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## FOREIGN LANGUAGE TRAINING OF STUDENTS OF NON-LINGUISTIC SPECIALTIES IN THE CONTEXT OF GLOBALISATION AND INTERCULTURAL COMMUNICATION

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*The article deals with the problem of foreign language training of students of non-linguistic specialities in the context of intensive globalisation processes and the growing role of intercultural communication in the modern educational and professional space. The aim of the article is to provide a theoretical substantiation of the peculiarities of foreign language training for higher education students in non-linguistic specialities and to identify the main directions for its modernisation in accordance with the requirements of the globalised labour market. The current state of research on this issue in the works of domestic and foreign scholars is considered, and the opinion on the need to integrate linguistic, professional and intercultural components of foreign language education is expressed. It is emphasised that a foreign language should be considered not only as an academic discipline, but also as a tool for professional self-realisation and intercultural interaction. The importance of communicative, competence-based, activity-based and cultural approaches in preparing students for effective foreign language professional communication is determined. The expediency of using ESP and CLIL approaches as means of integrating language and professional training is substantiated, and their potential for increasing student motivation and ensuring the practical value of foreign language education is revealed. It is proved that the separation of foreign language training from future professional activity reduces its effectiveness and does not meet modern educational requirements. It is concluded that foreign language training of students of non-linguistic specialities should be viewed as a holistic, multidimensional process aimed at developing professional mobility, intercultural competence and the ability to operate in an international professional environment. It is emphasised that the modernisation of foreign language training of students of non-linguistic specialities is a necessary condition for their successful integration into the globalised educational and professional space.*

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**Key words:** *foreign language training, students of non-linguistic specialities, globalisation, intercultural communication, foreign language communicative competence, professionally oriented learning, competence-based approach.*

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## ІНШОМОВНА ПІДГОТОВКА СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ У КОНТЕКСТІ ГЛОБАЛІЗАЦІЇ І МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

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У статті порушується проблема іншомовної підготовки студентів немовних спеціальностей у контексті інтенсивних глобалізаційних процесів і зростання ролі міжкультурної комунікації в сучасному освітньому та професійному просторі. Мета статті полягає в теоретичному обґрунтуванні особливостей іншомовної підготовки здобувачів вищої освіти немовних спеціальностей та визначенні основних напрямів її модернізації відповідно до вимог глобалізованого ринку праці. Розглянуто сучасний стан дослідження проблеми в працях вітчизняних і зарубіжних науковців, висловлено думку щодо необхідності інтеграції мовної, професійної та міжкультурної складових іншомовної освіти. Підкреслено, що іноземна мова має розглядатися не лише як навчальна дисципліна, а як інструмент професійної самореалізації та міжкультурної взаємодії. Визначено значення комунікативного, компетентнісного, діяльнісного та культурологічного підходів у формуванні готовності студентів до ефективного іншомовного професійного спілкування. Обґрунтовано доцільність використання підходів ESP і CLIL як засобів інтеграції мовної та фахової підготовки, розкрито їх потенціал у підвищенні мотивації студентів і забезпеченні практичної цінності іншомовної освіти. Доведено, що відрив іншомовної підготовки від майбутньої професійної діяльності знижує її ефективність і не відповідає сучасним освітнім запитам. Зроблено висновок, що іншомовна підготовка студентів немовних спеціальностей має розглядатися як цілісний, багатовимірний процес, спрямований на формування професійної мобільності, міжкультурної компетентності та здатності діяти в міжнародному професійному середовищі. Підкреслено, що модернізація іншомовної підготовки студентів немовних спеціальностей є необхідною умовою їхньої успішної інтеграції у глобалізований освітній і професійний простір.

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**Ключові слова:** іншомовна підготовка, студенти немовних спеціальностей, глобалізація, міжкультурна комунікація, іншомовна комунікативна компетентність, професійно орієнтоване навчання, компетентнісний підхід.

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**Introduction of the issue.** The current stage of development of global society is characterised by the intensification of globalisation processes, increased international mobility, strengthened intercultural contacts and the formation of a unified educational and professional space. These processes have a significant impact on the higher education system, changing the requirements for the professional training of future specialists regardless of their field of specialisation. In a globalised labour market, foreign language competence is no longer an additional advantage but has become a compulsory component of the professional qualifications of a modern specialist.

