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**SCIENTIFIC AND METHODOLOGICAL PRINCIPLES OF ACCOUNTING,  
FINANCIAL, INFORMATION AND LANGUAGE AND COMMUNICATION  
SUPPORT FOR SUSTAINABLE DEVELOPMENT OF AGRIBUSINESS  
ENTITIES AND RURAL TERRITORIES**

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Scientific and methodological principles of accounting, financial, informational and language and communication support for sustainable development of agribusiness entities and rural territories: a collective monograph. / edited by H. Pavlova and L. Vasilieva. Dnipro: Printing house «Standard», 2022. - 420 p.

The monograph examines the scientific problems of building accounting and financial support for sustainable development of agribusiness entities and rural areas. Modern information systems and technologies in accounting, auditing and taxation are considered. The theoretical, organizational and methodological principles of language and professional training of a specialist in agriculture, as well as modern technologies of education in higher educational institutions are revealed.

The collective monograph was published within the framework of the State Budget research topics “Organizational and methodological principles of accounting, reporting and control in the system of economic stability of enterprises” (state registration number 0116U003135) and “Finance, banking system and insurance in integrated rural development” (state registration number 0119U001573), “Information technologies and mathematical methods for the development of the agricultural sector of the economy” (state registration number 0120U105338), “Language and professional training: linguistic, social, cognitive, communicative, cultural aspects” (state registration number 0116U005132).

The publication is aimed at professionals engaged in practical activities in the field of regional policy, academics, government officials and the general public.

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#### 6.4. THE DEVELOPMENT OF FOREIGN LANGUAGE PROFESSIONALLY-ORIENTED COMMUNICATIVE COMPETENCE AS AN INTEGRAL PART OF THE FUTURE DOCTORS PROFESSIONAL COMPETENCE

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**Abstract.** In the modern world, foreign languages have become not only a mean of international communication, but also a way to achieve a better standard of living. Without knowledge of foreign languages, it is difficult for doctors to get an education in a foreign university, to find a good job with the prospect of an internship abroad and, as a result, career growth.

The purpose of the research is to give definitions of the term «foreign language professionally-oriented communicative competence», to consider the ways of this competency development at English for specific purpose lessons in higher educational medical institutions.

The methodological basis of the research forms the principles of scientificity, systematicity and objectivity. The general scientific methods (of analysis, synthesis, comparative, systematization, generalization) have been used when writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic.

Theoretical analysis of the problem of foreign language professionally-oriented communicative competence formation of future doctors leads to the definition and differentiation of the concepts of "competency" and "competence".

Special attention is devoted to the motivation as an important factor of students desire to learn foreign language. Motivation directs the student to a thorough mastery of professional disciplines, including foreign languages for specific purposes, focusing them on future professional activities.

Authors study the most potential and promising ways for developing foreign language professionally-oriented communicative competence, which are used in the educational process of higher medical institutions: internet resources, textbooks.

So, in today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, so health world requires English.

**Key words:** competence, competency, communicative competency, grammatical competency, motivation, English for specific purpose, electronic recourses, textbooks.

Global integration and the development of modern technologies have significantly expanded the boundaries of intercultural communication. We have a unique opportunity to use the intellectual achievements of the world's treasury.

However, for many people these borders remain closed because of languages ignorance.

In the modern world, foreign languages have become not only a mean of international communication, but also a way to achieve a better standard of living. Without knowledge of foreign languages, it is difficult to get an education in a foreign university, to find a good job with the prospect of an internship abroad and, as a result, career growth.

Nowadays there are lots of controversial views that the role of the English language for specific purpose in the medical universities curriculum is a life skill and should be taught as a core curriculum subject like Anatomy, Physiology and other medical subjects.

The reason for this is globalization and the fact that to operate internationally future doctors will need to be able to use a lingua franca. For the next twenty to thirty years at least, that language is likely to be English. That means that English will be a core communicative skill and will need to be taught at universities.

In current economical and political situation, an expert should understand modern market requirements for the profession he or she has chosen, so should be adaptable to new social and cultural forms of global interaction. Knowledge of English as a language of international communication can help future doctors to promote their professional contacts, to study and use foreign experience in their future work, to participate in international congresses, conferences and seminars, to have internships abroad.

The aim of the research is to give definitions of the terms «competence», «competency», «communicative competency», «English for specific purpose» and to reveal the concept of foreign language professionally-oriented communicative competence, to consider the ways of this competency development at English for specific purpose lessons in higher educational medical institutions.

Research methods. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed investigation of the concept of foreign language professionally-oriented communicative competence to study scientific viewpoints on this phenomenon.

### **1. Theoretical analysis of the main definitions of the study: competence, competency, professional competence, communicative competence, English for specific purpose (ESP)**

Communication is terribly important, especially in a human-oriented field like medicine. If the patients speak English, doctors should learn English to be able to tell their patients when something is wrong. If the doctor and the patient can't communicate the chances of something going wrong increase. For example, if the doctor does not know the English word for «cough», «inflammation» or «cancer», he or she may say the wrong thing, so he/she cannot explain properly what is the problem and it can result in misunderstanding and some stress for the patient.

Basically, medicine is a very "people-oriented" field of learning, and in order to do well with patients, doctors need to be able to communicate clearly and efficiently.

Theoretical analysis of the problem of foreign language professionally-oriented communicative competence formation of future doctors leads to the definition and differentiation of the concepts of "competency" and "competence". These concepts are significantly different in the modern scientific literature, so it is advisable to consider them as those that have various levels and define them in different ways.

