow and they must quickly select, analyze and interpret professionally significant information. Working with electronic text corpora, specialized dictionaries, financial databases and digital analytical platforms forms the ability to accurately language design professional content. At the same time, collaborative learning through joint editing of documents in Google Docs or creation of group projects in Canva and Notion increases responsibility for the quality of the text and teaches effective professional interaction. Accordingly, under such conditions, text creation ceases to be an isolated language exercise and acquires the features of real professional practice.

It is also advisable to organize teaching a foreign language in accordance with the professional direction with the involvement of modern Internet technologies, since they significantly increase the motivation and cognitive activity of higher education applicants. In such conditions, the process of language training becomes applied, and the use of a foreign language gradually moves from the educational plane to the sphere of professional communication. For students of economic specialties, this is of particular importance, because future professional activity involves constant work with business texts, analytical materials and international professional interaction. Thanks to the digital educational environment, the psychological barrier to using a foreign language is noticeably reduced, and speech practice becomes functionally justified [6, p. 143].

The formation of text-writing competence in such conditions is much more effective, since students work with holistic professionally oriented texts. Working with electronic learning platforms, digital cases, interactive documents and analytical resources contributes to the development of skills in logical structuring of thought. The ability to adapt the text to a specific communicative situation, to select appropriate terminology and to ensure the argumentation of the statement is important here. Accordingly, under such conditions, the text becomes a tool for professional self-expression.

The practical implementation of this aspect is possible by the use of situation-oriented tasks that integrate professional content with digital learning tools. An example of such a method is the task on the topic “Preparing an International Business Report”. Thus, students are offered a simulated situation in which a company is going to enter a new international market, but it faces a decrease in consumer demand and instability of the product supply system. The task involves processing spreadsheets with financial indicators, analytical charts, marketing reports and statistical materials posted on the educational platform. After analyzing the data obtained, students should prepare an English-language



business report of 200-250 words, in the structure of which it is necessary to clearly define the problem, propose an appropriate investment strategy and forecast business development prospects.

At the first stage, students must analyze digital materials, identify important economic indicators and form the content basis of the future text. Next, they must create a joint document in which they should gradually build the structure of the report: introduction, analytical part and conclusions. Considerable attention is paid to the correct use of professional vocabulary, logical presentation and cause-and-effect relationships between economic phenomena. The next step is independent editing of the text using language services to check grammar and stylistic accuracy, which allows students to improve the quality of their written product.

This is followed by peer review in small groups, where each student analyzes the text of their colleague and provides recommendations for improving its content, structure, and argumentation. This kind of work activates critical thinking and develops responsibility for the linguistic presentation of professional information. The final stage is a short multimedia presentation of the results, during which the student argues the proposed company development strategy and explains the possibilities of increasing its competitive advantage. Thus, written activity is combined with oral professional communication, which significantly enhances the text-forming effect of learning.

It is also worth noting that for the formation of communicative knowledge, skills and abilities, foreign language teachers actively use innovative teaching methods that combine communicative and cognitive goals. A prominent place belongs to interactive methods aimed at developing the student's personality, their creative potential and professional thinking. Interactive learning includes the involvement of almost all participants in the educational process in active joint activities, which significantly changes the traditional perception of learning as a passive assimilation of knowledge. Thus, each student makes their own contribution to the common result, exchanges experience, methods of solving problems and new ideas [3, p. 105].

The effectiveness of the above method is especially noticeable when performing webquests, role-playing negotiations, case methods and online discussions, where text creation is the basis of professional interaction. For example, in the process of completing the task “Negotiating with Foreign Investors”, students must distribute the roles of company representatives, investors and financial analysts, and then prepare English-language cooperation proposals, official letters and short analytical conclusions. This activity allows you to combine linguistic correctness with professional expediency, and along with this, it develops readiness for real business communication. It is the



integration of digital technologies and interactive methods that provides a qualitatively new level of development of text-creation competence of future economists in non-language universities.

