

FORMATION OF COMPETENCE OF INDIVIDUAL FOREIGN-LANGUAGE KNOWLEDGE IMPROVEMENT IN STUDENTS OF NON-LANGUAGE SPECIALTIES

Науковий вісник Ужгородського університету. Серія: Філологія.

Випуск 1 (55)

УДК 378.016:811.111

DOI: [https://doi.org/10.24144/2663-6840/2026.1.\(55\).280-285](https://doi.org/10.24144/2663-6840/2026.1.(55).280-285)

Ву Тінг. Formation of Competence of Individual Foreign-Language Knowledge Improvement in Students of Non-Language Specialties; кількість бібліографічних джерел – 9; мова англійська.

Abstract. The article examines the actual problem of forming the competence of individual foreign language improvement in the context of learning English by students of non-linguistic majors. The purpose of the research is to analyze the effectiveness of the application of modern methods aimed at developing the competence of individual foreign language training among students of non-language majors. The work proves the necessity of forming students' abilities and skills of independent study of foreign languages, which is a key element of successful professional development in the modern world. The content of the principle of communicative orientation of education, situational and thematic organization of educational material, activity nature and socio-cultural orientation of the educational process are revealed in detail. The article includes a theoretical analysis of the problem, as well as a description of practical recommendations for the formation of students' competence in the field of individual foreign language improvement; differentiated approaches to the formation of students' competence are considered, in particular, the use of modern technologies in the educational process.

The basic principles of classroom organization of foreign language students' work are highlighted, as well as means of independently improving the level of English knowledge, including the use of various sources of information, such as audio and video materials, electronic textbooks and online courses. Teaching methods that contribute to the formation of independent foreign language learning skills are described in detail. The results of the study indicate that the formation of competence in individual foreign language improvement is an important element of the professional training of students of non-language majors. As a perspective for further scientific research, it is proposed to conduct an analysis of the means of pedagogical monitoring practiced within the framework of English language training of students.

The practical significance of the research lies in the possibility of applying the proposed methodological approaches in the educational process of higher education institutions to improve the effectiveness of students' independent foreign language learning.

Keywords: foreign language training, extracurricular work, self-education, communication, individual program.

Problem statement. A high level of foreign language proficiency (in most cases, the main one is English) is an important factor in the system of professional training of a higher education student. The belief that only those specialists who directly use a foreign language in their work communication (philology, translation studies, international relations, tourism, etc.) need high-quality foreign language competence in the twenty-first century, which is characterized by rapid globalization and integration processes and makes the modern world more mobile, is clearly outdated. Building a successful career in any field of human activity is quite difficult without the use of experience exchange procedures, internships, interregional / international practice; participation in scientific and practical conferences, symposia, workshops, which also requires knowledge of at least one foreign language.

Despite the fact that domestic higher education institutions pay considerable attention to intensifying interest in foreign languages and searching for the best methods, effective technologies, and techniques for working with students learning them, this issue is not without relevance and requires an individual approach. This is due to the general approach to the system of foreign language learning at all educational levels. For example, university students of non-linguistic specialties usually have different initial levels of training (after school / college), and therefore may have individual difficulties with different parts of linguistics, the num-

ber and ability to operate with vocabulary. In addition, they often face the problem of maintaining their level of foreign language proficiency in the future, which requires subjective skills to improve their foreign language (communicative) skills.

Analysis of the previous research. The formation of individual foreign language improvement competence in the long run helps students of non-language specialties to become more independent and active participants in their own learning process. This opinion is shared by a number of researchers. For example, V. Pisarenko notes in her work that, the problem of educational technology efficiency is based on strategies of representation, acquisition, storing, reproducing, and actualization of various forms of educational information [Pysarenko 2017]. The focus of research Y. Doppelt, C. Schunn, E. Silk, M. Mehalik, B. Reynolds, E. Ward was an evaluation of the impact of teacher professional development on student achievement during implementation of a reform curriculum [Doppelt, etc. 2009]. A similar theme can be traced in Richards C. Jack research [Richards 2013].

Research aim and objectives. The purpose of our study is to analyze the effectiveness of modern methods aimed at developing individual foreign language training competence in students of non-language specialties.

Methods and techniques of the study. The study employed a set of theoretical and empirical research

methods. Theoretical methods included analysis, synthesis, comparison and generalization of psychological-pedagogical, methodological and linguistic sources devoted to foreign language training, self-directed learning and competence-based education.

