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## Foreign language competence as a component of preparation of future civil-engineers for international cooperation

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**Foreign language competence as a component of preparation of future civil-engineers for international cooperation.** *The article is devoted to the development of foreign language skills for the implementation of international cooperation. Nowadays international cooperation is one of the components of reformation and modernization of educational system in Ukraine that promotes its integration into the world's educational space by means of introduction of exchange programs, mutual scientific achievements and sponsorship support. This namely helps significantly increase the quality of educational process, academic mobility and make the infrastructure more contemporary that is of great importance for the implementation of post-war country reconstruction. So, one can highlight the following directions of international cooperation: integration into European space; academic mobility; scientific cooperation.*

*Thus, it's worth saying that in the implementation of international cooperation in all the above-mentioned directions the availability of foreign language skills competence plays a significant role.*

*As we know, foreign language competence is the basis of international cooperation that promotes the integration of Ukraine into the EU, business development, scientific exchange and legal aid. At present foreign languages knowledge is compulsory for all specialists for communication implementation on all the levels (everyday, professional, scientific etc.).*

*Let's look through all the above-mentioned directions of international cooperation: 1) integration into the European space aims at the forthcoming of the Ukrainian educational standards to European. What concerns foreign languages, it is about the skills to join domestic and European methods of their learning with the purpose of mastering by future specialists the skills of four kinds of language activity (reading, writing, listening and speaking); 2) academic mobility – the exchange programs that promote learning internship abroad, for example, Erasmus +. The exchange programs are important not only for the improvement of foreign language knowledge, but also the skills of their use in educational and professional activity with the purpose of establishing the relationships with international partners for further work; 3) scientific cooperation that is aimed at carrying out and publication of mutual scientific achievements of Ukrainian and European authors. Now this direction is becoming especially actual among postgraduate and doctoral students. Carrying out the scientific research and their further coverage in international journals promotes the scientific recognition of specialists abroad and, in such a way, the implementation of international cooperation.*

**Key words:** *international cooperation, foreign language skills, foreign language knowledge, educational process, European space, scientific research, academic mobility, exchange programs, internship, scientific cooperation.*

## **1. Problem statement**

At present, in view of the military state in Ukraine, the preparation of applicants is a difficult and labour-consuming process that requires the detailed consideration. As we know, lately the educational process in higher educational establishments in Ukraine has changed radically: program, methods and principals of studying have changed, new

pedagogical and information technologies began to be widely used, besides, the role of a teacher has changed. The content of modern higher education aims to prepare a specialist, who is able to analyze, think critically, suggest new ideas, owns such professional-personal characteristics, as: creativity, scientific position, imagination, initiative, scientific judgement, has well-formed foreign language skills of professional and everyday communication (reading and understanding texts of professional thematics, implementation of foreign language professional communication within the country as well as abroad. Based on the above-mentioned, the necessity to change approaches in preparation of specialists for implementation of professional activity abroad has increased.

*The aim of the article* is to develop the methodics of the foreign languages competence formation by future civil-engineers in order to imply international cooperation in future and to prove its efficiency.

*Literature analysis.* Currently, the problem of the foreign languages competence formation is quite up-to-date and is constantly being researched. The reasons for this are constant changes and innovations, which people must be prepared for in order to remain professionals in their field, competitive and in demand in the labour market and to have the opportunity to imply international cooperation. A large number of Ukrainian and foreign modern scientists researched the formation and improvement of the foreign language competence skills by different specialists of higher educational establishments. They have devoted their works to different aspects of this problem.

L. Konoplyanuk, O. Kovalenko (The use of authentic video materials for foreign language professional communicative competence formation by future engineers); R. Gorbatuk (The formation of foreign language competence by future engineers-energetics); N. Biduk (Communicative competence of future teacher-philologists); N. Zavinychenko (The features of communicative competence development of future practical psychologist of educational system); V. Chorna (The features of foreign language communicative competence in improvement of specialized activity of foreign languages teacher); S. Voitaluk (The formation of foreign language competence of future philologists-polonists as a pedagogical problem); N. Sorokina (Professional foreign-language competence of future philologists in the system of key educational competences); L.

Rusalkina, I. Makoday., L. Dudikova, E. Manzhos (The formation of foreign language competence as a component of professional preparation of future doctors); V. Mirochnuk, O. Tynkaluk (The essence, structure and development of foreign language competence by students of non-lingual specialities); S. Kozubska (The foreign language communicative competence of future IT-specialists); O. Kohan, N. Myhailova (The features of development of foreign language competence by students of non-philological specialities); H. Taranenko (The foreign language competence as a component of professional preparation of future managers); N. Grynaeva (The problem of formation of foreign professional-oriented competence of future specialists of food industry); etc.