A review of dictionary sources showed that the concept of "competency" in different publications has no significant differences and means having the knowledge necessary to think about something, awareness, competence in a particular field of knowledge. The Latin dictionary interprets the concept of "compete" as to answer, to be capable, suitable, and the concept of "competentia" – as compliance, consistency [8]. According to the large explanatory dictionary of the modern Ukrainian language: competence means good knowledge of something; range of powers a particular organization or person. Competent - who has enough level of knowledge in any field; qualified, based on knowledge, with something well aware, intelligent [6, p. 445]

The concept "competence" in the broadest understanding of the word means perfect knowledge of one's work, the essence of the work performed, complex relationships, phenomena and processes, possible ways and means of achieving the stated goals. The content of competence includes the level of basic and special education, work experience, the ability to accumulate extensive life and professional experience, knowledge of the possible consequences of a particular way of influencing the individual.

It should be noted that at the present stage of development in pedagogy there is no precise definition of "competency" and "competence". Researchers define the issue in different ways. In our opinion, this is due to the fact that pedagogical science began to deal with issues of competency later than other sciences, based on the results of research in the field of sociology, psychology, philosophy, mathematics, cybernetics and others. On the one hand, the expansion of the terminological apparatus, the introduction of new categories is an integral part of the development of pedagogical science, which must not only meet the requirements of modern society, but also move ahead. On the other hand, new terms often cause inaccuracies and ambiguities in interpretation.

In the context of our study, we consider A. Khutorskyi's attitude to be decisive as he interprets the concept of "competency" and "competence" as follows: "competence includes a set of interrelated personality traits (knowledge, skills, abilities, methods of activity) objects and processes and necessary for quality productive activities in relation to them. Competency - "a person's mastery of a certain competence, which includes personal attitude to it and the subject of activity" [11, p. 141]. According to this definition, competence is a set of personal characteristics necessary for functioning in society; competence is experience in a particular field.

Adhering to a similar opinion on these concepts, I. Zymnya defines "competency" as an intellectually and personally determined experience of socio-

professional life, based on knowledge. In contrast, "competence" is considered as "hidden", a potential reserve that has not found "application" yet [30, p. 34].

In a broad sense, competence is mainly understood as the degree of social and psychological maturity of a person, which involves a certain level of mental development, psychological readiness for a particular activity that enables an individual to function successfully in society and integrate into it. In the narrow sense, competency is seen as an activity characteristic, a measure of human integration into activities. And this implies a certain worldview of the individual, the value of the activity and its subjects. Thus, competency is the willingness and ability of a person to act in any field. It presupposes the possession of a person with the appropriate competence, which includes his personal attitude to the subject of activity [30].

Thus, in our opinion, a person competent in a certain field has certain knowledge and abilities that allow him to have sound judgments in this field and to act effectively in it. We believe that it is important not to oppose competency to knowledge or skills, because the first concept is broader than the concept of "knowledge" or "skills". Thus, competency includes the traditional triad of "knowledge-abilities-skills", integrating them into a single complex. In addition, competency is defined as profound knowledge of the subject or mastered skill.

H. Kozberh, studying the problems of formation of professional competency of a specialist, identified the following essential features of the concept of "competency":

- knowledgeable, with sound knowledge in a particular field;
- erudite;
- recognized reputation in a particular field, any issue;
- experienced;
- one who has the right in accordance with their knowledge or authority to do or decide something, to evaluate something [13, p. 22].

Recently, a number of works have appeared in pedagogical science and attempts are made to generalize or detail the structure of competency. Thus, N. Borysko includes three aspects in the content of the concept of "competency":

- problem-practical aspect - the adequacy of recognition and understanding of the situation, adequate formulation and effectiveness of goals, objectives in this situation;
- semantic aspect - adequate understanding of the situation in the general cultural context;
- value aspect - the ability to adequately assess the situation, its essence, goals, objectives from the standpoint of their own and generally accepted goals [5].

There is also the opinion of a number of scholars, that the competency model has the following levels:

- competency as the ability to integrate knowledge and skills, to use it in a changing environment in which there are constant changes;
- conceptual competency;
- competency in the emotional sphere, in the field of perception;

- competency in specific areas of activity [2].

Hierarchically subordinated to the concept of "competence" is important for our study of the concept of "professional competence". The term "professional competence" appeared in scientific works in the late 80's of XX century (B. Hershunskyi [9], N. Kuzmina [16], V. Slaktionin [23], etc.).

The professional competency is defined in V. Adolf's research as readiness for productive activity, which includes the following components:

- theoretical and methodological;
- cultural;
- subject;
- psychological and pedagogical;
- technological [1].

According to B. Hershunskyi, professional competency of a teacher is the level of professional education, experience, individual abilities of a teacher, his/her constant desire for self-education, the level of creative and responsible attitude to work [9, p. 83-84].

Considering the formation of the competency of future professionals, E.F. Zeier identifies four components that should be considered in the process of preparing a specialist for professional activities:

#### *1. Socio-professional orientation of the individual.*

This system-forming factor includes motives, intentions, interests, inclinations, ideals; value orientations; socio-professional status; professional position.

At the university training stage the role of educational-cognitive and social activity grows. It should be taken into account that educational activities are characterized by cognitive motives, and practical activities - professional motives.

#### *2. Professional competency.*

Professional competency is a set of professional knowledge, skills and methods of performing professional activities and includes the following competencies:

- social and legal competency (mastery of personal and professional interaction with representatives of public institutions, including at the international level);
- special competency, which includes readiness to solve typical professional tasks, including in a foreign language;
- personal competency (ability to improve skills and professional growth, the ability to realize oneself in professional activities);
- self-competency (mastery of technologies to overcome professional deformities, the ability to self-reflection).

#### *3. Professionally significant psychophysiological properties.*

When determining professional suitability, psychodiagnosis of specialists is carried out, as success in many professions is determined by psychophysiological properties, and their development occurs in the process of mastering the activity.

#### *4. Professionally important qualities.*

Professionally important qualities are understood as individual qualities of the subject of activity that affect the efficiency and success of its mastering. Abilities are also professionally important qualities. When organizing vocational training, despite

the fact that professionally significant qualities are multifunctional, it is necessary to take into account and develop personal qualities that are important for each profession [29].

