



## Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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### ПЕРСПЕКТИВИ ТРАНСФОРМАЦІЇ КОМПЕТЕНТІСНОЇ ПАРАДИГМИ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

**Анотація.** Компетентісна парадигма сьогодні є стратегічним напрямом розвитку вищої освіти. Об'єктивно виникла необхідність трансформації наявних і розробки нових методичних систем навчання, спрямованих на формування низки компетентностей, необхідних для успішної професійної діяльності здобувачів освіти. Стаття присвячена аналізу компетентісної парадигми навчальної дисципліни «Українська мова за професійним спрямуванням» крізь призму особливостей підготовки фахівців педагогічної галузі.

Специфіка дослідження зумовила необхідність застосування комплексу теоретичних, емпіричних і візуально-графічних методів. Для встановлення частотності висвітлення складників компетентісної парадигми навчальної дисципліни (завдання 1, 2 дослідження) використано методи аналізу наукових джерел, синтезу, узагальнення, абстрагування, зіставлення. Для виконання третього завдання дослідження застосовано методи спостереження, самоспостереження, порівняння, опису. Для формування синтезованого уявлення про результати дослідження застосовано візуальні методи (побудова діаграм).

У межах статті здійснено аналіз наукового інформаційного простору щодо висвітлення методичних аспектів реалізації лінгводидактичної компетентісної парадигми в контексті української мови за професійним спрямуванням. Встановлено, що дослідження потенціалу навчальної дисципліни щодо компетентісної підготовки майбутніх педагогів розпочалося з 2004 року. Посилена увага в дослідженнях звернена на формування комунікативної, мовної, мовленнєвої, лексичної, термінологічної компетентностей майбутніх фахівців різних спеціальностей. Натомість актуальними, але малодослідженими залишаються методичні аспекти формування документознавчої, лінгвокультурологічної, країнознавчої, загальнонаукової, мегапрагматичної, підприємницької, міжкультурної, гендерної, екологічної компетентностей. Можливості формування у контексті української мови за професійним спрямуванням медіакомпетентності, проектної, етичної, рефлексивної, прогностичної, естетичної, візуальної, фонологічної, орфоепічної, орфографічної, граматичної, фразеологічної компетентностей здобувачів вищої педагогічної освіти ще не були предметом наукових розвідок в українській лінгводидактиці.

У статті здійснено впорядкування складників компетентісної парадигми української мови за професійним спрямуванням відносно частотності їх висвітлення у працях сучасних науковців. Простежено динаміку розкриття компетентісної парадигми означеної навчальної дисципліни у хронологічному аспекті. Встановлено відповідність її компонентів Стандарту вищої освіти за спеціальністю 013 «Початкова освіта» для першого (бакалаврського) рівня вищої освіти, а також освітньо-професійній програмі «Початкова освіта».

**Ключові слова:** компетенція, компетентність, компетентісна парадигма, методична система, українська мова за професійним спрямуванням, освітній компонент, педагогічна галузь, курс.



## PROSPECTS OF TRANSFORMATION OF THE COMPETENCE PARADIGM OF UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

**Abstract.** Currently, the competence paradigm is a strategic direction for the development of higher education. There has objectively arisen a need to transform the existing and develop new methodical training systems aimed at forming a set of competences necessary for students' successful professional activity. The article analyzes the competence paradigm of the educational discipline Ukrainian Language for Professional Purposes through the prism of the peculiarities of training specialists in the pedagogical field.

The specifics of the research have necessitated using a complex of theoretical, empirical, visual and graphic methods. To establish the coverage frequency of the competence paradigm components of the academic discipline (tasks 1 and 2 of the study), the methods of scientific sources analysis, synthesis, generalization, abstraction, and comparison have been used. In order to fulfill the third task of the research, the methods of observation, self-observation, comparison, and description have been applied. Visual methods (diagram construction) have been used to form a synthesized idea of the research results.