As we can see, a lot of modern scientists researched and developed the methodics of formation and improvement of foreign languages knowledge and skills by different specialists that shows a great interest to the given problem. And it is impossible to ignore the works, devoted to the professional preparation of civil-engineers, like K. Androshchuk (Social prerequisites of foreign language professional competence development by future civil-engineers in Ukraine); Yu. Pryshupa (The model of formation of self-educational competence of future civil-engineers); T. Kartel, Y. Maryanko, O. Zaitseva, H. Syvokin (Dialogical foreign languages learning as a means of foreign languages formation by future civil-engineers) etc.

Having analyzed all these works, the interesting methodics of the foreign languages competence formation and improvement by different specialists, including civil-engineers, the methodics, devoted to the mastering knowledge and skills in foreign languages in order to imply international cooperation (study, work and internship) in foreign countries hasn't been developed yet.

## **2. The presentation of the main material**

Before describing the methodics of foreign language competence formation by future civil-engineers, let's analyze the term "The foreign language competence". So, the foreign language competence is a complex ability of a person to use a foreign language as a means of communication, professional activity and interaction within cultures. It traditionally includes knowledge of language norms (grammar, vocabulary) and skills of their use in oral and written communication (speaking in a foreign language) and sociocultural knowledge.

From the point of view of N. Sorokina, the foreign language competence is an integrative ability of a student to use a foreign language as an instrument of professional activity and professional cognition [15].

L. Rusalkina understands this phenomenon as the formed ability to be the subjects of communicative activity of speaking, who orientate in a professional situation of communication, use linguistic and paralinguistic means of speech expression, connected with everyday activity of a certain specialist, respect traditions and culture of native speakers. And she interprets "the professional foreign language competence" as a complex of knowledge, practical-oriented skills of mastering of foreign languages professional communication skills, techniques of logical thinking, directed to solving professional-oriented situational tasks [14].

V. Mirochnyk thinks that a modern specialist has to learn possibilities of foreign partners, their work, achievements with the purpose of introduction of the best results in their work with the help of technical means of communication, to support business contacts, carry out business communication with foreign partners in a foreign language [11]. It testifies that today a modern specialist has to master a foreign language that enables him/her to realize such aspects of professional activity as: familiarization with new technologies, discoveries and tendencies in development of science and techniques.

S. Kozubska defines the professional foreign language communicative competence as a qualitative characteristic of a personality, based on a system of scientific and theoretical knowledge and practical skills in the field of professionally-oriented communication by means of foreign languages, as well as a stable motivation for its implementation [8].

So, having analyzed all these definitions, we can conclude that the foreign language competence is a professional characteristic of a specialist that enables to use knowledge and skills of a foreign language in order to apply them in different types of communication: professional, everyday, scientific by means of the correct use of speech models in all types of speech activity (reading, writing, speaking and listening).

The main components of the foreign language competence are: linguistic (vocabulary, grammar and phonetics mastering); social-cultural (context knowledge, behaviour and culture norms of a country); discursive (the skills to build your speech logically and understand connected texts); pragmatic (the ability to adapt a language for a concrete situation of communication); strategic (the ability to compensate the lack of knowledge, namely the use of gestures, paraphrasing etc.).

Among the key aspects of the role of acquiring foreign language skills and abilities, the following can be distinguished: integration and partnership - knowledge of foreign languages significantly affects the integration of Ukraine into the economic system, culture and education of the EU; public administration - requirements for foreign language proficiency have been established for officials of local government bodies, which provide opportunities for international cooperation; business and investments - promotion of national interests on the world stage and interaction with foreign specialists; legal assistance - provision of international legal assistance during criminal proceedings, documentation management; education and science - development of international cooperation, participation in international projects, access to the world's scientific base; professional training - ensuring the competitiveness of specialists of all specialties in the international labor market.

Speaking about the integration of a foreign language into the training of specialists of various specialties, attention should be paid to the training of civil-engineers, which is based on a professionally-oriented approach (combining the study of professional terminology with specialized disciplines). This approach contributes to the ability to work with international documentation, participate in joint projects and thus increase competitiveness in the global labour market and expand access to modern technologies. The main aspects of such integration are: specialized language (study of building materials, structures, design and operation processes); competency-based approach (formation of foreign language professional competence as a component of professional training); use in the profession (reading construction drawings, standards, technical documentation) and development of communication (conducting negotiations, presenting projects, conducting business correspondence).

