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АНГЛІЙСЬКА МОВА ДЛЯ ПРОЕКТНОЇ ПІДГОТОВКИ ЕКОНОМІСТІВ

Анотація. У статті обговорюється питання продуктивності при опануванні англійської мови спеціального призначення за проектною технологією. Мета дослідження – аналіз рівня ефективності навчання англійській мові за проектною технологією для підготовки економістів при умові інтеграції економічних спеціальностей зі спеціальними дисциплінами. Гіпотеза: проектна технологія навчання є суттєвим фактором інтенсифікації вивчення англійської мови за фахом. Стверджується, що підвищення рівня професійної компетентності економістів у проектній роботі потребує міждисциплінарної інтеграції спеціальних та лінгвістичних дисциплін. Тому програма вивчення англійської мови потребує тематичної узгодженості з програмами підготовки спеціалістів економічних спеціальностей, а саме: вивчення англійської мови за проектною технологією має бути переорієнтовано на перехід із засвоєння та накопичення абстрактної термінології, узагальнених знань на специфіку змісту конкретних, спеціальних дисциплін і курсів, їх термінології. Продуктивність проектного та традиційного навчання порівнюється за основними критеріями професійного прагматизму. У результаті дослідження можна зробити загальний висновок щодо перспективності вивчення англійської мови за фахом за методом проектної технології у поєднанні з програмами підготовки спеціалістів економічних спеціальностей. Проектне навчання поєднує в собі формування професійної та комунікативної компетентності, що відкриває широкі можливості для міжнародної співпраці в обміні студентами з провідними університетами світу. Надано рекомендації щодо онлайн-участі в міжвузівських асоціаціях у рамках програм ЄС. Зроблено висновок, що залучення потужного потенціалу інтеграції спеціальних та лінгвістичних дисциплін до проектної технології навчання зумовлює перетворення освіти на реальну, а не уявну силу соціально-економічного розвитку країни. Наведені в роботі результати мають стати орієнтиром для формування відповідних курсів англійської мови за фахом.

Ключові слова: інновація; проектне навчання; англійська як спеціальність; комунікативна компетентність; міжпредметна інтеграція; культура; солідарність; штучний інтелект.

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ENGLISH FOR PROJECT TRAINING OF ECONOMISTS

Abstract. The paper discusses the issue of the productivity of English for special-purpose teaching on project-based technology. The study aims to analyze the learning effectiveness of English on project-based technology (discipline "Economics") in integration with special disciplines. Hypothesis: project-based technology of learning is a factor in the intensification of learning the English language by profession. It states that the implementation of the economist's professional competence in project work needs interdisciplinary integration - of special and linguistic disciplines. The English language teaching program should be thematically consistent with the programs for teaching specialists in economic specialties. Learning English by project-based technology was reoriented from the accumulation of abstract knowledge to the selection of special disciplines and courses according to the criteria of professional pragmatism. Project-based and traditional learning productivity is compared according to the main criteria. As a result of the study, the authors have made a general conclusion about the prospects of studying English by profession using the method of project-based technology. Project-based teaching combines in itself the formation of professional and communicative competence, and this opens wide opportunities for international cooperation in student exchange with the world's leading universities. Recommendations for online participation in inter-university associations within the framework of EU programs are provided. It is concluded that the involvement of the powerful potential of the integration of special and linguistic disciplines under the design technology of education determines the transformation of education into a real and not an apparent, force of the country's social- and economic development. The results shown in the paper should become a reference point for the formation of appropriate courses in the English language by profession.

Keywords: innovation; project-based learning; English as a major; communicative competence; interdisciplinary integration; culture; solidarity; artificial intelligence.

Introduction. A prospect for Ukraine membership in the EU is connected with the formation of a highly professional elite from university graduates. Achieving this purpose could be ensured by an implementing of innovative method project-based learning and a formation of participative management what are capable not only to grow theoretical knowledge level of students but also to provide an ability to practical implementing.