Within the article, an analysis of the scientific information space is carried out regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of Ukrainian Language for Professional Purposes. It has been established that the study of the academic discipline potential of competence-based training of future teachers began in 2004. Special attention in research is paid to the formation of the communicative, linguistic, speech, lexical, and terminological competences of future specialists in various specialties. Instead, the methodical aspects of formation of the documentary, linguocultural, country studies, general scientific, megapragmatic, entrepreneurial, intercultural, gender, and ecological competences remain relevant but understudied. The possibilities of formation of the media, project, ethical, reflexive, prognostic, aesthetic, visual, phonological, orthoepic, orthographic, grammatical, and phraseological competences of students of higher pedagogical education in the context of Ukrainian Language for Professional Purposes have not yet been the subject of scientific investigations in Ukrainian linguodidactics.

The article organizes the components of the competence paradigm of Ukrainian Language for Professional Purposes in relation to their coverage frequency in works by modern scientists. The dynamics of the study into the competence paradigm of the specified academic discipline are traced in the chronological aspect. The compliance of its components with the Standard of Higher Education in Specialty 013 Primary Education for the first (bachelor) level of higher education, as well as the educational and professional program Primary Education, was established.

**Keywords:** competence, competency, competence paradigm, methodical system, Ukrainian Language for Professional Purposes, educational component, pedagogical field, discourse.

### INTRODUCTION

**The problem formulation.** The quality of the training of specialists in the modern education system is determined by the level of formation of professional competences in them, which ensures the ability to quickly adapt to changing working conditions, continuous self-education, and effective professional activity in general. The competence-based educational paradigm is provided by the content of educational components, which necessitates its transformation and consideration through the specified prism. Relying on the normative foundation of functioning of the Ukrainian language as a state language in general and in the educational field in particular, competence-oriented language and speech training of future specialists in pedagogy becomes especially relevant, since their professional activity is characterized by multifacetedness, dynamics, non-standard situations, a high level of responsibility, constant information and technological changes that require the formation of a number of language, speech, and professional competences to solve pedagogical tasks of linguistic, theoretical, speech, and practical direction.

**Analysis of scientific research.** An effective means of solving the profession-oriented language and speech problem in higher education institutions of Ukraine is the academic discipline Ukrainian Language for Professional Purposes. The boundaries of the scientific interests of the methodology of teaching Ukrainian Language for Professional Purposes have significantly expanded since 2010, that is, during the period of establishment and the beginning of the intra-systemic development of the academic discipline (Humeniuk, 2022). They have both covered the peculiarities of pedagogical activity regarding the formation of professional speech skills or the culture of business communication and collectively formed the conceptual foundations of teaching Ukrainian Language for Professional Purposes, in particular: O. Hrydzhuk, I. Drozdova, V. Dubichynskyi, L. Vasenko, O. Bondarets, N. Piast, K. Klymova, S. Tovkailo, and others have researched the communication and activity-based approach to teaching Ukrainian Language for Professional Purposes according to students' future professional activities; A. Yaremko, V. Kotsar, S. Shevalie, S. Shumovetska, N. Holiarnyk, N. Makohonchuk, and others have revealed the principles of activation, differentiation, and individualization of education by means of modern information technology; N. Yelnikova, N. Didenko, H. Bryl, I. Drozdova, O. Hrydzhuk, V. Kalinkin, M. Liashchenko, and others have outlined directions for the implementation of the competence-based educational paradigm in the process of teaching the educational course; S. Shyika, M. Tyshkovets, T. Hromko, O. Medviedieva, A. Sokolova, and others have defined students' educational independence as a necessary component of professional competence; T. Mishenina, K. Kachailo, I. Miahkota, O. Saifulina, T. Leshchenko, I. Samoilenko, and others have highlighted the peculiarities of using innovative teaching technologies during Ukrainian Language for Professional Purposes classes; H. Hamova has worked on the theoretical aspects of applying the achievements of pragmalinguistics in the context of forming the content of teaching Ukrainian Language for Professional Purposes.