Among empirical methods, pedagogical observation, analysis of educational practice, and reflection on teaching experience in English classes with students of non-language specialties were used. Special attention was paid to the analysis of classroom and extracurricular activities aimed at developing students' independent foreign language learning skills, including role-playing games, communicative tasks, project work, and the use of digital educational resources.

In addition, descriptive and interpretative methods were applied to systematize practical recommendations and to identify effective teaching techniques that contribute to the formation of students' motivation for continuous foreign language self-education. The results of pedagogical monitoring were used to assess the level of students' competence development (reproductive, interpretive and creative levels).

Presentations of the basic material. The search for and identification of the best pedagogical technologies aimed at working with foreign language learners is determined by the ultimate goals set by educators. In the scientific literature, they tend to distinguish developmental, practical, educational and professional goals [Darling-Hammond, etc. 2017; Richards 2013].

Upon completion of the bachelor's degree (upon admission to the master's program), students must demonstrate a level of foreign language proficiency of at least C1, which implies full listening comprehension; the ability to hold a conversation on any topic, even if it is not on the list of their own interests; a trained ability to perceive a large amount of information by ear and the ability to analyze it simultaneously; the ability to distinguish between details, hidden meaning and emotional mood during a conversation; the ability to write long texts (longreads) using complex grammatical and lexical structures. To achieve this result, a significant number of university teachers use a differentiated approach when working with students, which involves the formation of typological groups based on certain differences. Accordingly, they are based on specific issues that are already being addressed through various individual programs (student-centered approach). Tactical goals in the learning process are achieved through the chosen forms and methods of training, taking into account the content of the educational material, which in the complex corresponds to the cognitive capabilities of the student.

At the same time, regardless of the initial level of foreign language proficiency, the organization and conduct of classes with students of non-language specialties at higher education institutions should be carried out in accordance with the following theoretical provisions.

The principle of communicative orientation of learning. The development of dialogic and monologic oratory occupies one of the most important niches in the system of foreign language training. The key is not only a sufficient vocabulary on various communicative

topics, but also the ability to build syntactic structures correctly, pronounce them correctly, and place accents in accordance with the content of the text. That is why, in foreign language classes, students are offered exercises in teams, work in pairs, speaking in chains, discussion conversations, etc. The tasks of uncontrolled speaking are interesting and unpredictable for the players themselves, as they hone reflection, correct and quick response to the foreign speaker's remarks. Reflection is perceived as a process of self-knowledge by the subject of internal mental acts and states and is studied in four main aspects: cooperative, communicative, personal, and intellectual. Effective feedback is an important means of reflection in the course of communication in a foreign language. In group interactions, creating a situation of arbitrary feedback makes it possible to obtain more information [Herra, Kulinska 2018, p. 128].

The collective exercise-discussion «Find an explanation» will be effective. Its purpose is to develop the ability to ask questions and answer them logically. The peculiarity of the exercise is as follows: students ask each other absurd questions such as «*What is an invention that doesn't exist yet, but you would invest one million dollars to help create?*», «*What is the silliest new holiday you can think of? How would you celebrate it?*», «*If an alien landed on Earth, what is the weirdest thing they would see?*», «*Would you rather have lobster claws for hands or squid tentacles for legs?*», «*Why did swear words get invented if we're not allowed to say them?*» and try to answer them logically.

In addition to the oral tasks themselves, exercises in functional and pragmatic text analysis proved to be effective. A prerequisite for their successful completion is well-developed interpretive skills. Working with a text involves doing exercises related to its paraphrase. The paraphrase of the text must contain key words and convey an extended context; the student can be asked to replace certain situations, invent or model a different ending, thereby developing many qualities and monologue skills. Working with the text, especially at the stage of improving this kind of skill, is done through creative exercises (discussing the actions of the characters, critical evaluation of actions and events, etc.). Taken together, this offers a number of advantages:

Firstly, the text outlines the language situation quite fully, and the teacher only needs to use it to correct students' language utterances and partially modify them with the help of linguistic exercises.

Secondly, well-chosen texts have a high level of information content, which means that they determine the meaningful value of students' language utterances and contribute to the realization of educational goals. That is why we recommend that you take as a basis publications published in such reputable publications as BBC, Esquire, The Guardian, The New York Times, etc.