Agreeing with the opinion of many modern researchers, we believe that foreign language professionally-oriented communicative competency is an integral part of the professional competency of a modern specialist, including in the medical field. An effective means of forming foreign language professionally-oriented communicative competency of future doctors is the introduction of such a mandatory educational component as a foreign language for professional purposes.

Internalization of science, technology, education, and business has led to the worldwide demand of English for Specific Purpose (ESP). The field of ESP has rapidly developed recently to become a major part in English language teaching and research.

ESP is traditionally been divided into two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated). Pre-experience or pre-study course will omit any specific work related to the actual discipline or work as students will not yet have the needed familiarity with the content; the opportunity for specific or integrated work will be provided during in-service or in-study courses.

Another division of ESP divides EAP and EOP according to discipline or professional area in the following way: 1) EAP involves English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for Management, Finance and Economics; 2) EOP includes English for Professional Purposes (English for Medical Purposes, English for Business Purposes – EBP) and English for Vocational Purposes (Pre-vocational English and Vocational English); in EAP, EST has been the main area, but EMP and ELP have always had their place. Recently the academic study of business, finance, banking, economics has become increasingly important especially Masters in Business Administration (MBA) courses; and 2) EOP refers to English for professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work (language of training for specific trades or occupations) or pre-work situations (concerned with finding a job and interview skills)

## **2. Formation of motivation to study English for specific purposes**

Effective organization of the pedagogical process is impossible without taking into account the motivating factors that determine the applicant's activities, and therefore, the process of forming foreign language professional-oriented communicative competency of future doctors in higher medical institutions requires a high level of student motivation to learn a foreign language.

The issue of human activity motivation has been widely raised in the works of domestic and foreign psychologists since the first decades of the twentieth century to nowadays (K. Madeleine, A. Maslow, H. Murray, H. Allport, H. Heckhausen, R.



Weissman, P. Jacobson, L. Zankov, S. Zaniuk, Y. Ilin, D. Leontiev, and others. ). Some studies in pedagogical and methodological science are devoted to intrinsic motivation as a driving force of the educational process of students (I. Vartanova, S. Zaniuk, I. Zviagintseva, M. Lukianova, A. Markov, Y. Pasichnyk, N. Khlopkova), and students (Y. Ilin, O. Kutsevol, P. Luzin, O. Malykhin, O. Seminog, O. Yatsyshyn). A much smaller number of works is aimed at solving the question: how, what way to create a favorable atmosphere for the successful formation of this motivation within the educational process.

In modern psychology and pedagogy, despite the similarity of the general approach to understanding the motive, there are significant differences in some details and the definition of this concept. Analysis of the work of scientists allowed us to formulate a working definition of the concept of "motive". Thus, the motive is the inner motivation of the individual to a particular type of activity that is associated with the satisfaction of a particular need. We believe that the motives may be the ideals, interests of the individual, his/her beliefs, social attitudes, values [15].

According to modern psychological ideas, the category of motivation is a system of motives that determines specific forms of human activity or behavior. The classic Yerkes-Dodson law formulated several decades ago has already established the dependence of human activity, its effective activity on the power of motivation. According to this law, the higher the strength of motivation, the higher the effectiveness of activities [10].

There are different types of motives in the scientific literature. They can be reduced to two major groups partially: extrinsic (external) and intrinsic (internal, procedural). Describing these two groups, researchers (in particular, S. Zaniuk, L. Kopets, A. Markova, P. Jacobson, etc. note that internal motives are directly related to the learning process.

We agree with the opinion of researcher I. Krasnoholova that in the context of the formation of motives in the process of teaching students in higher education institutions, the question inevitably arises as to what motives should be formed. It is not just a question of finding and selecting a particular motive in order to form it, but to determine the optimal structure of the motivational sphere of the applicant [14].

A. Markova emphasizes that "learning motivation" consists of a number of motivations (needs and meaning of learning, its motives, goals, emotions, interests), which are constantly changing and entering into new relationships with each other. Therefore, the formation of motivation is not simply the growth of positive or increasing negative attitudes to learning, but the complication of the structure of the motivational sphere, the motivations that are part of it, the emergence of new, more mature, sometimes contradictory relationships between them. Due to it, the analysis of the motivation of educational activities requires not only the definition of the dominant motive, but also taking into account the entire structure of the motivational sphere of a person. Considering this area in the context of educational activities, A. Markova emphasizes the hierarchy of its structure. [19].

It should be noted that among researchers there are differences of opinion on the priority of certain types of motives for the success of educational activities.

Cognitive motives (broad cognitive, educational-cognitive, motives of self-education) are considered by some researchers to be the most adequate for educational activity.

A. Markova identifies a qualitatively unique type of motives specific to educational activities - educational and cognitive, i.e. the focus on mastering new ways of action. In her opinion, the focus on mastering the methods of educational and cognitive activity ensures the formation of the subject of educational activity. However, this does not mean that cognitive motives are always leading in the structure of learning motivation [19].

Psychological studies of the dynamics of learning motivation indicate significant changes in their personal significance and effectiveness during ontogenesis. For example, in adolescence the leading role in educational activities is played by the motives of self-affirmation and self-development, self-improvement. Despite the unconditional value of the actual cognitive motives in learning, it is impossible to abandon external social motivation. We fully agree with S. Rubinstein that direct and indirect interest in learning are so interconnected that it becomes obvious that it is impossible to oppose them purely externally [22].

In N. Bondarenko's research the broader list of motives of educational activity is allocated: broad social motives; cognitive motives generated by the educational activity itself; communicative motives, motive of participation in the educational process; motives of social identification (with parents, peers, teachers); motives of personal development (professional self-determination, material well-being); motives for success (self-affirmation, self-expression); motives for avoiding trouble [4].

According to V. Tymoshenko, the leading in the structure of educational motivation are communicative, cognitive and social motives, the most effective of which is the motive of achievement - the desire to succeed in professional activities [25].

O. Leontiev emphasizes that the teacher has the right to decide independently what kind of student motivation should be relied on in the first place - communicative, cognitive, aesthetic or playful [17].