The specified areas of theoretical and methodological developments have created the basis for conducting experimental studies and building methodical systems that have comprehensively revealed various aspects of the



process of teaching Ukrainian Language for Professional Purposes at Ukrainian institutions of higher education: N. Kostrytsia, V. Borysenko – formation of the professional speech competence of economics students (Kostrytsia, 2002; Borysenko, 2010); I. Drozdova – a methodical system for the development of Ukrainian professional speech of students at higher education institutions of a non-philological profile (Drozdova, 2011); O. Hrydzhuk – methods of forming the linguistic and communicative competence of future specialists in forestry specialties (Hrydzhuk, 2018); I. Humeniuk – a methodical system of teaching Ukrainian Language for Professional Purposes students at pedagogical institutions of higher education (Humeniuk, 2022).

Thus, the analysis of the information space of the problem has proven that the main components of the competence paradigm of Ukrainian Language for Professional Purposes have received proper coverage in scientific literature. At the same time, the dynamics of socio-political transformations lead to significant changes in the educational sector and the need to revise the competence paradigm of educational components.

### **AIM AND TASKS RESEARCH**

The aim of the research is to analyze the competence paradigm of the academic discipline Ukrainian Language for Professional Purposes through the prism of peculiarities of training pedagogy specialists.

We believe that the goal of the research can be achieved by completing such tasks:

- 1) a detailed analysis of the scientific information space regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of the academic discipline;
- 2) arranging the components of the competence paradigm of Ukrainian Language for Professional Purposes according to the frequency of their coverage in works by modern scientists;
- 3) establishing compliance of the components of the competence paradigm of Ukrainian Language for Professional Purposes with the Standard of Higher Education in specialty 013 Primary Education for the first (bachelor) level of higher education, as well as the educational and professional program Primary Education.

### **RESEARCH METHODS**

The specifics of the research have necessitated using a complex of theoretical, empirical, visual and graphic methods. To establish the coverage frequency of the competence paradigm components of the academic discipline (tasks 1 and 2 of the study), the methods of scientific sources analysis, synthesis, generalization, abstraction, and comparison have been used. In order to fulfill the third task of the research, the methods of observation, self-observation, comparison, and description have been applied. Visual methods (diagram construction) have been used to form a synthesized idea of the research results.

### **RESULTS OF THE RESEARCH**

Identification of competences in the content of academic disciplines determines the guidelines for selection of those exact areas of gaining experience that are most significant for the formation of students' value orientations and that will be implemented in their professional activity. The competence paradigm of Ukrainian Language for Professional Purposes as a grouping of professional competences that determine the goal and final result of education is not an absolutely stable formation. It is subject to the main synergistic principles, which include instability, nonlinearity, non-closure, dynamic hierarchy, and observability, and can undergo changes under the influence of social demand and global trends.

During the study of the competence paradigm of Ukrainian Language for Professional Purposes in the context of training pedagogy specialists, 24 of its components have been singled out and analyzed, taking into account hierarchical subordination and compliance with the educational and professional program Primary Education. The structure of the competence paradigm of the academic discipline includes the general scientific competence, which covers the research and instrumental competences as structural components; the entrepreneurial, editorial, terminological, and documentary competences; the discursive competence and its components (the communicative (linguistic (phonological, orthoepic, orthographic, lexical, grammatical, stylistic, phraseological), sociolinguistic (ethnolinguistic, cultural), and pragmatic (micropragmatic, macropragmatic, megapragmatic) competences) (Humeniuk, 2019). Each competence has been analyzed from the point of view of the prospects for its formation during lectures and practical classes, as well as the implementation of a system of independent work on Ukrainian Language for Professional Purposes (Humeniuk, 2022).