Thirdly, authentic texts of various genres provide a good speech support, a role model, a basis for composing individually prepared statements according to a template.

Situational and thematic organization of the learning material. Mastery of a spoken foreign language is carried out within the framework of communicative top-

ics that are preliminarily established by the educational program. At the same time, techniques and methods should be differentiated for different social, cultural and intellectual groups [Mukasheva, etc. 2024, p. 113–114]. Role-playing games are a universal and important method of developing effective interpersonal communication, as they provide each participant with the opportunity to actively communicate. In a role-playing game, you can find out what participants and observers see, hear, and interpret certain statements and actions.

Role-playing games in English are a mirror for participants, in which they see themselves through the eyes of others. This allows them to pay attention to the dominant ways of communication, listen to the opinions of others, and learn to assess the positions and needs of others. Feedback provides educators with information about the impression that their speech, emotions, and non-verbal behavior make on others, as well as about which behavioral patterns and language expressions are most effective. Minimizing psychological protection in the process of group work dramatically increases the ability of each participant to adequately perceive the feedback provided by all group members (their majority). Overcoming cognitive and communicative difficulties is perceived as a personal problem, actualizing the need to review and reassess the existing experience of communication behavior. For students of non-linguistic specialties, a role-playing game like Talk Show in YouTube format will be an accessible and useful format. According to the game, TV hosts in the number of 5–6 people invite a celebrity (actor, musician, scientist, inventor, businessman, blogger), conduct an interview with him or her, and then offer to participate in various games: guess the melody, complete a joke, answer difficult questions, etc.

Professional format games have an even greater effect, as they allow students to use theoretical knowledge and practical skills acquired in virtually all disciplines studied. For example, it would be interesting for 3–4 year students majoring in social pedagogy to conduct a role-playing game at an English seminar: Simulation game «Family problems».

1. Brainstorm possible problems that a family could have: e. g. parents don't let children go out late at night, make them tidy their bedrooms, parents don't like their children's boyfriends / girlfriends.

2. Divide the class into groups of 3–4.

3. Each group is a family and each student is a family member.

4. Each family has problems and they have to imagine as many problems as they can (the more they have, the better it is).

5. Each family explains to the other ones who they are and what their problems are.

6. Give them 3 minutes to try to solve the problems (which is obviously not long enough).

7. Ask students to write a letter to «an advice therapist» about their problems and ask him for advice (give them 10–15 minutes).

8. Collect the letters and exchange them (e. g. the ones from family A to family B, from family B to family C).

9. Tell them they are «advice therapists» and they have to write back and to give these people some advice.

10. Collect the letters and redistribute them.

11. Analyze the results.

In turn, among the many communicative role-playing games used in English classes with law students, we propose to use the game «In Court» based on the topic «Judicial Branch». At the preparatory stage, students are given a brief description of a criminal case and their roles (judge, prosecutor, defense attorney, defendant, victim, two or four witnesses: one or two witnesses for the prosecution, the same number for the defense) and jurors. At home, they have to prepare their speech and simulate a court hearing. The case may contain the following conditions: *A burglar broke into the cottage of a lonely woman who lives in a distant rural area. The burglary took place at 2 a. m. The woman, who is a martial arts expert, woke up and realised that someone had broken into her house. She went downstairs quietly and, without warning, attacked the burglar. She knocked him unconscious and then, losing control, she kicked him repeatedly. The burglar was badly injured and spent a long time in hospital recovering. Now the burglar is permanently disabled. The woman was arrested and is charged with using excessive power* [Kostikova, etc. 2019, c. 418].

If students like this kind of exercises, it is appropriate to reinforce the complexity of the role play with various simulation exercises, involving those students who have problems that are focused on solving a particular task: interviewing a client to determine the facts related to the claim; interviewing witnesses, legal evaluation of evidence (increasing vocabulary, expanding professional vocabulary); evaluation of procedural documents, reports, preparation of appeal documentation (improving writing skills, eliminating grammatical errors). Joint projects to demonstrate scientific research will be useful for physics students, who can be asked to prepare presentations on the topics: «*Development of the concepts of space, time and space-time from Newton to Einstein*», «*Sir Isaac Newton: The Greatest Scientific Mind of All Time*».