For students of non-linguistic specialities, a foreign language not only serves a communicative function, but also acts as a tool for accessing global information resources, international scientific knowledge, professional networks and intercultural interaction. The ability to communicate effectively in a

foreign language environment, navigate cultural diversity and respond appropriately to communication challenges determines the competitiveness of a higher education graduate.

At the same time, the current state of foreign language training of students of non-linguistic specialities in the domestic higher education system indicates the presence of certain aspects that require further improvement. These include insufficient integrity of language training, limited coordination of foreign language learning with professional content, and insufficient attention to the intercultural dimension of communication. In addition, in the practice of foreign language teaching, alongside a competence-oriented approach, certain traditional elements are still used, which do not always fully contribute to the formation of students' readiness to use a foreign language effectively in real professional situations.

These features determine the relevance

of scientific understanding of the theoretical foundations of foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication and determine the need for further clarification of the directions of its development in higher education.

**Current state of the issue.** The issue of foreign language training of students of non-linguistic specialities in higher education is the subject of active research by both Ukrainian and foreign scholars. The works of domestic researchers (P. Bekh, O. Bihych, N. Borysko, O. Misechko, L. Morska, S. Nikolaieva, O. Pometun, and others) substantiate the need for a competence-based approach to foreign language teaching, define the structure of foreign language communicative competence, reveal the peculiarities of professionally oriented language teaching for students, and emphasise the importance of the intercultural dimension of the educational process.

Foreign scholars have made a significant contribution to the development of the theory of intercultural communication. Thus, M. Byram developed a model of intercultural communicative competence that includes knowledge, skills, attitudes, and critical cultural awareness [6]. K. Kramersch emphasises the cultural conditioning of speech and the need to form a "third space" between the native and other cultures in the process of foreign language learning [9]. D. Hymes laid the foundation for the modern understanding of language education as a socially and culturally determined process [8]. The pedagogical concepts of M. Canale, R. Mitchell, J. Richards and M. Swain contributed to the development of communicative and activity-based approaches, which orient the educational process towards the practical use of language in real professional and social situations [10; 11].

At the same time, despite significant scientific achievements, contemporary research has not yet sufficiently addressed the issue of coordinating

linguistic, intercultural and professional training for students of non-linguistic specialities in the context of globalisation. The analysis of individual approaches, principles or components of foreign language education prevails, while the integration of these aspects in response to global challenges and professional requirements is considered fragmentarily.

In particular, the problem of transforming the goals and content of foreign language training for students, taking into account the growing role of intercultural communication and international professional interaction, has not been sufficiently generalised. Most publications focus on linguistic or methodological aspects, not always paying attention to the interdisciplinary nature of education in a globalised educational space.

Further theoretical consideration is also needed on the practical orientation of foreign language training, in particular the use of a foreign language as a means of professional communication and access to international professional discourse. It remains important to define theoretical guidelines that allow language training to be aligned with the needs of the modern labour market and the requirements of intercultural communication, ensuring the integrity of the educational process.

Thus, the relevance of the study lies in the need for an in-depth theoretical analysis of foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication, which allows us to outline the main directions of its development in the higher education system.

**Aim of the research** is to provide a theoretical substantiation of the peculiarities of foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication, as well as to define the basis for modernising this training in domestic higher education institutions.

**Results and discussion.** Globalisation, as a dominant

characteristic of contemporary socio-cultural and economic development, significantly changes the requirements for professional training of specialists, particularly in the field of language education. In the context of increasing mobility of professionals, internationalisation of the labour market and intensified intercultural interaction, foreign language is increasingly becoming not only a means of communication, but also a key tool for professional self-realisation, access to international knowledge and integration into global professional communities. That is why foreign language training for students of non-linguistic specialities is becoming strategically important in the higher education system.

In modern conditions, foreign language training for students of non-linguistic specialities should be viewed as a systematic set of academic disciplines aimed at the gradual formation of foreign language communicative, professional and intercultural competences. Disciplines such as "Foreign Language for Professional Purposes", "Business Foreign Language", "Professional Foreign Language Practicum" and "Professional Communication in a Foreign Language" create a didactic basis for the integration of language training with professional content and the real needs of future professional activity.

With the transformation of higher education and growing demands for competitiveness among specialists, foreign language training in higher education is no longer a secondary function and is increasingly focused on ensuring the professional mobility and adaptability of future specialists in a multilingual environment. We fully agree with the opinion of scientists that a foreign language in the educational process should be considered not only as an academic discipline, but also as a means of integrating students into the international professional and scientific space, which necessitates a review of the goals and content of language training in higher education institutions [3].