Since the implementation of the content and procedural components of the methodical system of teaching Ukrainian Language for Professional Purposes takes into account a wide range of discourses including pedagogical, scientific, publicizing, administrative, national identity, business communication, rhetorical, documentary, etc., the prospects for transformation of the competence paradigm are determined by the possibilities of applying relevant educational forms, methods and means for their support. Let us analyze the scientific information space regarding the coverage of the methodical aspects of implementing the linguodidactic competence paradigm in the context of the academic discipline.

The chronological boundaries of the study correspond to the period of existence of the academic discipline Ukrainian Language for Professional Purposes (with variable names): 1989-2023. The research material consists of scientific publications studying the methodical aspects of teaching, which are organized in the Chronological Bibliographic Index of Works on Ukrainian Language for Professional Purposes in Scientific Publications of the Late 20th - early 21st Centuries (Humeniuk, 2021), as well as the results of the 2022-2023 research into the information space of the problem.

It should be noted that the first scientific publication studying the possibilities of forming a certain competence during Ukrainian Language for Professional Purposes was published in 2004. I. Klymenko, relying on the language concept adopted in Ukraine, considers the speech competence to be a component of the communicative competence along with



the language and sociocultural ones. The author interprets this concept as “the maturity of the ability to use oral and written literary language and the richness of its expressive means depending on the goals and tasks of the speech and public life” (Klymenko, 2004). At the same time, the publication pays considerable attention to the methods of teaching abstracting, which has lost its relevance in modern conditions.

Despite the fact that the speech competence is considered to be a component of the communicative competence, the research into the peculiarities of its formation in the context of the academic discipline preceded the studies of the communicative competence, the first of which appeared in 2008. This situation, in our opinion, indicates the tendency of the program-based direction of the academic discipline at that period, namely improving business speech of representatives of various industries. The need to increase the linguistic literacy of future specialists, i.e. the formation of their language competence in the process of studying Ukrainian Language for Professional Purposes, was paid attention to even later: in 2011, in an article by M. Liashchenko (Liashchenko, 2011). In general, during the period under investigation, 22 studies on the specifics of forming the communicative competence in the context of the academic discipline, 19 on the speech competence, and 14 on the language competence have been detected in the scientific information space.

It is worth mentioning that out of the components of the language (linguistic) competence, researchers have paid some attention only to the lexical (4 works) and stylistic (1 work) competences. Such components of the language competence as the phonological, orthoepic, orthographic, grammatical, and phraseological competences still remain unexplored.

Since 2012, increased research attention has been paid to the formation of the terminological competence of future specialists in various specialties, in particular: political science, agricultural industry (2012), technical specialties (2013), jurisprudence (2013, 2022), construction and civil engineering (2015, 2021), economics (2015), philology (2016), pharmaceuticals (2021), pedagogy (2014, 2016, 2018), and medicine (2023). In total, 11 publications on the problems of forming students' terminological competence have been found in the scientific information space. In order to arrange the components of the competence paradigm of Ukrainian Language for Professional Purposes according to the frequency of their coverage in works by modern scientists, a diagram has been constructed (Figure 1).

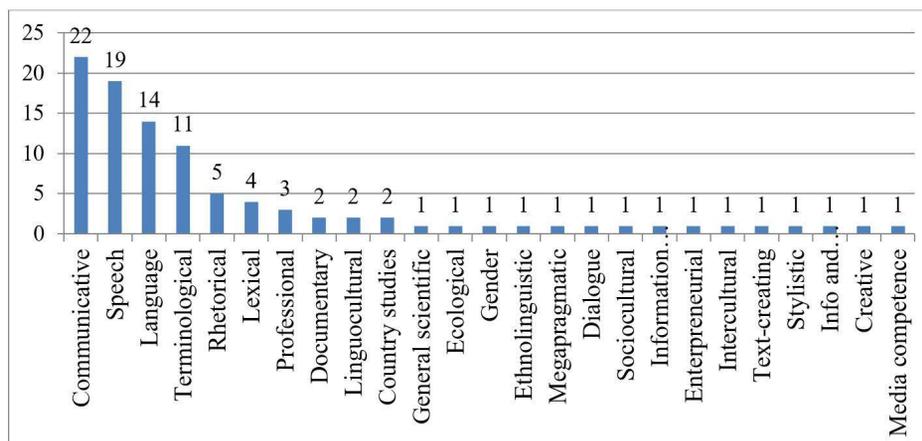


Figure 1. The coverage frequency of the competence paradigm components of Ukrainian Language for Professional Purposes in works by modern scientists