Investments in the innovative development of education under effective management are among the most productive. Therefore, there is a task not only to increase the level of theoretical knowledge of higher

education seekers, but also to form the ability of their practical implementation. Educational innovation is: the “transfer” of intelligence from the audience to the technology market, in the real economy; in the direction of the educational process on the formation of the graduate with the thinking of the researcher, with a vision of critically significant problems of social development and capable of teamwork. All of these requirements are met by project-based learning technology (project-based learning, project method), which prepares specialists from the student bench according to the requirements of corporate market economy management. It is the technology of project-based learning that radically changes the criteria by which the professional competence of the graduate is assessed. “Project-based learning approach is one of the best academic options because it represents a student-based learning process that considers the interests of students and encourages them to participate actively in the learning process, which should be considered a research process goal” [1]. But the existing methodical and methodological developments do not meet the requirements of pragmatic orientation of education to the needs of corporate governance with access to the international level of project cooperation, especially the need for a set of competencies based on foreign language skills.

Speak English for special purpose is a necessary condition for cooperation in business projects realization. Therefore, studies on the linguistic provide of the project-based training and the formation of a system for needed competencies have become relevant.

Analysis of previous studies and publications. Problems of the English-language provide of the technology for the project-based training at universities are top subject of attention for both domestic and foreign scientists. In particular, communicative preparation for professional communication in project activities by profession is covered in Bei [4]; Biliková, & Seresová [5]. Analyzed the use of Project-Based Learning (PBL) methodologies in the context of transversal subjects, as an efficient technique to develop interpersonal communication and teamworking skills in Crespí, García-Ramos, & Queiruga-Dios [6]. The problems of management on etapes of English language training, and practical implementation of the professional competence are being studied by Aniroh [3]. Reveals the potential of gamification of teaching as an effective means for mastering a foreign language by Kyrychenko [11]. Empirical researches on study of the conditions for the formation of a positive psychological state in the group are given in Andrienko, Genin, & Kozubska [2]; Stezhko [17]. The experience of organizing research for project-based studies in foreign universities is highlighted in Shykhnenko, & Sbruieva [15]; Myhovich, Kurylo [13]. Formation of the research competence due to requirements of “the specialized education standard in the scientific direction” – Stezhko [16]. Using electronic devices by students in the formation process of managements skills is considered by Stupak [18]. The content and forms of the joint the English language learning as a way for the professional formation are researched by Zadorozhna, Datskiv, Shepitschak [19]. The effectiveness of project-based training based on the results of an empirical research of teaching process of economics are substantiated by Maros, Korenkova, Fila, Levicky, & Schoberova [12]. The innovative character of information technologies and artificial intelligence, in particular, in education and practice is studied by Chyzhykov [7]; Gluchmanova [8]; Gocen, & Aydemir [9]. And this is not a complete list of publications on the topic of linguistic support of project-based learning technology.

However, due to the multifaceted nature of the problem, it is not necessary to talk about the completion of the study, as the innovativeness of learning is manifested in new perspectives. In our opinion, the role of linguistic disciplines, in particular, in terms of English language proficiency as a means of communication in the implementation of projects in cooperation with foreign universities has been deprived of attention.

The purpose of the study is to analyze the learning effectiveness of English on project-based technology (discipline “Economics”) in integration with special disciplines.

Research Methods. Basic research methods are the comparative analysis of ethnic- and psychological features of multilingual communicators (with the coming synthesis of knowledge), methods of induction, expert assessments, analogies.

Hypothesis: project-based technology of learning is the factor of the intensification learning English language by profession.

Summary of the main research material. Numerous scientific sources link the project teaching methodology (which is gaining recognition in scientific circles) with the American innovators of pragmatic school pedagogy John Dewey and his followers William Kilpatrick and Helen Parkhurst - they expressed the idea of acquiring knowledge in conjunction with practical experience. However, the idea of project-based learning technology as a form of combining learning with practical activities was discussed in the twentieth century by the domestic pedagogical community. Today, project education has acquired the status of innovation in the development of education and extends to university education. According to some estimates, the project methodology uses all the best ideas developed by traditional and modern methods of teaching English.

