

organization, because it is, first of all, self-education, which is the student's ability to work independently. It is an advantage for someone, and for others, on the contrary it can be a disadvantage, it all depends on the person and his/her character. So, based on this, we can state that distance learning is imperfect, which is why blended learning has recently gained special importance.

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Шовкун Захар Михайлович
Наукові керівники – ст. викл. Муравйова О.М., ст. викл. Крупей М.І.
Державний біотехнологічний університет

PROFESSIONAL COMMUNICATION IN ENGLISH AS A PART OF THE PAN-EUROPEAN EDUCATIONAL PROCESS

In the last decades, international relations between Ukraine and the countries of the European Commonwealth, between Ukrainian and foreign firms, enterprises and organizations in various fields of activity began to develop intensively, so specialists who know at least one foreign language are needed almost everywhere.

Proficiency in a foreign language is one of the determined factors in the formation of a modern highly qualified specialist. Knowledge of a foreign language becomes not only a means of obtaining information from original sources, but also a means of professional communication, specialists have to communicate with their foreign colleagues, get acquainted with their methods and forms of work, and exchange experience. Therefore, students should understand the importance of learning a foreign language, and the problem of learning foreign languages in the conditions of internationalization of higher education is extremely urgent.

English is the language of international communication, because it has evolved into the language of communication between EU member states. Given that the diversity of cultures, traditions, and peculiarities, including in the field of educational systems, is a significant asset of the countries of the European Union, the primary task is to preserve them, as well as to stimulate the development of national cultures of the member states of the European Union. At the same time, open labour markets,

the right of citizens to free movement within the territory of the European Union for the purpose of settlement, study or employment, which create the basis for the definition and formation of such competencies, which would be universal for all EU countries.

During internships in other countries, in addition to professional skills, the ability to find, understand, analyse and transfer new information, from availability, using new technologies, is formed. All this contributes to the improvement of the awareness of the young person's personality, the education of tolerance in view of the European linguistic and cultural diversity.

Recently, in the EU countries, English is the second language (besides the state language) in which the educational process is conducted; textbooks in English are widely used in higher education in almost all subjects; knowledge of English is in many cases a necessary condition for employment; English is widely used in media, pop culture, public and private life. The following factors contribute to this:

1. The process of globalization and global modernization, in which English plays the role of the world language.

2. The process of internationalization of higher education, which is one of the goals of the reforms.

3. Education policy of the EU. Universities offer courses in English, because most of the incoming students from EU member states are not able to study in the language of the host higher education institution.

4. University departments have teachers who are able to teach in English, as well as teachers for whom English is their native language.

5. The process of unification of educational documents.

6. In the system of compulsory education – the concept of "two foreign languages" does not indicate which languages to learn, in practice no one doubts that the first foreign language should be English.

The main goal of learning a foreign language in institutions of higher education is the formation of communicative competence, which means learning communication and the developing of intercultural interaction. Language teachers understand that a student should have access to programs of various levels and specializations of foreign language learning. Only in this case, students' dreams of "migration studies", professional internships and employment can come true. The international academic mobility program aims to strengthen cooperation between higher education institutions of different countries of the world for effective exchange of knowledge, development and improvement of training of specialists in higher education, as well as internationalization of higher education.

The expansion of higher education, growing differentiation in the range of degree courses and a more diverse student population in terms of capacities, interests and motivations, make it necessary to rethink the relationship between academic studies and the world of work. Higher education, research and labour market have historically been activities which have taken place regardless of international boundaries almost since their inception: they are truly transnational in character.

A person who perfectly possesses professional competences, foreign languages and information technologies is a modern specialist who is in demand. Today, the problem of perfect mastery of foreign languages is acute, so language teachers must make maximum efforts to destroy language boundaries not only at the level of everyday communication, but also at the level of professional speech. It is clear that this process is difficult, because it is necessary to change not only the attitude to the preparation of classes in foreign languages, but also to implement the latest technologies of teaching foreign languages in every class. Because a person who does not know a foreign language will not be able to become a full-fledged participant in the Pan-European educational process.