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**МОВНА ОСВІТА ФАХІВЦЯ:
СУЧАСНІ ВИКЛИКИ ТА ТЕНДЕНЦІЇ**



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Матеріали друкуються в авторській редакції. Відповідальність за точність поданих фактів, цитат, цифр, прізвищ тощо несуть автори.

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EDUCATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES FOR PROFESSIONAL PURPOSES WITHIN ACADEMIC MOBILITY

Academic mobility has become an integral part of modern higher education, reflecting broader processes of globalization and internationalization. Participation in international exchange programs, joint educational initiatives, and transnational research projects requires students and academic staff to operate effectively in multilingual and multicultural environments. Consequently, foreign language proficiency has evolved from a supplementary skill into a fundamental professional competence.

In this context, teaching foreign languages for professional purposes (FLPP) occupies a central position. Unlike general foreign language courses, FLPP focuses on professional discourse, academic communication, and field-specific language practices. Learners are expected to use a foreign language as a working tool for studying, researching, and professional interaction. However, traditional teaching approaches often prove insufficient in addressing the diverse and dynamic needs of

academically mobile learners. Educational technologies offer new opportunities to enhance the quality, flexibility, and relevance of foreign language instruction. This article explores how educational technologies contribute to teaching foreign languages for professional purposes within academic mobility and outlines key pedagogical approaches that support this process.

Academic mobility refers to the temporary movement of students, teachers, or researchers to another higher education institution, usually in a different country, for educational or professional purposes (Teichler, 2017). Such mobility involves adaptation to new academic standards, teaching methods, and communication practices.

Language competence within academic mobility extends beyond everyday communication. Participants must be able to:

- understand lectures and academic texts;
- participate in seminars and discussions;
- prepare written academic assignments;
- communicate professionally within an international academic community.

Foreign languages for professional purposes are designed to meet these requirements by integrating linguistic, professional, and intercultural components. Educational technologies play a crucial role in supporting this integration, particularly in situations where learners have limited time for adaptation.

This study employs a theoretical and analytical research methodology. The research is based on:

- analysis of scholarly literature in the fields of pedagogy, applied linguistics, and educational technology;
- comparative examination of pedagogical approaches used in foreign language teaching for professional purposes;
- generalization of teaching practices commonly applied in academic mobility programs.

The methodological framework allows for identifying key educational technologies and evaluating their pedagogical potential in teaching foreign languages

for professional purposes. The study does not involve experimental data collection but focuses on conceptual analysis and pedagogical interpretation, which is typical for theoretical research in education.

Blended learning combines face-to-face instruction with online learning activities and has become one of the most widely used educational technologies in higher education. Its relevance in academic mobility lies in its flexibility and adaptability to diverse learning contexts.

In FLPP instruction, blended learning enables students to work independently with professional texts, video lectures, and online exercises, while classroom time is used for discussion, problem-solving, and communicative practice. Learning management systems such as Moodle or Canvas provide structured access to course materials and support continuous learning regardless of students' physical location.

Blended learning also promotes learner autonomy, which is essential for academically mobile students who must manage their learning in unfamiliar educational environments.

Project-based learning (PBL) is a learner-centered educational technology that emphasizes active engagement through meaningful tasks. In teaching foreign languages for professional purposes, PBL encourages learners to apply language skills in realistic academic or professional situations.

Typical project-based activities within academic mobility include:

- collaborative research projects;
- analysis of professional case studies;
- preparation of academic presentations or written reports.

Through project-based learning, students develop not only language competence but also critical thinking, teamwork, and intercultural communication skills. These competencies are particularly valuable in international academic settings.

Digital simulations and role-playing activities represent another important educational technology in FLPP instruction. They allow learners to practice professional communication in controlled yet realistic environments.

Simulated academic conferences, professional meetings, or interviews help students develop pragmatic competence and confidence in using a foreign language for professional purposes. Such activities also prepare learners for real-life communication challenges encountered during academic mobility.

Educational technologies in FLPP teaching are closely connected with digital tools that facilitate communication and collaboration. Video conferencing platforms support interaction with international peers and instructors, while collaborative tools enable joint writing and peer feedback.

Additionally, corpus-based tools and AI-assisted applications support academic writing and terminology development. These tools help learners analyze authentic professional language use and improve linguistic accuracy, which is essential for academic success.

The integration of educational technologies in teaching foreign languages for professional purposes offers several advantages:

- increased learner motivation and engagement;
- improved access to authentic academic and professional materials;
- development of learner autonomy and self-regulation;
- enhancement of intercultural communicative competence.

Educational technologies also support flexible learning formats, which are particularly important for students participating in academic mobility programs.

Despite their advantages, educational technologies present certain limitations. These include unequal access to digital resources, differences in digital literacy, and the need for continuous pedagogical training. Addressing these challenges requires institutional support and thoughtful curriculum design.

Educational technologies play a significant role in teaching foreign languages for professional purposes within academic mobility. By integrating blended learning, project-based learning, and digital simulations, educators can create learning environments that respond to the linguistic and professional needs of mobile learners.

The findings of this study suggest that educational technologies should be viewed not as supplementary tools but as integral components of foreign language

education in higher education. Their effective implementation contributes to the quality of academic mobility and supports learners' professional development in international contexts.

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ПРОБЛЕМИ ОПТИМІЗАЦІЇ ПРОЦЕСУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ЮРИСТІВ

Проблемою сьогодення в Україні стає оновлення змісту іншомовної освіти відповідно до вимог таких документів Ради Європи, як «Білінгвальна освіта: основні стратегічні завдання» (1998), «Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання» (2001), «Європейський мовний портфель» (2002). Нова мовна політика потребує сучасних підходів до розширення іншомовної компетентності.

Аналіз якості результатів практичного володіння англійською мовою випускниками вищого юридичного навчального закладу засвідчує, що при організації навчально-виховного процесу наявними є обставини, котрі заважають або значно знижують ефективність виконання професійних завдань у контексті формування в майбутніх юристів професійної іншомовної