In contrast to traditional training as the accumulation of knowledge, not always in demand in practice, project training involves the ability to acquire knowledge and find the necessary information for the practical implementation of the profession in project work. Real project tasks require an interdisciplinary approach to

learning, which would not be narrowly focused on knowledge of a foreign language, regardless of the future profession of the graduate. Knowledge of a foreign language, communicative competence should be considered as transversal, as one that intersects with professional research activities. It will be on time to pass a law (draft law No. 9432) "On the application of English language in Ukraine", with this law it is to be supposed to formalize status of the English language as the language of international communication. <https://www.ukrinform.ua/rubric-polytics/3728718-zelenskij-proponue-radi-zrobiti-anglijsku-odnieu-z-mov-miznarodnogo-spilkuvanna-v-ukraini.html>. In practice this will manifest itself in form of the competitiveness of graduates of Ukrainian universities.

Currently, when evaluating the efficiency and quality of education in an educational institution is made, attention is paid to the demand and success of its graduates not only in Ukraine but also in the European labor market. Moreover, the indicator of cooperation with the world's leading universities is of particular importance. Therefore, knowledge of a foreign language is an integral part of the professional training of a university graduate. Speak English is a necessary condition for the introduction into education of the teaching program "Technological leadership in hardware startups", written on the basis of modern programs of the best universities in the world. This leads to the conclusion that the structural differentiation of universities in the narrow areas of independent faculties and institutes does not justify itself. It is time to organize inter-faculty cooperation of departments, teaching staff, for example, in linguistic training, economic specialties and social communication. The foreign language program should be thematically coordinated with the training programs for economists. The achieved system of competencies on the basis of such interdisciplinary integration allows involving successful stakeholders of both domestic and foreign business in training and practical mastering of management by future economists.

The question arises: what is the task of linguistics in the formation of competencies in the process of learning project technology? To answer this question, we must first resort to defining key terms. For the basic definition of the project method of teaching we choose the definition of the author of the "Ukrainian Pedagogical Dictionary" Academician S. Honcharenko. "The method of projects, he writes, is the organization of learning, when knowledge and skills are acquired in the process of planning and performing practical tasks – projects" In today's economically interconnected world, project activities are usually carried out on a corporate basis. Therefore, in the future, the article review should be based on the understanding of project-based learning in the sense of joint participation in solving the problem by representatives of different nations. Project cooperation at the international level involves knowledge of the language and knowledge of national and cultural traditions of project participants. It is difficult to deny the words of K. Aniroh that "Entrepreneurship can be achieved through foreign languages and intercultural skills. This is because the ability to communicate with team members, the mastery of language and cultural skills of different nationalities is needed in global business" [3]. So what is the linguistic training of a higher education applicant?

Done research of innovative development of education [16] problems shows a certain meaningful limitation of the term "competence" when used in the technology of project-based learning. In particular, the concepts of communicative competence, intercultural competence and intercultural communicative competence are not always distinguished in the domestic scientific literature on linguistics. In the context of our article study of project-based learning, such a distinction is essential for both Ukrainian-language and interlingual levels of communication. We are impressed by Z. Sándorová's vision of competencies: "Communicative competence refers to a person's ability to act in a FL in a linguistically, socio-linguistically and pragmatically appropriate way"; whereas cultural competence can be defined "as knowledge of the life and institutions of the target culture" [14, p. 179]. And further: "Intercultural competence is the ability to interact in one's own language with people from another country and culture, using one's own knowledge of the given country and culture. Finally, intercultural communicative competence means the ability to interact with people from another country in a foreign language" [14, p. 179]. Distinguishing in this way the formation of competencies in the educational process in a foreign language, we must form appropriate disciplines that can provide discourse. Thus, the educational process in a foreign language is technologically and meaningfully derived from the requirements of project management.