However, the motive can be characterized not only quantitatively (weak or strong), but also qualitatively. As a rule, there are internal and external motives. If the activity itself is important for the individual (student) (for example, the cognitive need in the learning process is satisfied), then we talk about intrinsic motivation. If other needs are important (for example, the need for social prestige, praise, avoidance of punishment, etc.), then we talk about external motives. External motives also include stimuli, objective conditions of the environment in which a person is.

According to S. Zaniuk, internal (procedural) motivation is the conditionality of behavior by factors directly related to environmental influences and physiological needs of the organism. The researcher notes that procedurally motivated behavior is carried out for its own sake, it is accompanied by a sense of joy, satisfaction with one's own work [28]. With the formation of such positive motivation, students are driven by the need for knowledge, interest, desire to learn something new. This motive is also called functional, because emotional satisfaction brings the process itself [12].

Scientific psychological and pedagogical works, consider cognitive motives, motivation of achievements, the need for self-actualization, the motive of creative achievement as procedural in particular.

Cognitive motives according to A. Markova are divided into three groups: 1) broad cognitive motives, which consist in the orientation to the acquisition of new knowledge; 2) educational and cognitive motives aimed at mastering the methods of acquiring knowledge: interest in the methods of their independent acquisition, methods of scientific knowledge, methods of self-regulation of educational activities, rational organization of their own educational work; 3) motives of self-education, which are expressed in the focus on self-improvement of ways of acquiring knowledge [19].

Motivation of achievements is manifested in the ability to compete, the pursuit of excellence, the desire to work hard. The presence of the formed motivation of students' achievements is a qualitative indicator of their professional growth. It determines the desire to develop their abilities and skills and maintain them at the highest possible level in those activities in which achievements are considered mandatory. That is, this motivation directs the student to a thorough mastery of professional disciplines, including foreign languages for specific purposes, focusing them on future professional activities [12].

### **3. Formation of applicants' grammatical competency at English for specific purpose lessons**

The experience of teaching foreign languages in a non-language higher education institution shows that a certain number of students do not have the necessary level of basic grammatical skills in either oral or written speech. As language competence is an integral part of foreign language professional-oriented communicative competency, the lack of at least one of its components, such as grammar skills, hinders the achievement of the main goal - learning to read literature and communicate with foreign colleagues on professionally relevant topics. The burning problem of each teacher is the intensification of the process of acquiring basic grammatical skills by students in the relevant types of speech activity. Its relevance is reflected in one of the principles of optimizing the teaching of foreign languages in a non-language university - the principle of concentrated processing of language material and skills of its use and understanding in the speech process [24]. But to implement this principle in the practice of teaching, it is necessary to have the appropriate learning technology.

Given the above, a group of teachers of the Department of Language Training of the Dnipro State Medical University developed a technology of integrated management of operational and motivational components of educational and cognitive activities of students in teaching English grammar to students of non-language universities.

To achieve this goal, the following methods were used (according to the classification of E.A. Shtulman): analytical (psychological-pedagogical, methodological, linguistic, psycholinguistic analysis), generalizing (formalization, description, synthesis), design (prediction, modeling), interpretive explanation,

comparison, analogy), data collection and accumulation (observation, questionnaires, interviews, study of students' works, experience of learning grammar of native and non-native languages, described in literature sources), data registration (registration of student errors, timing), control and measurement sections), data processing (tabular, mathematical, statistical), verification (methodical experiment).

A very important point of this technology is that the educational material is presented on the principles of "pedagogical grammar" [7], which require special organization of educational (language) material. It is no secret that the "grammatical problems" of students that arise during speech are often associated not only and not so much with the forms of grammatical units, but with their meanings, namely, the inability to correlate the meaning of future statement with grammatical meanings of foreign languages implementing it. Moreover, some students are unable to make a semantic organization of a statement, and it is difficult for them to distinguish between concepts that are close in meaning, as well as grammatical concepts that are not represented in their native language (such as precedence or procedural action).

These are some examples of grammar exercises:

**Task 1. Fill in the gaps with the verbs in Passive Voice.**

1. *Herbarium (to organize) of dried plants.*
2. *Some herbs (to use) in cooking to flavor food.*
3. *Gardeners plant herbs in good soil that (to cultivate).*
4. *The flowers of poppies (to admire) for their delicate beauty and gracefulness.*
5. *These remedies (to prepare) in such a way that they are non-toxic and do not cause side effects.*
6. *Saffron (to pick) for its buds and flowers, fennel seeds (to use) in relishes and seasoning.*
7. *This biological function often (to discuss).*
8. *The carbon compounds (to study) by organic chemists.*
9. *Chemical bonds (to create) at the atomic level.*
10. *Chemical reactions (to produce) by electric current.*

**Task 2. Make a comparative or a superlative degree of comparisons for the underlined adjectives.**

1. *Biochemistry is important in agriculture than in building.*
2. *Colloid chemistry is the study of the behavior of matter particles that are large than ordinary molecules but small than objects that can be seen with the best optical microscope.*
3. *This function is essential of all.*
4. *This disease is severe than that one.*
5. *Given substance could be dangerous of all.*
6. *Starch is common food reserve material in plants.*
7. *Important carbohydrates are sugars, starches, and celluloses.*
8. *Proteins, carbohydrates and lipids are big classes of organic compounds.*
9. *Good temperature for enzyme activity is 40 degrees Celsius.*
10. *These herbs have serious side effects than those.*

Meanwhile, comprehension, i.e. the establishment of semantic connections of different levels in a statement, is considered to be one of the main mechanisms of speech activity. Indeed, the very fact of choosing a language structure that reflects objective semantic connections already indicates that the speaker fulfills the grammatical obligations due to the peculiarities of the language. Thus, the awareness of objective conceptual categories and inter-conceptual relationships embedded in the idea of a statement, and their correlation with the adequate grammatical meanings of foreign language tools should be the object of purposeful learning.