The principle of activity and socio-cultural orientation of the educational process. In the course of learning a foreign language, various forms of activity and interaction in the teacher-student system are used: explaining the material in class, presentations, writing articles / theses / essays / letters, speaking at a conference, communicating with foreign colleagues, watching videos or listening to audio files [Edwards, etc. 2002]. Teachers understand the importance of not only mastering a foreign language, but also understanding the peculiarities of the mentality of peoples living in English-speaking countries, their customs, traditions, rules that allow foreigners to feel comfortable both in remote communication and in visiting such a country. In turn, the country studies and linguistics component of foreign language teaching is presented in the courses «Linguistics» and «History of Literature of English-speaking Countries», which are designed to form students' value attitudes toward language as a cultural

phenomenon and to stimulate perception and reflection of their own values. For students of non-language specialties, some topics from these disciplines are integrated into the general English course.

Adherence to the basic principles listed above not only enhances knowledge of a foreign language, but also increases interest in self-education in this area. The competence of individual foreign language improvement is a subjective ability to maintain and systematically improve the level of foreign language proficiency within the framework of self-study [Pysarenko 2017, p. 4]. Accordingly, the main task of the teacher in the classroom / extra-curricular work with the student is to help develop the skills of the future specialist in such a way that he / she has a high degree of motivation for continuous education and a strong interest in knowledge acquisition. Meanwhile, in their free time from work and study, educators prefer leisure activities that are intellectually oriented and, in many cases, focused on maintaining / improving knowledge. For example, many foreign language students are very fond of podcasts. And it makes sense, because listening to speech is one of the most difficult, but also the most necessary, tasks in learning English. By choosing this type of content, the recipient is given the opportunity to practice their skills and receive useful information on topics of interest to them: art, sports, politics, economics, etc. There are also special educational podcasts created for foreign language learners (The English We Speak by BBC Radio with the British version of English, Splendid Speaking for students with Upper-Intermediate or Advanced English levels, the LearnEnglish app by the British Council with 30 – and 40-minute audio clips on various topics, Comedy Bang Bang – stand-up podcasts, British Council Elementary Podcasts and Easy Stories in English – recordings in English, mostly focused on enriching the vocabulary of those who are just starting to learn a foreign language).

The situation is similar with watching movies in English. You can practice both with subtitles and exclusively in the original language. Students should be given certain recommendations in this regard. In particular, they should not watch a movie in its entirety, but rather divide it into segments of 10 minutes and write down unfamiliar words, and then translate them immediately, because this way the recipient will perceive the meaning of what they hear faster. Of course, if you cannot understand more than 60% of the words, it is advisable to turn on English subtitles. In addition to vocabulary, you should pay attention to intonation, pronunciation, and the way the dialog or polylogue is conducted. Before you start watching the movie, you should set yourself up for the fact that you shouldn't translate each line literally, like a simultaneous interpreter, but rather catch the main idea. Personally, after watching an English-language film, you should write a short essay in which you express your subjective impressions in English, using all the new words you have learned. It is important to choose only those film products that arouse sincere interest. The result was effective after watching such films as *Law Abiding Citizen*, *1+1 Intouchables*, *The Lion King*, and *Soul* by 3rd year

students of non-language specialties (the vast majority of students with B1 English level). There are also special educational podcasts created for foreign language learners (The English We Speak by BBC Radio with the British version of English, Splendid Speaking for students with Upper-Intermediate or Advanced English levels, the LearnEnglish app by the British Council with 30 – and 40-minute audio clips on various topics, Comedy Bang Bang – stand-up podcasts, British Council Elementary Podcasts and Easy Stories in English – recordings in English, mostly focused on enriching the vocabulary of those who are just starting to learn a foreign language).

Equally important is attending conversation clubs after school hours. Currently, they operate both at universities and private courses, autonomous public or educational organizations that offer a choice of classes based on the interests and level of knowledge of the person. It is quite useful because it is not only about getting out of your communication comfort zone, but also about listening to English coming from other people (not just your classmates and teacher). Group methods of work, such as interactive brainstorming techniques, roundtables, focus groups, and case studies during discussions after collective viewing of videos from TED Talks, Coursera, and Open edX, which are also practiced in conversation clubs, have a positive impact on student performance.