It is known that management is an element of public relations, so knowledge of English must meet the requirements of business presentation, project activities, contracts, ethics of relations in the team and so on. The point is that linguistic training should take into account the need for knowledge of the language of official documents, the language of discourse, and the culture of verbal communication. Therefore, the international levels of project activities, interaction with foreign language participants require intercultural communicative competence, so do not limit yourself to knowledge of English, professionally oriented to economics. The current level of economic projects, in particular, marketing public relations (PR), requires a set of competencies that would cover both the linguistic and cultural levels of communicators, and scientific in economics, the theory of optimal management, business ethics, IT and more. Therefore, the English language mastering program should take into account a learning an economic English terminology. This combination of knowledge of English for

Specific Purposes and the project-based learning technology will provide an effect of synergy in professional and communicative competence.

Business English - the language of documents is more focused on the formation of the student's communicative competence, primarily as knowledge of economics, business terminology, abbreviations to denote the main international institutions, special appeals and more. For example, abbreviations: IGO - intergovernmental organization, IMF - International Monetary Fund, OECD - Organization for Economic Cooperation and Development, CLACS - Community of Latin American and the Caribbean States, EAEU - Eurasian Economic Union; terms: domestic industries, Project teams, Subsistence level, productivity, Business units, import, Average incomes, balance-of-payments deficit. But in cooperation with foreign project participants, communication on the topics of culture, literature, art, etc. is not excluded.

Productive informal communication, for example, when concluding contracts, is an important component of success, which involves mastering the cultural and spiritual heritage of the native speaker. Knowledge of the culture and traditions of the participants in the project activity destroys obstacles in business negotiations. In this case, there is a need for the formation of intercultural communicative competence, the content of which involves knowledge of the artistic language of idioms, jargon, metaphors and more. It is possible that a foreign project participant in the discussion will resort to the use of idioms of entrepreneurial content. For example, a foreigner may use the phrase "when pigs fly", which is not really about pigs flying, but is a sign of the impossibility of an event. The Ukrainian equivalent of the English phrase "when pigs fly" can be the phrase "when the cancer whistles", which also means - never. Similarly, in business communication, the analogue of the English "cash cow" can be the Ukrainian phrase "chicken that lays golden eggs", and the metaphor "to drum up business" can be interpreted as "to build a business", and the idiom "to carry coals to Newcastle" might be used by Brits in meaning of the unacceptable decision.

Extra attention deserves, in time of learning the business English, mastering the official, and unofficial forms how to address to. Recognized and established forms of address to someone are the words Sir, Mister, Madam, Doctor etc. Colloquial language, both in Britain and in the USA are common the such cuts as Ma'am. But any cuts are not admitted in official translations (illustration, not Bill but William). In a unofficial atmosphere, a teacher may afford a bit familiar address to students; it is not a breach of professional ethics. We haven't plans to dwell, and research extra English forms of address to, because this is not the aim of our study. We are just drawing the teachers' attention on a significance of the above specified issue during learning English within the project-based learning.

Oxford (British) English is traditionally taught in non-language faculties. But is it a sufficient basis for the formation of intercultural communicative competence? As for us - no. The variability of modern English is known. British, American, Canadian, Australian are just the main variations [5]. But even in the neighboring countries of the United States and Canada, there are lexical and phonetic differences. For example, Past Participles have different uses. Similarly, the same word in British English and American may have different connotations. For example, in British and American language cultures, the word "homely" has the opposite meaning in describing a woman. Therefore, the linguistic support of project activities should take into account that "intercultural communicative competence is based upon communicative competence and enriches it by incorporating intercultural competence" [14, p. 179]. Intercultural communicative competence is more meaningful than just lexical-semantic training.