A prerequisite for the success of grammatical competence formation is adequately stated goals of organizing educational material. First of all, the systematization of language material should be carried out on the principle of semantic commonality. This means that it is done by analyzing a sufficient number of contextually conditioned sentences (speech situations), which provide a constant "collision" of similar concepts, as well as different concepts, for the expression of which homonymous grammatical structures are used in the native language. As a result of matching and comparing such concepts, there is awareness and establishment of the real relationship between conceptual categories and foreign language means that express them, i.e. the formation of "language consciousness". Since thinking in content is universal for all languages, these speech situations are presented in the native language.

Checking the effectiveness of teaching English grammar on experimental textbooks is carried out in the conditions of experimental training, which was conducted at the Language Training Department of the Dnipro State Medical University.

To identify the personal traits of students, a survey of first-year students was conducted, and to determine the initial level of mastery of the material to be mastered in the future, a pre-experimental test was conducted.

The questions of the questionnaire included identifying such features of the motivational sphere of students as the individual level of development of needs for achievement, dominance, affiliation, as well as cognitive needs. It turned out that only **8%** of students have a high level of need for achievement, and most of them (**79.8%**) are characterized by an average level of development of this important personality trait. Half of first-year students have a low need for dominance, while only **4.2%** of students have a strong desire for leadership. A pronounced affiliative trend was found in the majority of students (**63.3%**). The average level of development of cognitive needs is typical for more than half of students (**55.7%**).

The results of the questionnaire confirmed the relevance of learning technology that can use the existing motivational features of students and at the same time strengthen their personal qualities, the underdevelopment of which affects the success of learning negatively.

Experimental training was conducted in 10 student groups. After studying each topic, the current control test was performed.

At the end of the third semester, a survey of students was conducted in the experimental groups. Among the most eloquent results of the survey are the

following:

**95%** of students believe that they will need knowledge of a foreign language in their future professional activities;

**70%** noted that little attention was paid to grammar at school in English lessons;

**20%** of students believe that speaking and reading a foreign language is possible without knowledge of grammar;

**90%** of respondents said that their knowledge of English grammar has significantly improved at the university;

**80%** of students believe that the grammar textbooks used contribute to their progress in English;

**95%** of students positively assessed the possibility of working together in class;

Thus, actually on the basis of the first data it is possible to speak about positive effect of the considered technology both in the increasing success plan of educational activity, and in the students attitude to training plan.

#### **4. Effective ESP learning tools**

##### **4.1. ESP textbooks for future doctors as an effective means of developing foreign language professionally-oriented communicative competence**

The peculiarity of teaching English for specific purpose (ESP) in higher medical institutions is that the language needs of students are determined not only by their future professional activities, but also by current academic tasks. This means that ESP is integrated into the subject area of students' learning activities, i.e. learning combines their specialty with ESP learning. This combination has a significant motivating effect, as students can apply what they learn in ESP classes, in the study of professional disciplines, and vice versa, knowledge of a special subject has a positive effect on the ability to master ESP.

For example, to make a presentation at an international conference, the student should first prepare it in written form, which, in turn, becomes possible only after reading the relevant literature, including in a foreign language. In addition, the speech itself requires the student to have oral skills - both productive and receptive (to understand possible questions on the topic).

Unfortunately, the existing domestic and foreign textbooks on medicine in a foreign language do not fully meet this requirement, as they are based on the principles of broad specialization, i.e. on topics that give only a general idea of medicine, without more or less deep penetration into a particular field (that is valid only for the 2nd stage of training). As a result, applicants are not able to use ESP fully to study problems in their field.

Considering the purpose of ESP as teaching the language of the specialty, the teaching staff of the Language Training Department of Dnipro State Medical University tried to create textbooks in English for such specialties: "Medicine", "Dentistry".

The authors relied on two key points in developing the manuals. First, the ESP textbook should sufficiently reflect the content of the student's specialty, and

secondly, in accordance with the main principle of ESP - to be "task-oriented".

The structure of each textbook consists of units devoted to certain topics. The content of each section is determined by the task. At the same time, the teachers assumed that in the teaching of ESP, along with real-life tasks, there are so-called pedagogical tasks [31], which are only indirectly related to the problems of real life and the needs of students, and are aimed at developing their communicative competency.

Therefore, during the creation of the system of exercises, attention was paid to the means of solving professionally-oriented problems, as well as the development of speech skills. In other words, each professionally-oriented task must be preceded by work with language material aimed at removing language difficulties, so that at the stage of solving a professionally-oriented task significantly reduces the load associated with information processing, which allows students to focus on tasks content and ways to solve it. In addition, such a means of activating educational and cognitive motivation as the formulation of professionally-oriented problems is widely used.

When selecting topics for each manual, the authors used the existing qualification characteristics of specialties, as well as consulted with leading teachers of the relevant special departments of the university. Authentic texts were selected from these topics and systems of exercises were developed that would provide a solution to one or another professionally-oriented task.

For example, the English language textbook for future therapists contains texts that give an idea of the patient's examination, medical history, and diagnosis. Each section of the manual contains a main text with a corresponding vocabulary, one or two additional texts and exercises aimed at developing reading, speaking, listening and writing skills in a foreign language.

These are some examples of the tasks:

**Task 1. Look at the pictures (jamboard), name a dental emergency and tell how to deal with the problem**

*For example, when your tooth is knocked out, rinse it gently with tap water while holding it by the top of the tooth (crown). Do not rub or scrub the tooth or touch the root. Store the tooth properly for transport to the dentist.*

**Task 2. Look at the pictures (jamboard), name a symptom and tell what system of the body does it belong to.**

**Task 3. Complete the following sentences with proper words. The first letter is done for you.**

1. Local anesthesia causes the temporary loss of **s.....** in some parts of the body.

2. Uncontrolled and persistent **b.....** can occur in some patients after dental extraction.

3. Anaphylactic shock is a severe life-threatening **a.....** reaction.

4. Having completed history taking, usually a **p.....** diagnosis is established.

5. Dental **p.....** is an intense fear.

6. Pulp **v.....** test is applied to assess the state of the pulp.
7. Injectable local anesthetics create a chemical roadblock between the source of pain and the **b....** by blocking sodium channel of a nerve.
8. The permanent **d.....** is made up of four **i.....**, two **c.....**, four **p.....**, and six **m.....** in each jaw.
9. **P.....** is a colourless, soft, sticky layer of harmful bacteria.
10. The clinical signs of abscess include swollen face, permanent pain and a severe **t.....** on tapping the tooth.