Additional thematic online platforms such as Prometheus, EdEra, Coursera, and Udacity are an integral element of foreign language training in various profiles. The materials broadcast by speakers in these courses are professional and analytical, adapted for understanding by bachelor's and master's students. As a format of extracurricular learning, texts and assignments from these resources perform an ambivalent function: on the one hand, they allow teachers to find and implement new data in their work, and on the other hand, they allow students to independently absorb information that requires additional processing and forms an individual request, i. e. is of interest to specific educators.

Based on the above elements, three levels of students' foreign language self-learning competence have been identified: reproductive, interpretive and creative. Each of these levels has an impact on the development of students' self-directed learning.

The reproductive level is characterized by a negative attitude to creative work and a low level of cognitive interest, which is usually performed only with the support of the teacher. Interpreting level is aimed at intensifying self-control and reflection of the student who actively performs independent work and is able to choose high-quality and reliable sources of information. The creative level (the highest) requires teachers to be ready to work independently, to be active and creative, to plan their academic and extracurricular activities, to set new goals and to fulfill them creatively. A teacher at this level is seen as a student's assistant who helps facilitate the process of learning a foreign language and develops student independence.

The above mechanisms for improving students' foreign language self-study competence in higher edu-

cation institutions, consisting of target, methodological, organizational and activity components, allow teachers to monitor the effectiveness of students' independent work [Maiier 2017, p. 7]. Pedagogical monitoring facilitates the control and evaluation of the formation of various skills and abilities in students under formal conditions. It is significantly different from traditional means of control, as it depends on other components of the educational process, such as the purpose, content of the educational material, means, methods and forms, control and results.

Conclusions. In today's labor market, a qualified specialist with the ability to acquire new knowledge and the ability to solve atypical professional problems is of particular value. The development of such skills through traditional teaching is ineffective, and therefore

the pedagogical and scientific community is constantly looking for advanced technologies and methods. Classroom learning and self-education are integral components of the foreign language acquisition system, where it is necessary to develop productive skills such as writing and speaking. It is easier to achieve the desired result through systematic participation in conversation clubs, communication with native speakers, watching movies in the original language, listening to English music and podcasts, etc. Under such conditions, the teacher is perceived as a mentor, a coordinator who assesses individual student requests and coordinates the student's overall system and approach to learning a foreign language. Prospects for further research are seen in the study and analysis of pedagogical monitoring tools in the context of English language training.

Literature

1. Darling-Hammond L., Hyley M. E., Gardner M. *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. 2017. 76 p. URL: <https://eric.ed.gov/?id=ED606743> (last accessed: 24.01.2026).
2. Doppelt Y., Schunn C.D., Silk E. M., Mehalik M. M., Reynolds B., Ward E. Evaluating the impact of facilitated learning community approach to professional development on teacher practice and student achievement. *Research in Science and Technological Education*. 2009. V. 27(3). P. 339–354. DOI:10.1080/02635140903166026
3. Edwards A., Gilroy P., Hartley D. *Rethinking Teacher Education*. London: Routledge/Falmer, 2002. 324 p.
4. Herra A., Kulinska A. The role of feedback in the process of learning English as a foreign language. *Forum Filologiczne Ateneum*. 2018. V. 1(6). p. 127–143. DOI: [https://doi.org/10.36575/2353-2912/1\(6\)2018.127](https://doi.org/10.36575/2353-2912/1(6)2018.127)
5. Kostikova I., Holubnycha L., Shchokina T., Soroka N., Budianska V., Marykivska H. A role-playing game as a means of effective professional english teaching. *Amazonia Investiga Journal*. 2019. Vol. 8. Num. 24. p. 414–425. URL: <https://amazoniainvestiga.info/index.php/amazonia/article/view/1001> (last accessed: 24.01.2026).
6. Maiier N. The methodological training of future university teachers to implement intercultural foreign language education: the competency-based approach. *Advanced Education*. 2017. Issue 8. P. 4–9. DOI: <https://doi.org/10.20535/2410-8286.101358>
7. Mukasheva B. M., Irgatoglu A., Golovchun A. A., Karbozova G. K. Facilitating the formation of foreign language professionally-oriented competence through problem-based learning technology of non-linguistic specialty students. *Novitas-ROYAL (Research on Youth and Language)*. 2024. No. 18(1). P. 112–128. DOI: <https://doi.org/10.5281/zenodo.10990367>
8. Pisarenko V. Teaching a Foreign Language Using Videos. *Social Sciences*. 2017. V. 6 (125). P. 1–20. DOI: <https://doi.org/10.3390/socsci6040125>
9. Richards J. C. Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. *RELC Journal*. 2013. No. 44(1). P. 5–33. DOI: 10.1177/0033688212473293