An effective labor of representatives from different languages and cultures requires not only linguistic training but also a formation of a communicative tolerance for project participants. Recall that management is an element of public relations, so no less important role than knowledge of language and culture of the project participants plays a moral and psychological climate in the team [17]. We are talking about "existential competence", as defined by [14, p. 183]; its formation also lies in the plane of linguistic training. The best personal qualities can be formed from the examples of literary heroes, whose actions are a model of friendliness, tolerance, and empathy - qualities needed in teamwork on the project, and vice versa - unacceptable indifference, egocentrism [1]. Amid intimidations of educators with the threats of ChatGPT with artificial intellect seems controversial such asserts: "Developments in artificial intelligence and automation will actually make 'people more human'" [9, p. 14]. Therefore, the practice in building of a teamwork only confirms the relevance for the formation of the "existential competence".

A teacher proves that a person creates by himself his own existential world and in any case aa benevolence, an ability to empathize are, perhaps, the most important factors of soft skills that are so necessary in solidarity. Therefore, along with the inclusion of Business English, texts on economic terminology, phraseology, etc. in the educational process, it is worth turning to authentic traditions, which reflect the dominant values of national cultures.

Formation of the communicative competence, in addition to knowing the English language, needs intercultural communication skills. Positive interpersonal relationships and emotional support for conflict avoidance play a huge importance in teamwork [2]. Knowing variants and variations of the English language, history, national culture by the interlocutor also is important for achieving a working psychological climate in

the team [5]. That means not only knowledge of the standard language, but also a popular speech. For example, the use of the noun “dog” in such word combination “old dog” has only a friendly meaning and no negative connotation, meanwhile in Slavic culture it is the offensive.

Thus, the linguistic support of professional training in project technology should not be limited to mastering “Business English” and the formation of communicative competence of higher education students. The English language course should be extended to literary studies, culturology of English-speaking countries, to the level of English philology. The task of the teacher is to give a vision of the best examples of human relations, to acquaint with the mental characteristics of the nation. Let us remember that “Existential” competence is conditioned by the moral and value perception of reality and determines the attitude to respect the opinion of others.

In general, this only confirms the need for interdisciplinary integration of linguistic and professional disciplines in the educational process. Thematically coordinated curricula for the English language course and the relevant professional discipline give the effect of synergy in terms of creativity, know-how in working on the project.

The subject of the English language course may reflect project activities in the form of games, but professional economic training must take place on real projects. In this case, higher education students acquire corporate governance skills, take joint responsibility and at the same time motivate themselves to succeed. The criterion for selecting a project should be its practical significance for the real economy, focus on the effectiveness of collective creativity.

Regarding the language support of project-based learning, it should be noted that the normative discipline “Business English” is not comprehensive, one that would meet the needs of communication in different fields and in different cultures. Mastering the course “Business English” involves primarily mastering the content of economic terminology, regulations and more. You can make a program of the course “Business English”, which will cover the economic needs of project activities for the preparation of business plans, resumes, projects, contracts, feasibility studies of investment memoranda; will promote the development and deepening of oral and written business communication skills on management, project structure, the ability to compile business documents in English, but not the formation of intercultural competence, which is not his prerogative. So, relevant and worth is the special attention on building of, so-called, soft skills, skills of non-professional, and artistic translation, along with a conduction of the “Business English” course. “Actually, ability to talk good to a customer for translation is a significant prerequisite for the formation of non-professional skills (eng. soft skills) of translator” [10, p. 8]. In this case, the linguistic support of project training in economic specialties is a combination of various philological disciplines, in particular, literary studies. The possibility of self-study as a supplement to the program material using the ICT resource should not be discounted. Since the topic of ICT-readiness for the use of educational resources is not covered by our article research, we note only that knowledge of a foreign language and skills in ICT provide an opportunity not only to acquire the necessary knowledge, but also reveal unlimited opportunities for business communication.