So, in order to prepare future civil-engineers to imply international cooperation, we have developed the methodics of the foreign language competence formation and improvement. For carrying out this we conducted binary classes of the English language and several components of their professional preparation, like: Descriptive Geometry, Architectural Design and Geodesy.

Let's present our professionally-oriented tasks in English with the use of digital tools (the programs of engineering purpose, like: Geonics, Geotec, 3D Architectural, 3D Max Deluxe Architectural, T-Flex, Sketch-up, StairCon, Roofmaker, AutoCad, OCAD etc. for obtaining knowledge and skills of the English language. As we have already mentioned we

hold binary classes of professional cycle such as Geodesy, Architectural Design, Descriptive Geometry and English.

At geodesy class, working at the theme "The kinds of geodetic works when building engineering structures" at first future civil-engineers got the vocabulary: a surveyor, to draw a plan, to lay a foundation, to dig a trench, to measure a plot of land, pegs and tape, to build-in, waste waters, bearing area, leveling.

At the next stage of the class, they were to watch the video "How a small brick building is built". It showed the process of building a structure from laying a foundation to the roof covering. The students could see what building materials were used, how they were fastened and what specialists were engaged in this process. Then they answered the questions:

1. *What geodesic means are necessary before the construction of a building?*
2. *Describe the procedure of laying a foundation.*
3. *How is the topography of an area done?*
4. *Do you agree with the statement "A building isn't better than its foundation?"*
5. *What workmen work on the construction of a building?*

Then future civil-engineers held a series of geodetic events of any object, using the special programs, like Geonics, Geotec. The technology "A round table" was used.

At the practical class in Descriptive Geometry, devoted to the theme "The fulfilment of a general plan and its role in the building process", the students were proposed the vocabulary: a blueprint, the construction of a building, to mark the axes, a multistory structure, cross section, a floor, an attic, a cellar, computer programming, to erect a structure.

Future civil-engineers were demonstrated the presentation of the general plan fulfilment, then they answered the questions they saw at the multimedia board:

1. *What is a general plan?*
2. *What structures are drawn on a general plan?*
3. *What is the role of a general plan in building process?*
4. *What mistakes take place without using a general plan?*

The interactive technology "Debates" was applied. After this the students created a general plan of a locality with the use of the special program editors: Cad Std Lite, Nano CAD, OCAD, T-Flex.

The practical class in Architectural Design was devoted to the theme "Town reconstruction". At first the students made up the vocabulary. Then they were shown the videos about Town reconstruction and after watching they answered the questions:

1. *What measures should be taken when a structure becomes outdated?*
2. *What is the renewal of a building based on?*
3. *What is the purpose of building reconstruction?*
4. *Describe the program of building reconstruction*
5. *What's the economical evaluation of a building connected with?*

Then the students found the information about the reconstruction of any building in Ukraine or abroad in the e-library, made up a presentation or a video and presented it. The others were to guess what building it was.

These classes became the subsoil for carrying out the professionally-oriented tasks where different situations of professional activity with the use of digital tools were applied. So, let's illustrate them with the examples.

A situation-exercise. At the class on the theme "Geodetic filming" students carried out geodetic filming on the locality, using Digital Tools. The class started with the demonstration of videos, depicting different kinds of filming: underground, earth, underwater and air. The students were divided into 4 groups. Each team had to make one filming. They did this task, applying special editors and then showed their presentations to the audience. Then they answered the questions:

1. *What types of surveys do you know?*
2. *What's the role of each one?*
3. *What programs are used for creating these surveys?*

Another class on the theme "The elements of building drawings" was devoted to the creation of building drawings by means of Digital Tools. Future specialists were demonstrated the slides, depicting different kinds of prints, lines, scales and formats, being used when carrying out building drawings. After this the students were divided into 5 groups (4 people in each). Each group has received one situation-exercise in creating the basic elements of building drawings by means of special program editors, like: Autodesk, 3D Max, Design and A9 Cad.