When studying a foreign language for professional purposes, it is advisable to use different learning styles as differentiated ways of organizing the educational process, ensuring its individualization and efficiency. Therefore, at this point, educational activities should take into account the peculiarities of the perception of information by different categories of students. It is also important to use visual aids that provide better cognitive processing of new information and contribute to the formation of stable language skills [4, p. 4].

In this context, the need to integrate different channels of information perception is becoming more relevant, since the effectiveness of learning largely depends on the combination of visual, auditory and practically oriented methods that ensure multidimensional assimilation of language material. Under such conditions, various cognitive mechanisms of information processing interact in the educational process, namely: visual perception, auditory understanding and practical reproduction of language units in communicative situations. That is why the use of such technologies as Quizlet, YouTube Education and Spotify Podcasts quite optimally ensures the proper perception of language material, since each of these platforms realizes a separate didactic potential in the process of forming language skills.

Quizlet, in particular, promotes systematization and repeated professional vocabulary usage through digital cards, which activate long-term memory and ensure the automation of speech structures. YouTube Education, in turn, creates conditions for visualization of educational material, allowing students to observe real communicative situations, analyze examples of professional speech and assimilate lexical units in context.

Spotify Podcasts complements this process with the development of auditory perception, forming skills in understanding authentic speech and intonation-semantic features of professional communication.

Accordingly, it becomes obvious that interactive vocabulary processing through digital cards, audio explanations and thematic videos dramatically increases the level of mastering professional terminology, as it ensures its multi-channel perception and contextualization.

Although traditional methods remain relevant and perform an important didactic function, it is digital services that provide significantly greater variability of educational impact, flexibility in organizing educational activities and individualization of the process of mastering language material, which ultimately contributes to the formation of sustainable professionally oriented language competencies.



Therefore, the issue of integrating different types of learning activities into the process of forming language competence of students of economic specialties is important, since their professional activity requires rapid processing of information and creation of texts of various genres. In this case, the use of Google Classroom, Microsoft Teams and Padlet platforms by students allows them to organize joint work on texts, which significantly improves the quality of the educational result. At the same time, the use of cloud documents provides constant access to materials and the ability to edit them in real time, so it is important to combine individual and group work. Of course, such an organization of learning contributes to the development of text-creation skills, because the student is constantly in conditions of active language interaction.

In view of the above, students can be offered to complete the task “Creating a Visual Financial Report with Digital Support Tools”, within which they are invited to work on the lexemes “profit margin”, “investment strategy”, “market demand”, “budget allocation”, “revenue growth”. The task involves creating an analytical text in English based on visual data generated in Google Data Studio, which reflect the company’s financial performance. The task progress includes analyzing interactive graphs, identifying important economic trends, creating text in Google Docs with further editing using Grammarly and presenting the results in Canva. This algorithm ensures the transformation of visual information into professionally oriented text, which is an important element of text-creation competence.

To form the text-making competence of students of economic specialties, it is advisable to involve authentic media texts, since they provide the development of analytical reading skills and professionally oriented writing. For example, students are offered to process some material from the BBC News media resource [8] using digital educational technologies such as Google Scholar, Pocket and Notion, which provide the initial structuring of the content, single out important semantic phrases and their subsequent analytical interpretation. During the task progress, it is important to highlight the content elements of the text, in particular phrases such as “Living things are all chemistry labs” and “molecules that can twist their shape, storing energy in the process”, which are used as analytical units to build their own professional text using digital platforms.

Therefore, the use of Pocket and Notion will allow students to capture important fragments of a media text and immediately structure them in the form of thematic blocks for further analysis. Accordingly, citation elements function as semantic landmarks, around which analytical understanding of the content is built. It is especially important that, with the help of Google Scholar, students can correlate the selected fragments with scientific sources, which provides a deepening of interpretation and the transition from the media to the scientific and economic level of analysis.



The task requires students, using Notion, to create an interactive map of important fragments of the article, where each content block is accompanied by a short analytical commentary reflecting its semantic load and possible interpretative connections with economic phenomena. The condition is to create a text in English of 180-200 words, in which the used fragments of the media text are integrated as the basis for argumentation and further economic analysis, which ensures the transformation from information reproduction to analytical generalization of the content. Therefore, the task progress includes fixing the fragments in Pocket, their thematic organization in Notion, clarification of terminology through Google Scholar and writing the final text in Google Docs, which creates a consistent complex-level algorithm for processing authentic material.