**Task 4. Find 1 grammar mistake, 1 spelling mistake and 1 meaning mistake and correct them.**

1. Dentists practice the extrection of teeth in the 19 century.
2. The barber dentists pulls teeth to treating decey.
3. Fauchard has stated that shugar derivative acids are responsible for tooth development.
4. A German sientist discovered procaine which will start the era of painful dentistry.
5. The brisle toothbrush is spread from China to Europe with travellers.
6. A periodontist deals on various forms of malloclulsion.
7. The hygienist performs an operetion at 10 o'clock yesterday.
8. Maxillofasial surgeons was removing decay in the facial area.
9. The middle layer of the tooth are composed of dentine which is harder than enemel and similar to bone.
10. The 32 primary teeth begun to erapt about 6 month after birth.

**Task 5. Complete the following sentences choosing suitable words:**

1. The surgeon.....an appendectomy now.  
a) is passing      b) is performing      c) is training      d) is promoting
2. Medical students....basic knowledge during the first two years of training.  
a) became      b) pass      c) acquire      d) find
3. The lungs belong to....system.  
a) urinary      b) respiratory      c) digestive      d) vascular
4. The....is the largest and longest bone in the trunk.  
a) ulna      b) radius      c) femur      d) breastbone
5. The....contains only one large bone – humerus.  
a) foot      b) hand      c) arm      d) thigh
6. The....branches into two smaller arteries in the lower body.  
a) heart      b) atrium      c) aorta      d) vena cava
7. The blood bank encourages every....to donate as possible  
a) recipient      b) universal donor      c) transfusion      d) plasma
8. The liver excretes about 2 pints of ....a day.  
a) acid      b) saliva      c) bile      d) water absorption
9. The ....removes excess water from food as it is turned into waste.  
a) small intestine      b) large intestine      c) liver      d) pancreas
10. The blood is discharged out....  
a) of the ventricles      b) of the atria      c) of the vena cava      d) of the arteria



Most tasks are designed to work in pairs or small groups, which has a positive effect on the emotional and motivational sphere of students and thus facilitates the learning process.

In addition, the textbook includes an additional part with texts for independent work, which covers such important topics for future health professionals as "Patient examination", "Medical history taking", "Types of medical institutions", "Emergencies and life-threatening conditions", "Providing first aid" and others.

The above mentioned textbooks have been tested in the real learning process, after which the authors have made some additions and adjustments. In order to conduct the approbation phase, an experimental group (EG) was created, in which 115 people participated. Teaching English in the experimental group (EG) was carried out according to the specialized manuals under consideration.

In order to obtain a subjective assessment of textbooks, students conducted a survey. Students were asked to rate textbooks on a 5-point scale (0 to 4 points) on a number of indicators. A score of "0" meant that a certain indicator was completely absent, a score of "1" - "2" indicated that this point is available, but not always, and a score of "3" - "4" indicated a sufficient level of presence of this indicator. The results of the questionnaire indicate a better fit of specialized manuals to the needs and interests of students. Consider the most interesting data.

Thus, **85%** of EG students found that the information contained in the textbook helps them to study the professional discipline (they rated this indicator at 3-4 points). In addition, **67%** of EG students identified the usefulness of working independently with English-language professional literature. For **70%** of EG students, the texts of the textbook are accessible in their content. The rate of ease for the language perception in which textbooks are written is **53%**.

In addition, students had to evaluate the tasks contained in the textbooks. It turned out that **66%** of EG students consider the tasks presented in the textbooks as those that allow them to use the acquired skills and knowledge in interpersonal professional-oriented communication. For **83%** of EG students, post-text assignments help to better understand the important facts and details contained in the texts; only 1 student (**0.6%**) indicated the complete absence of this indicator. According to **66%** of EG students, the skills of writing an annotation of the text acquired through the textbook can be useful to them during the preparation of a research work or a thesis. 2 students (**1.3%**) from EG noted this indicator as zero.

The students of EG praised the design of textbooks. Thus, **77%** of respondents believe that the latter have a convenient structure for studying the material (division into thematic sections, subsections, etc.), and for **70%** of students graphic design of textbooks (font, highlighting semantic parts, etc.) facilitates the perception of information.

Finally, **90%** of EG students enjoy working together in FL classes, as provided in the textbooks under consideration.

Students were also invited to speak freely about the advantages and disadvantages of textbooks. The analysis of the answers allowed to generalize the advantages as follows: 1) interesting texts; 2) various tasks; 3) the vocabulary

presented in the textbooks corresponds to the specialty of students; 4) the subject of the texts corresponds to the curricula of other subjects. Among the shortcomings, EG students noted the lack of translation of new words, lack of keys to tasks, the difficulty of some texts.

In addition, an effective mean of forming foreign language professional-oriented communicative competency of future doctors is the use of authentic texts, which are textual material used in real life of the countries in which they were created. Thus, the authentic text created by native speakers is part of the information addressed to native speakers of this language and this culture. Working with similar texts in foreign language classes in a professional field allows you to optimize the process of forming a foreign language professionally-oriented communicative competency because they:

- differ in the naturalness of vocabulary and grammatical forms use, including professionally-oriented, illustrate the use of language in a natural professional context in the form adopted by its speakers;

- are characterized by the situational adequacy of the language used, i.e. the content of the authentic text is represented by vocabulary, which includes the most communicatively significant lexical units characteristic of typical situations of communication in the work environment;

- are an illustration of language tools for achieving different goals due to the variety of genres;

- have logical integrity and thematic unity;

- are able to arouse the interest of applicants and increase motivation to learn the language, because they are characterized by diversity in style and subject matter;

- are informative;

- are an incentive to discuss a variety of issues, including professional ones. [27, p.83-84].