At the class on the theme "Town reconstruction" the students were shown the slides, depicting famous landmarks of the city at first before, then after reconstruction: a cathedral, a trading centre, a gallery, a hotel and a theatre. The students were divided into 4 groups. The essence of this exercise was in identifying the building components, restored in every object and in establishing compliance between the elements of the first and the second columns:

| The objects      | The restored parts of buildings |
|------------------|---------------------------------|
| A cathedral      | A roof                          |
| A trading centre | A front                         |
| A gallery        | Walls                           |
| A hotel          | A background                    |
| A theater        | Stairs                          |

After this the students had to reconstruct one more part of the given object with the help of special program editors (Roofmaker-2, Stair Con 340 SP3, Acronhome, Revit, ArchiCad) and then talked about the restored parts in English.

During the class on the theme "Building materials" the students were offered to watch several slides with the depiction of building materials, widely used in building process (wood, stone, bricks, concrete, glass, plastics etc.). After watching the students did the situation-exercise in determining compliance. On the screen in one column - building materials and in another one - their properties were presented. It was necessary to match building materials to their properties.

Let's illustrate the examples of situations-illustrations use.

During the practical class on the theme "Kinds of geodetic works when building engineering structures" future civil-engineers were divided into 4 groups and were proposed to play situations-illustrations about carrying out geodetic works when building different structures: a tunnel, a parking, a culture building, a supermarket. Each group has received its object. Several students (colleges-geodesists from abroad), who were interested in the process of erection of this building objects, were chosen: carrying out topographical filming, measurements on the locality, foundation measurements, checking the level of soil waters, the preparation of land to the digging of a foundation pit and laying a foundation. When carrying out the geodetic works the students used such program editors, like: GEONICS, GEOTEC, 3D Tunnel, Praxis, Praxis Dynamic Module. After this each group was telling their "foreign colleagues" about carrying out the geodetic works when building different structures in English with the use of terminological vocabulary.

At the class, devoted to the theme "The procedure of building drawings' carrying out", the students were divided into 4 groups and proposed to take part in the creation of a situation-illustration about the procedure of different building drawings' carrying out. In each group 1 person was chosen (a designing engineer from the USA), who was interested in the

procedure of building drawings' carrying out in Ukraine. After watching the slides each group has received a certain building object. 4 objects were chosen: a residential building, a cafe, a theatre, a playground. The students were to create a drawing of a given object with the use of program editors (3D Home Architect Deluxe, Turbo Cad, NanoCad, OCAD, T-Flex). Then they were telling about it their "foreign colleagues".

Then, working at the given theme, the students were proposed to find in the e-library the information about the procedure of carrying out the drawings of architectural monuments of Odesa and take videos. Such outstanding landmarks were proposed: The Theatre and Ballet House, The city garden, Spaso-Prebrazhensky Cathedral, Primorsky Boulevard, Katerynynska Square. At the final stage future civil-engineers presented their videos to their "foreign colleagues".

At the practical class on the theme "Building equipment and means of mechanization" the students created a situation-illustration about the specifics of carrying out the construction-mounting works. The students were demonstrated the videos of the buildings' erection process. After watching several students were chosen (civil-engineers from Great Britain), who were interested in building equipment and means of mechanization, used in the process of erection of buildings of a certain purpose, the specifics of carrying out the construction-mounting works. On the multimedia board the students could see the thematic vocabulary and illustrations of building mechanisms and means of mechanization (hoisting cranes, excavators, bulldozers, pile-drivers, concrete mixers, winches, etc.). Then the future civil-engineers took part in the discussion about the purpose of these building mechanisms and means of mechanization.

At the class on the theme "Types of foundations" after the demonstration of the slides and videos about the erection of different types of foundations, each group (5-6 students) were asked to make up a situation-assessment: to describe a certain type of a foundation, to define its advantages and disadvantages, to tell about the process of its erection and features of use.

During the practical class on the theme "A general plan and its role in the building process" the future civil-engineers were proposed to watch the videos about carrying out a general plan of a locality. The students were divided into 4 groups and took part in the creation of a situation-assessment about carrying out a general plan of the locality, its correction with the following objects: a restaurant, a aquapark, a cinema and a museum. The task was being carried out with the help of the following

editors: (3D Architectural, T-Flex, Staircon, Roofmaker, Archicad, Sketch up etc.). After this the participants of each group found positive and negative aspects in the plans and were commenting on in English.

At the class, devoted to the theme "Architectural styles", future civil-engineers were demonstrated several short films about the erection of buildings of different epochs: Gothic, Classicism, Baroque, Renaissance and Modernism. Then the participants were divided into 5 groups. Each one was proposed to do the tasks using a situation-assessment: they were to appreciate the quality of buildings' erection, built in the certain architectural style (3 buildings), and to find out the advantages and disadvantages in the construction of such building elements as: a facade, interior and exterior walls, columns, partitions, buttresses, windows, towers, roofs, etc.).