To illustrate the innovativeness of project-based learning, we compare it with the traditional one by key criteria (table 1) determining the education effectiveness, namely, according to the results of the analysis of their influence on student achievement has been taken by us as the comparison criteria.

Table 1.

Comparing learning in traditional technology and learning in project technology

Comparison criteria	Learning in traditional technology	Learning in project technology
The purpose of the educational process	Mastering a set of theoretical knowledge of the special training program	Formation of a complex of professional and linguistic competencies for project implementation, development of creative thinking, mastering ICT
Source base of training materials	Paper and electronic textbooks, verbal information	Lecture information, Internet resource, networks business communication
The amount of knowledge	Mastering the required amount of program material, specified in the examination tickets	A set of knowledge in professional and linguistic disciplines according to the requirements of project practice, self-study skills, knowledge of a foreign language.
The role and tasks of the teacher	Ensuring the planned level of assimilation of knowledge obtained in the auditorium	Facilitation of the educational process, consulting and corrective participation in the project
Methodology	Basic principles of dialectics	Synergetic principles of development, pragmatism
Social significance	National intelligence building	Collective intelligence, competitiveness, ability to corporate governance, social responsibility
Incentives	Distinction of the teacher, vision of prospects of self-realization	Distinction of efficiency of self-realization in the project, Career prospects, social recognition of professionalism

Finally, we consider some provisions for the practical implementation of project-based learning technology.

It is known that the effectiveness of educational technology, as well as the rating of the institution itself, is assessed by the success of the graduate, his career growth, competitiveness in the labor market, including internationally. For this purpose, according to the project technology, the educational process is transferred from the university laboratory to the real sector of the economy with all its advantages and benefits. As K. Aniroh points out, "it needs collaboration between the students' team and the corporation. The benefits are cost effective for the students; the provision of faculty expertise and competencies match the international business companies" [3]. This stimulates the reorientation of the educational process from the accumulation of abstract knowledge to their selection on the criterion of market pragmatism since the success of the project by a higher education seeker is not a formal assessment of the teacher and practical achievements of their own competencies.

For success and career growth, the higher education applicant must get used to the fact that the real assessment of his professional training will be given by the customer of the project and the participants in its implementation. Teachers of both foreign languages and professional specialties are assigned the role of facilitators, who, if necessary, should provide advice, organize work on the project, adjust linguistic structures.

However, a weak link in the joint activity is the inability to accurately determine the contribution of each project participant. So, even with the differentiation of tasks, the "weakness" of one participant could be compensated by the activity of another one. An evaluation of the student's achieves by his colleagues is planned in accordance with tradition for this. But there is a problem of preserving the psychological climate in the team there (within technology of the project-based learning, positive interpersonal relationships get an important role [6]. Therefore, in selecting solutions on innovativeness, it is worth to seize the opportunities of the ChatGPT with artificial intelligence.

Moreover, the using recommendation of the ChatGPT with artificial intelligence lies in its unlimited prototyping capabilities, - the selection of made decisions on their innovativeness. The conducted by us experiment is a reason for this recommendation. A group of students was given a following task - to offer each participant an innovative solution about a logistics project due the "maximina" principle. Without going into details, we only note that after the "brainstorm" for the principle of selection out of 24 proposed solutions in accordance with the innovativeness criterion, the students called 9, but the artificial intelligence has recognized only 4 as innovative. So, skills in use of information technologies protect a group of designers not only from psychological discomfort, but also from wrong decisions - thanks to the synergy of authentic and artificial intelligence. Contrary to popular information about the threats that ChatGPT poses for education, we have examples of its rational use, which only contribute to the learning process. Anyway, the theme of artificial intelligence in education needs a special, deeper study.