A special role in this process is played by professionally oriented foreign language training, aimed at developing students' ability to communicate in typical and atypical professional situations involving interaction with representatives of other cultures. This highlights the need to move from the traditional model of language teaching to a model in which foreign language communication is a tool for professional thinking, argumentation and decision-making.

Contemporary European and global educational policies consider language education to be one of the priority areas for human capital development. Council of Europe documents emphasise the need to develop multilingual individuals who are able to function effectively in conditions of cultural diversity and social mobility. The Common European Framework of Reference for Languages defines foreign language proficiency as an integrative competence that encompasses linguistic, sociolinguistic, pragmatic and sociocultural components [7: 13]. For students of non-linguistic specialities, this means not only learning language structures, but also developing the ability to use language in professionally relevant communication situations.

The participation of students of non-linguistic specialities in all-Ukrainian and international conferences is an important form of intercultural foreign language communication, as it requires mastery of academic speech genres, adherence to the norms of international scientific discourse, the ability to present research results and engage in professional discussion in a foreign language. Such activities require special methodological support within the framework of foreign language disciplines.

The theoretical and methodological foundations of foreign language training in modern higher education are formed at the intersection of several scientific approaches. The communicative approach, laid down in the works of D. Hymes and developed by M. Canale and M. Swain, involves orienting teaching towards real speech communication, in

which linguistic form is subordinate to communicative intent. Within this approach, the success of foreign language training is determined not by the amount of knowledge acquired, but by the student's ability to function effectively in a foreign language environment.

The competence-based approach, which is being actively implemented in higher education, defines the outcome of learning as the formation of a set of abilities necessary for the realisation of the professional and social functions of the individual. In the context of foreign language training, this involves a combination of linguistic, professional, social and intercultural components. Research on the theory and methodology of foreign language teaching shows that the development of foreign language communicative competence must take into account social roles, spheres and conditions of communication and cannot be considered outside the real context of its application.

In the modern paradigm of foreign language education, foreign language communicative competence is interpreted as an integrative formation that encompasses linguistic knowledge, speech skills and sociocultural experience and ensures their use in professionally and socially determined communicative situations. Scientific sources substantiate the idea that the lack of connection between foreign language training and future professional activity significantly reduces its practical value [2].

In works devoted to foreign language teaching methodology, special attention is paid to rethinking the objectives of foreign language education. In particular, it is emphasised that its goal should not be the acquisition of a foreign language as an academic subject, but the implementation of intercultural foreign language education aimed not only at the formation of linguistic knowledge, skills and abilities, but also at the comprehensive development of the individual in the process of interrelated language and culture acquisition [5: 5-6]. For students of non-linguistic specialities, this interpretation of the purpose of

foreign language training is particularly important, as it focuses the educational process on preparing students for professional intercultural communication and effective interaction in a globalised educational and professional environment.

Therefore, under such conditions, the competence-based approach contributes to the orientation of foreign language training not towards the reproduction of isolated linguistic knowledge, but towards the development of students' practical readiness to use a foreign language effectively in situations of professionally-determined and intercultural interaction, which is particularly important in the training of specialists in non-linguistic fields.

The activity-based approach complements the competence-based paradigm by focusing on the active role of the learner. In the process of foreign language learning, students act as subjects of communicative and cognitive activity, which involves performing tasks similar to real professional situations. This creates conditions for the formation of practical skills in using a foreign language as a tool for professional activity.

Competence-based and activity-based approaches, combined with an intercultural paradigm, allow for the modelling of learning situations that are as close as possible to the real conditions of professional and academic communication. This helps to prepare students for intercultural interaction in environments with different styles of thinking, academic traditions and professional norms.

Of particular importance in a globalised educational space is the cultural approach, which considers language as a carrier of culture and a means of intercultural interaction. In the works of M. Byram, intercultural communicative competence is interpreted as the ability of an individual to communicate effectively and ethically with representatives of other cultures on the basis of knowledge, skills, attitudes and values [6]. K. Kramersch emphasises

that learning a foreign language involves entering the "cultural space of the other", which requires the development of the ability to interpret cultural meanings and overcome ethnocentric attitudes [9: 233-259].

For students of non-linguistic specialities, intercultural communication is realised not only in direct communication, but also in the process of working with authentic professional sources, participating in international educational events, and using digital platforms and professional networks. In this context, foreign language training should contribute to the development of the ability for intercultural reflection, awareness of one's own cultural identity, and correct interpretation of other cultural meanings.