Let's illustrate the examples of situations-telling.

At the practical class on the theme "Geodetic measurements and calculations when erecting structures" future civil-engineers played the situation about carrying out geodetic works on the locality with the use of program editors. One of the students was a geodesist. The group was divided into 4 teams (4 in each one). The students of each group played the role of future civil-engineers from abroad. The task of a chief geodesist was to carry out the introductory briefing, to familiarize foreign practitioners with the procedure of carrying out geodetic works on the locality with the use of program editors and safety measures". Then the practitioners went to the plot to do geodetic measurements. Then 3 more people were chosen: a journalist, who interviewed a chief geodesist and 2 camera men, who took pictures and videos. Then the students were to create a reportage about their work and a blog, which they posted in the Internet.

At the class, devoted to: "Carrying out a building's section", future civil-engineers were to play such situation-telling: the students of your faculty undergo an annual internship in a designing company abroad, during which they got the task: to create a project, that includes a design of a facade, external and internal walls, a background, staircases and a roof. The students were divided into 4 groups. Each group received its project, that was necessary to create with the help of such editors as: 3D Home Autodesk, Floor Estimate, Stair Con-340 SP3, T-Flex, Roofmaker-2, Idecad Architectural and present it in English. Then several judges were chosen and they had to select the best project. At the end the students created their blog, which they posted in the Internet.

During the class on the theme "Soil, its essence, properties and types" a problem situation was applied. Students were asked to find independently in the electronic library illustrative materials on soil erosion, its types and causes of occurrence. The work was carried out in pairs. Each pair received 2 illustrations of soil erosion. It was necessary to determine the type of erosion, and then, using the already studied special editors, to carry out a number of geodetic measures to identify the depth and cause of erosion and report on their work in English.

At the class, dedicated to the theme "Building Design", a problem situation was applied regarding the creation of a hotel project. To complete this task, students were divided into 3 groups (6 people in each). The multimedia encyclopedia "My House" was recommended as a reference material, which illustrated an example of creating a house project. All the projects were displayed on the Websites, the students created themselves.

### 3. Conclusions

Foreign language competence skills is an important component of students' preparation to international cooperation, as it makes it possible to integrate into the global educational space, implement exchange programs, conduct and publish scientific research, which increases the chances of Ukrainian specialists on the world stage. In view of the above-mentioned, foreign language training in higher education Institutions requires a serious attitude and constant improvement. The methodics of foreign language competence formation by future civil-engineers, developed by us, helps them not only master knowledge and skills in professional foreign language, but will also be crucial in implementing professional tasks with the use of up-to-date Digital Tools, which indicates the competence of future civil-engineers on the labour market.

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Abstracts

НАТАЛЯ ДУБІНІНА, ЯНІНА МАР'ЯНКО, ТЕТЯНА КАРТЕЛЬ.  
**Іншомовна компетенція як складова підготовки майбутніх інженерів-будівельників до міжнародного співробітництва.** Наразі міжнародне співробітництво є однією зі складових реформування і модернізації освіти в Україні, що сприяє її інтеграції у світовий освітній простір шляхом впровадження програм обміну, спільним науковим дослідженням та спонсорській підтримці. Саме це допомагає суттєво підвищити якість освітнього процесу, академічну мобільність та осучаснити інфраструктуру, що має велике значення для здійснення післявоєнної відбудови країни. Отже, можна виділити наступні напрямки міжнародного співробітництва: інтеграція в європейський простір; академічна мобільність; наукова співпраця.

Таким чином, слід зазначити, що у здійсненні міжнародного співробітництва у всіх вищезазначених напрямках, ключову роль відіграє саме наявність вмінь і навичок іншомовної компетенції. Іншомовна компетенція є основою міжнародного співробітництва, що сприяє інтеграції України до ЄС, розвитку бізнесу, науковому обміну та правовій допомозі. Сьогодні знання іноземних мов є обов'язковим абсолютно для всіх фахівців для здійснення комунікації на всіх рівнях (побутової, професійної, наукової тощо).