As can be seen from Figure 1, in the context of Ukrainian Language for Professional Purposes, teachers find it possible to form students' rhetorical competence, and such studies belong to the newest (since 2021). M. Kovalyk considers this realistic if the “Rhetoric” section is provided in the specified educational component. Defining the rhetorical competence as “a set of theoretical and practical knowledge and skills to build effective and optimal communication according to the speech situation, which is an impetus to the implementation of one's own rhetorical resources and shows readiness to carry out professional activity,” the researcher proposes following a 4-stage structure of practical classes aimed at the development of rhetorical skills (Kovalyk, 2021). N. Didenko emphasizes the necessity of updating the methodical system of forming the rhetorical competence of higher education students during the study of Ukrainian Language for Professional Purposes. The scientist examines the main approaches to the formation of students' rhetorical competence during distance learning: competence-based, systemic, humanistic, communicative, activity-oriented, and contextual. At the same time, the author considers the webinar to be an effective form of implementation of rhetorical events, identifying a list of convenient educational platforms for its conduct: MyOwnConference, FreeConferenceCall.com, Microsoft Teams, Webex, and Google Hangouts, as well as applications of telecommunication systems Skype, Viber, Telegram, Instagram, Facebook, and YouTube (Didenko, 2022).

We consider the issue of forming students' linguocultural competence in the context of Ukrainian Language for Professional Purposes to be promising for linguodidactic research, since the relationship between the language and the culture of the people can be revealed during consideration of the issues of “Language and Speech, their Functions,” “The Concept of the Ukrainian National and Ukrainian Literary Languages,” and “Functional Styles of the Modern Ukrainian Language.” According to I. Davydchenko, “the linguocultural competence is implemented in the knowledge



of the material and spiritual culture, the historical development of the Ukrainian nation, folklore, traditions, customs and rites of the native people, as well as in the ability to use cultural knowledge in professional activity” (Davydchenko, 2015). Research in this direction is extremely relevant in modern realities, but we observe an insufficient number of it in the scientific information space.

In the content of Ukrainian Language for Professional Purposes, researchers see potential for the formation of the country studies competence. Analyzing the interpretations of this concept available in scientific works, we summarize that in their essence they are consistent with the definition of the ethnolinguistic competence. According to O. Romanova, “with the help of linguistic, country study, and ethnolinguistic material, it is possible to form the country study competence” (Romanova, 2014). Updating applied ethnolinguistic aspects in the content of the educational component of Ukrainian Language for Professional Purposes contributes to a deeper understanding of the functions of the native language in the life of the ethnic group and an individual, the awareness of the interrelationships between the language and culture of the nation, and the specifics of intercultural communication, i.e. the formation of the ethnolinguistic competence of future specialists in pedagogy (Humeniuk, 2016).