At the same time, the intercultural aspect of foreign language training is particularly important for students of non-linguistic specialities, as their future professional activities are increasingly linked to international contacts, participation in joint projects and work in multicultural teams. Therefore, a foreign language is a means not only of exchanging information, but also of establishing professional relationships based on mutual understanding and respect for cultural differences.

In this context, L. Morska, who argues that the intercultural component of foreign language training consists not only in the acquisition of country-specific information, but above all in the development of the ability to interpret cultural meanings, correctly correlate one's own and other cultural norms of communication, and consciously choose communication strategies in a professional environment. The researcher notes that it is this approach that prepares students for real intercultural interaction, rather than formal mastery of language skills [4].

An important direction in the modernisation of foreign language training for students of non-linguistic specialities is the targeted integration of linguistic and professional content in teaching. In this context, the ESP (English

for Specific Purposes) and CLIL (Content and Language Integrated Learning) approaches are particularly relevant, as they treat foreign languages not as an end in themselves, but as a tool for acquiring professionally relevant knowledge and carrying out professional activities.

ESP-oriented learning involves the selection of language material, genres and communicative situations in accordance with the specific specialisation of students, which contributes to the formation of the ability to use a foreign language in typical professional discourse (scientific, business, technical, etc.).

The CLIL approach, in turn, ensures the parallel development of language and professional competences through the study of individual elements of professional content in a foreign language, leading to the cognitive activation of students, the development of academic thinking and intercultural awareness.

The use of ESP and CLIL in the training of students of non-linguistic specialities increases their motivation to learn a foreign language, ensures its practical value and creates conditions for the formation of readiness for real professional communication in a foreign language in the conditions of a globalised labour market.

Methodologically significant is the introduction of tasks aimed at preparing for real academic communication: writing abstracts, preparing oral presentations, participating in simulated scientific discussions, analysing speeches by foreign speakers. Such activities ensure the transfer of foreign language skills into the practice of professional and scientific communication.

O. Bihych emphasises that professionally oriented foreign language teaching for students of non-linguistic specialities should be based on modelling typical and problematic professional situations in which a foreign language is used as a means of achieving a specific professional result. This approach, the researcher notes, contributes to the formation of a stable motivation to learn the language and enables the application

of foreign language skills in a real professional context [1].

In this respect, foreign language training appears as an important factor in the professional development of future specialists, rather than as an autonomous element of the educational programme.

In the domestic practice of foreign language training for students of non-linguistic specialities, the integration of linguistic and professional components is implemented through the use of professionally oriented texts, case studies, project activities, business games and modelling of professional situations. Working with authentic materials helps to develop professional reading, oral and written communication skills, as well as familiarise students with international standards of professional discourse.

The use of digital technologies in foreign language training is no less important. Online platforms, international educational resources, professional networks and multimedia materials expand the possibilities of intercultural communication and provide access to relevant professional content in a foreign language. In this context, foreign language education becomes an integral part of the digital literacy of a modern specialist.

As we can see, foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication is a multi-level process that encompasses linguistic, professional and cultural components and is implemented through a system of academic disciplines focused on the real needs of the modern educational and professional environment.

Thus, foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication should be

viewed as a holistic, multidimensional process aimed at developing the ability of future specialists to operate effectively in an international professional environment. Its modernisation requires the systematic integration of linguistic, professional and cultural components, as well as a focus on the real needs of the globalised labour market.

**Conclusions and research perspectives.** The results of the study show that foreign language training for students of non-linguistic specialities in the context of globalisation and intercultural communication is one of the key factors in improving the quality of higher education and the professional competitiveness of graduates. It should be based on a combination of communicative, competence-based, activity-based and cultural approaches and provide for the systematic use of foreign language tools in professionally oriented and intercultural interaction between students.

It has been proven that effective foreign language training for students of non-linguistic specialities should be focused on preparing them for professional and academic intercultural communication, in particular, to participate in national and international scientific events, which requires the targeted development of adequate foreign language communication skills, taking into account the context of professional activity and intercultural interaction.

Prospects for further scientific research lie in deepening the theoretical understanding of integrated models of foreign language training, analysing foreign experience in their implementation, and studying the impact of the digitalisation of education on the formation of intercultural foreign language competence in students of non-linguistic specialities.

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