Отже, зупинимось детальніше на раніше згаданих напрямках міжнародного співробітництва: 1) інтеграція в європейський простір має на меті наближення українських освітніх стандартів до європейських. Щодо іноземних мов, мова йдеться про вміння поєднати вітчизняну та європейську методичку їх вивчення з метою опанування майбутніми фахівцями вмінь і навичок з чотирьох видів мовленнєвої діяльності (читання, письмо, аудіювання та комунікації); 2) академічна мобільність - програми обміну, які сприяють навчанню та стажуванню за кордоном, наприклад, Erasmus +. Здійснення програм обміну є важливим не лише для вдосконалення знань з іноземної мови, а також вміння їх застосовувати у навчальній та професійній діяльності з метою налагодження зв'язків з міжнародними партнерами для подальшої роботи; 3) наукова співпраця, яка спрямована на проведення та публікацію спільних наукових досліджень українських та європейських авторів. Цей напрямок наразі набуває особливої актуальності серед аспірантів та докторантів.

Проведення наукових досліджень та їх подальше висвітлення у зарубіжних журналах сприяє науковому визнанню фахівців за кордоном і, у такий спосіб, здійсненню міжнародної співпраці.

**Key words:** міжнародне співробітництво, навички іноземної мови, знання іноземної мови, освітній процес, Європейський простір, наукове дослідження, академічна мобільність, програми обміну, стажування, наукове співробітництво.

NATALIA DUBININA, YANINA MARIANKO, TETIANA KARTEL.

**Kompetencja języków obcych jako składnik przygotowania przyszłych inżynierów budownictwa do współpracy międzynarodowej.** Obecnie współpraca międzynarodowa stanowi jeden z kluczowych elementów reformowania i modernizacji edukacji w Ukrainie, przyczyniając się do jej integracji ze światową przestrzenią edukacyjną poprzez wdrażanie programów wymiany, wspólne badania naukowe oraz wsparcie sponsorskie. Czynniki te sprzyjają istotnemu podnoszeniu jakości procesu kształcenia, mobilności akademickiej oraz modernizacji infrastruktury, co ma szczególne znaczenie w kontekście powojennej odbudowy kraju. Można zatem wyróżnić następujące kierunki współpracy międzynarodowej: integrację z przestrzenią europejską, mobilność akademicką oraz współpracę naukową.

Należy podkreślić, że we współpracy międzynarodowej we wszystkich wskazanych obszarach kluczową rolę odgrywa posiadanie umiejętności i nawyków kompetencji języków obcych. Kompetencja języków obcych stanowi podstawę współpracy międzynarodowej, sprzyjając integracji Ukrainy z Unią Europejską, rozwojowi działalności gospodarczej, wymianie naukowej oraz współpracy prawnej. Obecnie znajomość języków obcych jest niezbędna dla wszystkich specjalistów w celu skutecznej komunikacji na wszystkich poziomach (codziennym, zawodowym i naukowym).

Rozpatrzmy bardziej szczegółowo na wcześniej wspomnianych kierunkach współpracy międzynarodowej: 1) integracja z przestrzenią europejską ma na celu zbliżenie ukraińskich standardów edukacyjnych do standardów europejskich. W odniesieniu do nauczania języków obcych chodzi o konieczność łączenia krajowych i europejskich metod dydaktycznych w celu rozwijania u przyszłych specjalistów kompetencji i umiejętności w czterech obszarach sprawności językowej (czytanie, pisanie, rozumienie ze słuchu oraz mówienie); 2) mobilność akademicka obejmuje programy wymiany sprzyjające studiowaniu i odbywaniu staży za granicą, takie jak Erasmus+. Realizacja owych programów ma znaczenie nie tylko dla doskonalenia znajomości języka obcego, lecz także dla rozwijania

umiejętności jego praktycznego zastosowania w działalności edukacyjnej i zawodowej oraz nawiązywania relacji z partnerami międzynarodowymi w celu dalszej współpracy; 3) współpraca naukowa koncentruje się na realizacji i publikowaniu wspólnych badań naukowych autorów ukraińskich i europejskich. Obszar ten zyskuje obecnie szczególne znaczenie wśród doktorantów. Przeprowadzenie badań naukowych oraz ich dalsze publikowanie w czasopiśmie zagranicznych sprzyja rozpoznawalności naukowej specjalistów w innych krajach, co przyczynia się do rozwoju współpracy międzynarodowej.

**Słowa kluczowe:** współpraca międzynarodowa, umiejętność języków obcych, znajomość języków obcych, proces kształcenia, przestrzeń europejska, badania naukowe, mobilność akademicka, programy wymiany, staże, współpraca naukowa.