Under market conditions, the motivation for competence must be constantly fueled by the positive achievements of its implementation and rewards. The market model of the economy fully confirms the truth of the words of I. Gobozov that "knowledge in the post-industrial era is produced not to send them to the archive, but to sell. Knowledge is money. Moreover, this knowledge is not managed by the state, but by individuals". And the more motives, the deeper and more stable is the interest in the practical implementation of project learning outcomes and the greater the awareness in choosing the necessary disciplines and special courses. Therefore, in addition to evaluation as a moral incentive, the use of material incentives is not excluded.

Currently, in addition to bilateral agreements between universities and business, the National Fund for Research Projects of Ukraine (NFDU), the EU Research and Innovation Programs "Horizon 2020" "Horizon Europe", other initiative centers provide ample opportunities for practical implementation of project training in terms of national and international cooperation. Therefore, the importance of stimulating the linguistic training of higher education students by participating in international programs with EU financial support, such as the EU Erasmus + program, should not be overlooked.

In terms of communication with a developed information and communication network, the practical implementation of intentions to organize joint business projects is not difficult. The requirements of business communication are fully met, for example, by the social network LinkedIn, the ZOOM platform, which provides opportunities for international cooperation not only with English-speaking communicators. The site serves all major languages of the world. Therefore, it would be wrong to say that project-based learning is based only on English. Special for the article authors conducted surveys to clarify the linguistic sympathies of students, especially for writing this article, which results are published there for the first time. A survey of higher education students in the third year of the Faculty of Economics showed that 81 percent associate the realization of their professional competence with knowledge of English, and 11 percent with German. The rest were divided between French, Italian and Polish. It is significant that 22 percent would prefer to master not one foreign language, but at least two. Including 4 percent would like to master Chinese. This, perhaps not entirely representative survey, nevertheless shows that English is the basic language in the implementation of project-based learning, so linguists should focus on its study.

In conclusion, we should note that the provisions expressed in the article are not positioned by us as an unalterable vision of project-based learning and the role of linguistic training in it. In addition, in our opinion, training according to the project method as a technologically basic is appropriate to carry out at the faculties, where it is possible to involve higher education students in the practical implementation of knowledge in the real sector of practice, as, say, in economics. Art faculties can establish cooperation with cultural, artistic and educational centers such as the Center for Cultural Arts Initiatives.

Finally. The practice of introducing educational innovations under limited conditions of education funding does not always receive unconditional support. Each new step in the implementation of a new learning technology involves the destruction of the old, breaking the inertia, conservatism of thinking, so it is always a painful process. In this case, the role of the effectiveness of educational top management in the search for incentives is growing. We should agree that in order to preserve the intellectual potential of society, the economy, the state must give a vision of the prospect of converting competence into individual success, material well-being. The appropriate level of innovative development of education can be achieved by the teaching staff, which has not only proper academic training, but also an interest in professional self-improvement.

Results shown in the paper should become a reference point for the formation of appropriate courses of the English language by profession.

Conclusion and prospects for further research. Thus, project-based teaching is a perspective innovative technology because it:

- a large extent it ensures the competitiveness of a university graduate in the European labor market;
- focused on knowledge of special terminology, therefore, it contributes to the professional competence formation what is based on mastering the English language in the specialty economists;
- combines in itself the formation of professional and communicative competence - and this opens wide opportunities for international cooperation in students exchange with the world's leading universities under the programs "Global Undergraduate Exchange Program" (Global UGRAD), "Year of Exchange in the USA" and others;
- facilitates to the development of Soft Skills – cross-functional skills that are required in the modern world, regardless of what profession.

In general, the innovative educational technology project-based teaching ensures the formation of a new generation of specialists - initiative, creative, adapted to solving pressing social and political issues. The project model of education under a condition of effective participative management turns education into a real, not an illusory force of the country's social and economic development, and will largely ensure Ukraine's integration into the EU.

And finally. The unceasing progress of international economic cooperation and public demands for intelligence, the near prospect of the information society transformation into the society of knowledge as predicted by M. Zghurovskyi, requires anticipatory development of education, to see in today life the future problems conditioned by artificial intellect.

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