The methodical aspect of forming the ecological, gender, and media competences in the context of teaching Ukrainian Language for Professional Purposes is new and understudied in linguodidactics. The appearance of such scientific investigations indicates a significant expansion of the competence paradigm of the specified academic discipline. If the formation of the ecological competence is based on the content, the textual basis of Ukrainian Language for Professional Purposes and can relate to both the environment and the ecology of the language, then gender in linguistics covers the general communicative behavior of men and women and therefore strategies and tactics of communication, lexical, syntactic, phonic, and other speech features of representatives of both sexes. O. Chuieshkova singles out the following elements of the educational component: “problems of gender linguistics; gender biases common to all languages; the role of gender in creating a linguistic picture of the world; linguistic sexism or discriminatory representation of genders in language; gendered reading of texts; gender aspect of modern language policy; gender culture of speech; linguistic aspect of gender stereotypes in texts; “male” and “female” language; images of men and women in linguistic consciousness; gender aspects of professional communication; gender specifics of intercultural communication” (Chuieshkova, 2013). The author focuses on the problems of linguistic sexism, including those that have already been resolved in the 2019 edition of Ukrainian Spelling. For example, the use of feminine forms in the names of positions, titles, scientific degrees, etc. Today, such a technique can be used to illustrate how language changes and adapts to social demands. According to the researcher, the concealed curriculum has a significant impact on students’ gender competence, which is indirectly manifested in the teacher’s manner of communication, the selection of tasks for each topic, and the general atmosphere in the class.

In the research process, the dynamics of the study of the competence paradigm of Ukrainian Language for Professional Purposes have been traced in the chronological aspect, which is shown in Figure 2.

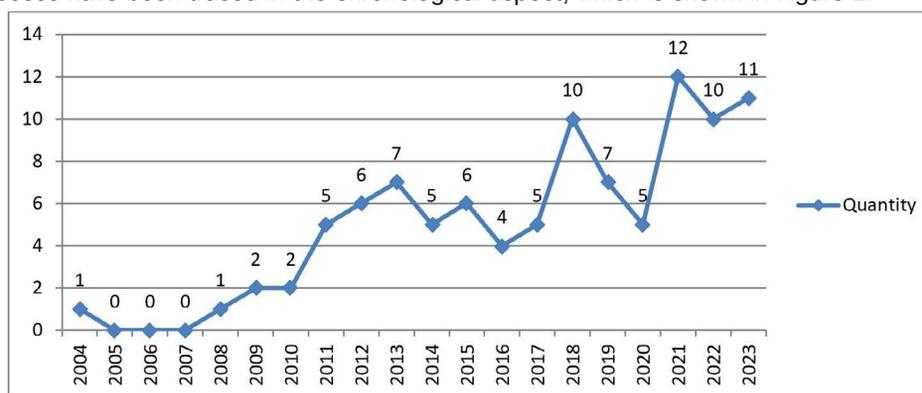


Figure 2. The dynamics of research into the competence paradigm components of Ukrainian Language for Professional Purposes

As we can see from Figure 2, a significant increase in the dynamics of scientific research into the problems of implementing the linguodidactic competence paradigm in the context of the academic discipline began in 2018 and has remained relatively stable in terms of quantitative indicators to this day. From our perspective, this trend is due to the radical transformations in the educational system of Ukraine during this period, the updates of the educational regulatory framework, and the reflection of the competence paradigm in it. We are convinced that the development of the methods of teaching Ukrainian Language for Professional Purposes as a section of Ukrainian linguodidactics will be marked by further expansion of the field of scientific research, particularly on the specifics of the formation of the cross-disciplinary, visual, emotional and ethical, aesthetic, logical, reflexive, prognostic, project, phonological, orthoepic, orthographic, grammatical, and phraseological competences. Each of the competences provides general or specialized competences specified in the Higher Education Standard in specialty 013 Primary Education for the first (bachelor) level of higher education, as well as relevant educational and professional programs.



## CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, the analysis of the competence paradigm of the academic discipline Ukrainian Language for Professional Purposes through the prism of the peculiarities of training pedagogy specialists has testified to its transformation in the direction of expansion. In the scientific information space, the emergence of scientific research on a number of new competences, which collectively form a competitive primary education specialist, has been recorded. The methodical aspects of forming the media competence, project, rhetorical, ethical, intercultural, reflexive, prognostic, aesthetic, visual, and other competences of students of higher pedagogical education in the context of Ukrainian Language for Professional Purposes constitute prospects for further scientific research.

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