In the process of working on the text there are three main stages: pre-text, text, post-text. At the pre-text stage, students perform exercises that promote knowledge of lexical units, grammatical structures specific to English, as well as exercises aimed at forming such components of foreign language competency as skills to choose the language form of culturally marked material and its expression depending on the nature speech act, skills of interpretation of components of verbal communicative behavior, etc. At this stage, applicants perform exercises with the following tasks:

- paraphrase this expression;

- transform the proposed grammatical form in the completed time;

- choose the words from the list that contain professionally-oriented information.

Exercises performed by students at the stage of working with the text, help students to formulate their opinion about the information learned, express their intentions and feelings, present their position, while choosing the right speech style, subordinate the form of expression to communication goals, using the most effective language tools.

Also at this stage, students should be offered tasks in which they could

communicate freely with each other, to express their views. The main types of exercises at this stage are:

- fill in the gaps in the sentences with words from the text;
- find in the text English equivalents of Ukrainian words and expressions and make sentences with them in English;
- tell which of these expressions the author would not agree with;
- cross odd word out from the line and explain your choice. Use text if necessary;
- comment on the sentences highlighted in the text. What is the meaning of the author?
- select from the list of expressions that correspond to the content of the text;
- comment on the statement
- based on the information provided in the text, report on the events covered
- imagine the situation (given by the script), choose the right solution to this problem according to the style of communication, justify your answer.

These are examples of the tasks:

**Task 1. Read the text “Chemistry” on p. 75-77 and fill in the gaps with the words from the list: *properties, alteration, occur, comprise, quantity, bond, join, particle, unique, reaction, solution, equilibrium.***

1. *All the chemical elements differ by their physical and chemical....*
2. *The ...of mercury with water may lead to very negative consequences.*
3. *Natural ...was destroyed because of government experiments with ecosystems.*
4. *This specimen is ...I have ever seen anything like this.*
5. *Two these elements have ionic ...that is why they together form a very stable complex substance.*

**Task 2. Correct the statements below:**

1. *Chemists investigate properties of the substances that make up living things.*
2. *Chemists study how chemical substances behave under unique conditions.*
3. *There are 101 elements known to exist on the Earth.*
4. *All chemical reactions involve formation or destruction of atoms.*
5. *Chemical engineering is the study of chemical composition of living matter.*

**Task 3. Match English words and word-combinations with the corresponding Ukrainian ones:**

1. <i>artificially</i>	<i>а. тверда речовина</i>
2. <i>solid</i>	<i>б. відбуватися, траплятися</i>
3. <i>destruction</i>	<i>с. руйнування</i>
4. <i>alteration</i>	<i>д. вуглевод</i>
5. <i>quantity</i>	<i>е. штучно</i>
6. <i>reaction rate</i>	<i>ф. властивість</i>
7. <i>occur</i>	<i>г. зміна</i>
8. <i>carbohydrates</i>	<i>h. кількість</i>
9. <i>behavior</i>	<i>і. темп реакції</i>
10. <i>property</i>	<i>ж. характеристика, поведінка</i>

**Task 4. Match the words with their synonyms:**

<i>1. a compound</i>	<i>a. synthesized</i>
<i>2. to contain</i>	<i>b. to change</i>
<i>3. amount</i>	<i>c. to happen</i>
<i>4. to alter</i>	<i>d. to try</i>
<i>5. a device</i>	<i>e. a makeup</i>
<i>6. to create</i>	<i>f. to live</i>
<i>7. artificial</i>	<i>g. a tool</i>
<i>8. to attempt</i>	<i>h. quantity</i>
<i>9. to exist</i>	<i>i. to produce</i>
<i>10. to occur</i>	<i>j. to include</i>

At the post-textual stage, the main emphasis is on preparing applicants for participation in professional communication in a foreign language, i.e. on improving the ability to take into account the specifics of communicative behavior when building discourse in professional communication.

At this stage, students will need to use previously acquired knowledge in new practical conditions within the collective and creative activities solving the problem situations. An example of students' teamwork is role play, which is the basis for further development of communication skills in a professional environment. As such projects are a solution, research of a certain problem with the help of additional teaching aids (the Internet, books, articles, encyclopedias, etc.), a significant number should be designed for independent work, which consists in individual search and processing of information.

Among the exercises of the post-text stage are the following:

- having studied certain information, discuss in pairs, and then write a post in social media;

- write a note to the local newspaper in which you express your attitude to a certain problem, for example: food with GMOs, etc.

Thus, the formation of foreign language professionally-oriented communicative competency of future doctors by means of authentic texts contributes to:

a) increase of communicative and cognitive abilities, and at the same time increase of students motivation to study a foreign language;

b) positive impact on the personal and emotional state of applicants;

c) ensuring the possibility of simultaneous appeal to language and culture;

Besides, Ukrainian medical students are facing a huge problem of passing new format licensing exams due to recent reforms in medical education. Based on USMLE (United States Medical Examination), a pilot project IFOM appeared to be complicated for our students. So there is a need to intensify preparing future medical specialists by means of various approaches.

Mastering specific vocabulary should be one of the core tasks taking into account the words of Greek and Latin origin. Terms rotation, using images, finding words with close meanings will help to remember necessary information.