At each stage of the task progress, a separate component of text-creation activity is created: namely, Pocket provides the initial accumulation and storage of relevant fragments, Notion acts as a tool for their structuring and logical grouping, Google Scholar performs the function of scientific and terminological clarification, and Google Docs provides the final language implementation of the text with the possibility of editing and improvement. In the process of performing such a task, it becomes obvious that digital educational technologies are radically changing the way of working with media texts, as they provide a transformation from simple highlighting of fragments to their deep analytical structuring, interpretation and further professional adaptation within the framework of economic discourse. Of course, this contributes to the development of text-creation competence of students, as they gradually acquire the ability to integrate authentic media elements into coherent analytical statements, build logical connections between them and create professionally oriented texts that meet the requirements of modern foreign language communication.

Also, to develop text-writing competence, students can be offered to study economic material that highlights inflationary processes in the USA [9], where attention is focused on the fact that “prices are also reaccelerating in these other areas”, and it is also emphasized that “Inflation pressure isn’t just at the pump, it’s showing up across the household budget”. These fragments act as semantic markers that allow students to trace the expansion of inflationary pressure beyond the energy sector and move on to its comprehensive economic analysis.

Given this, the use of digital tools such as Hypothes.is and Liner for analysis will significantly change the nature of working with media texts, as it will provide the possibility of interactive commenting and highlighting important fragments directly in the text. In this format, students will read the material and immediately carry out its analytical marking, which, in turn, contributes to a deeper understanding of the economic content. It is especially important that with



the help of the digital platform Readwise Reader they will form a personal database of fragments that can be used for further text creation.

Thus, the task involves step-by-step work with the article: first, in Hypothes.is students highlight content fragments and add short analytical comments to them, which allows them to fix key semantic accents and immediately carry out the initial interpretation of the text in the digital environment. Next, they create a logical map of inflation processes in Mindomo, where they group data by sectors (energy, shelter, insurance), which provides visualization of economic relationships and contributes to a systematic understanding of cause-and-effect relationships. After that, they form a structured summary in Evernote with the selection of important economic trends, key terms and generalized analytical conclusions, which strengthens the ability to logically generalize and select relevant information. The final stage is writing an English-language analytical text based on systematized materials, in which students integrate selected fragments, analytical observations and economic interpretations into a holistic professionally oriented product.

When performing such a task, it becomes obvious that modern digital tools change the very way of processing media texts and directly the logic of their interpretation, as students move from linear reading to multi-level analysis of information, its structuring and further synthesis. In such a context, the role of analytical thinking increases significantly, since students must reproduce the content and highlight economically significant patterns, correlate them with the context and form their own interpretative position. Of course, this contributes to the development of text-creation competence, as it forms the ability to structure economic data, integrate text fragments, establish logical connections between them and create coherent, reasoned and professionally motivated analytical statements that meet the requirements of modern professional communication.

Conclusions and prospects for further research. Thus, the results of the study confirm that text-creation competence occupies an important place in the structure of professional training of students of economic specialties, as it provides the ability to create correctly organized, semantically accurate and stylistically appropriate professional texts. During the scientific analysis, significant attention was focused on the role of digital language technologies, which contribute to the activation of speech activity, the development of analytical thinking and the improvement of professional communication skills. The use of interactive platforms, language services, digital analytical resources and authentic media texts creates conditions for combining language training with real professional situations. The study emphasizes that interactive teaching methods, collaborative work and situation-oriented tasks enhance motivation of students and form their ability to create texts on their own in conditions of



professional interaction. Thus, text-writing competence acquires the characteristics of an integrative professional quality, which combines language literacy, digital culture, communicative adaptability and the readiness of the future specialist for effective intercultural communication. Prospects for further research lie in an in-depth study of the effectiveness of implementing artificial intelligence, adaptive digital platforms and interactive educational technologies in the process of forming foreign language competence of students of economic specialties in the conditions of dynamic development of the digital educational environment.

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