Consider the example of the following task:

*A shepherd, who tended to the flock of **sheep** with his dogs, gradually developed pain in the chest and bloody expectorations. X-ray revealed spheric helminth **larvae** in the patient's lungs. Specify the helminth that could be the causative agent of this disease.*

First, students should find the correct answer without translation of the task. Therefore, we can evaluate their basic medical knowledge and English reading and understanding skills. After that we can translate and analyze the task. Revision of plural irregular nouns is required particularly here. A sheep – sheep, a larva – larvae, a vertebra – vertebrae, an atrium – atria, a bacillus - bacilli, a uterus – uteri etc. Students should be asked to find synonyms to the word *disease* as it used widely (illness, disorder, sickness, ailment, pathology, affection etc.)

Secondly, grammar structure is analyzed. Students can form affirmative and interrogative forms of given sentences paying their attention to regular and irregular verbs.

In conclusion, it should be said that the creation of textbooks of these types can be effective only if the authors work closely with the clinical departments of the university. Obviously, not only ESP teachers, but also teachers of specialized departments should stimulate students' need to master ESP. Such coordination of efforts will have a beneficial effect on the success of ESP students and their mastery of professional knowledge.

#### **4.2 Advantages of using electronic resources for learning English for specific purposes(ESP)**

Nowadays, a great variety of English learning tools makes it challenging to find the most effective one. However, the role of the most widely spread and useful resources for learning English belongs to the Internet. Present-day English learners do not even need to leave their homes to take English lessons - they just turn on their computer, Ipod or other device, connect it the worldwide web and have a plenty of opportunities to learn English. People are able to take English lessons on-line and absolutely free of charge; they can choose a tutor and work with him/her via Skype/GoogleMeet/Viber. We can easily download audiobooks and develop our pronunciation skills or just read English newspapers and magazines to master a living language.

Electronic publications are among the most popular means of learning a foreign language for professional purposes in medical institutions of higher education, because for many students they become more convenient to use compared to printed counterparts. In the electronic environment today there are several types of texts, which can be called books:

- electronic copies of printed publications;
- original layouts of books;
- electronic texts that are created in an electronic environment and can be fully presented in print;
- electronic texts that are created and can be fully perceived only in the electronic environment;

→ electronic texts that function in the current mode (hypertexts with the possibility of interactivity, the so-called "network literature").

In addition, in the era of mass introduction of distance education caused by the global pandemic, the importance of information technology for the needs of quality education is growing and in the new socio-communicative reality more and more attention is paid to the creation of electronic products. By combining components such as text, graphics, animation, video, audio, and more, they greatly facilitate the visual perception of information.

Due to global quarantine educators all over the world are trying to do their best to continue training process and make it effective. Nevertheless, there are lots of issues concerning on-line education.

- A lack of experience is considered to be one of the largest problems. That is why it is necessary to develop new skills using webinars, relevant articles, and communication with colleagues now and to start training educators for distance teaching after the quarantine. The educators shouldn't use on-line education as just sending and receiving home task, they should apply a great variety of methods: on-line teaching, video-chatting, conferences, quizzes, surveys, multimedia presentation, gamification, blogging, vlogging, using anti-plagiarism tools that provide feedback to writers,

- A lack of guidelines, strategies or action plan makes it difficult to work as one team. Thus, it is important to design a proper common syllabus and add it with new suggestions and ideas from time to time. On-line activities should be included into the syllabus as obligatory elements of education not only in emergency situations. Therefore, educators will be able to develop their skills and share their experience.

Nowadays, on-line teaching seems to be a real challenge taking lots of energy and time. It is stressful and exhausting as well. But we cannot make a step forward without such collaborative efforts.

Today assessment in on-line mode is getting more complicated as students have access to a great choice of the Internet resources and they can help each other in group chats while answering the questions as well to get a better grade. Actually, assessment does not concern only grading. It should demonstrate what students have already learnt, prepare them to apply their knowledge in practice, motivate them to acquire more skills in their field. That is why assessment should take different forms.

Among a variety of assessment methods there are: on-line quizzes, open-ended questions, on-line interviews, on-line polls, drag and drop activities, dialogue stimulations, game-type activities, peer evaluation and reviews and forum posts.

On-line quizzes can contain multiple-choice questions or fill-in-the blanks form. The main benefits are: a short period of time needed to do it and randomized order of questions and options.

The basic purpose of open-ended questions is to develop critical thinking of students and to make them analyze own thoughts and feelings.

On-line interview is the best way to demonstrate speaking skills and mastery of specific vocabulary.

On-line poll is a great opportunity to share own opinions both at the beginning of the session and at the end of it.

Peer evaluation helps to review each other's answers and provide feedbacks.

Applying different types of assessment makes it possible to watch students' progress, to develop teaching skills and therefore to create a new form of educational process.

From this perspective, one of the most useful resources is a podcast. A podcast is a digital medium consisting of an episodic series of audio, video, PDF, or ePub files subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Merriam Webster defines Podcast as follows: a program (as of music or talk) made available in digital format for automatic download over the Internet. A list of all the audio or video files associated with a given series is maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client application software, known as a podcatcher, that can access this web feed, check it for updates, and download any new files in the series. This process can be automated so that new files are downloaded automatically, which may seem to the user as if the content is being broadcast or "pushed" to them. Files are stored locally on the user's computer or other device ready for offline use, giving simple and convenient access to the content. As we know visual memory plays an important role in learning. It makes things easier to remember podcasts for medical students is obligatory because video podcasts extend and consolidate their knowledge in other disciplines such as Anatomy and Physiology. Playing podcasts also turns boring activities into interesting effective work and develops both and students a teacher.

Conclusions. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, so health world requires English.

Most of the theories are written and spoken in English, even more when the globalization phenomenon has come and shorter distances require that everybody speaks the same language that allows communication and the elaboration of new perspectives and ideas full of diversity of thoughts and multiple intelligences, English will be there. A number of studies have consistently demonstrated that those who have an advanced knowledge of the English language are much more likely to advance their careers. In addition to this, these studies have also demonstrated that a strong command of the English language will lead to higher paying jobs, more social mobility, and a great deal of social success. Having a powerful command of the English language will greatly increase future doctors' odds of success.

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