References

1. Darling-Hammond L., Hyley M. E., Gardner M. (2017) *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. 76 p. Retrieved from URL: <https://eric.ed.gov/?id=ED606743> [in English].
2. Doppelt Y., Schunn C.D., Silk E. M., Mehalik M.M., Reynolds B., Ward E. (2009) Evaluating the impact of facilitated learning community approach to professional development on teacher practice and student achievement. *Research in Science and Technological Education*, 27(No. 3), P. 339–354. URL: <https://doi.org/10.1080/02635140903166026> [in English].
3. Edwards A., Gilroy P., Hartley D. (2002) *Rethinking teacher education*. London: Routledge/Falmer. 324 p. [in English].
4. Herra A., Kulinska A. (2018) The role of feedback in the process of learning English as a foreign language. *Forum Filologiczne Ateneum*, 1(No. 6), P. 127–143. URL: [https://doi.org/10.36575/2353-2912/1\(6\)2018.127](https://doi.org/10.36575/2353-2912/1(6)2018.127) [in English].
5. Kostikova I., Holubnycha L., Shchokina T., Soroka N., Budianska V., Marykivska H. (2019) A role-playing game as a means of effective professional English teaching. *Amazonia Investiga Journal*, 8(No. 24), P. 414–425. Retrieved from URL: <https://amazoniainvestiga.info/index.php/amazonia/article/view/1001> [in English].
6. Maiier N. (2017) The methodological training of future university teachers to implement intercultural foreign language education: The competency-based approach. *Advanced Education*, No. 8, P. 4–9. URL: <https://doi.org/10.20535/2410-8286.101358> [in English].
7. Mukasheva B.M., Irgatoglu A., Golovchun A.A., Karbozova G.K. (2024) Facilitating the formation of foreign language professionally-oriented competence through problem-based learning technology of non-linguis-

tic specialty students. *Novitas-ROYAL (Research on Youth and Language)*, No. 18(1), P. 112–128. URL: <https://doi.org/10.5281/zenodo.10990367> [in English].

8. Pysarenko V. (2017) Teaching a foreign language using videos. *Social Sciences*, 6(No. 125). P. 1–20. URL: <https://doi.org/10.3390/socsci6040125> [in English].

9. Richards J.C. (2013) Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, No. 44(1), P. 5–33. URL: <https://doi.org/10.1177/0033688212473293> [in English].

ФОРМУВАННЯ КОМПЕТЕНТНОСТІ ІНДИВІДУАЛЬНОГО ПОКРАЩЕННЯ ЗНАТЬ ІНОЗЕМНИХ МОВ У СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація. У статті досліджено актуальну проблему формування компетентності індивідуального вдосконалення у контексті вивчення англійської мови студентами немовних спеціальностей. Метою дослідження є аналіз ефективності застосування сучасних методів, спрямованих на розвиток компетентності індивідуальної іншомовної підготовки студентів немовних спеціальностей. У роботі доведено необхідність формування в студентів умінь і навичок самостійного вивчення іноземних мов, що є ключовим елементом успішного професійного розвитку в сучасному світі. Детально розкрито зміст принципу комунікативної спрямованості навчання, ситуативно-тематичної організації навчального матеріалу, діяльнісного характеру та соціокультурної орієнтації освітнього процесу. Стаття містить теоретичний аналіз проблеми, а також опис практичних рекомендацій щодо формування компетентності студентів у сфері індивідуального іншомовного вдосконалення; розглянуто диференційовані підходи до формування компетентності студентів, зокрема використання сучасних технологій в освітньому процесі.

Висвітлено основні принципи організації аудиторної роботи студентів з іноземної мови, а також засоби самостійного підвищення рівня володіння англійською мовою, зокрема використання різноманітних джерел інформації, таких як аудіо- та відеоматеріали, електронні підручники й онлайн-курси. Детально описано методи навчання, що сприяють формуванню навичок самостійного вивчення іноземної мови. Результати дослідження засвідчують, що формування компетентності індивідуального іншомовного вдосконалення є важливим елементом професійної підготовки студентів немовних спеціальностей. Як перспективу подальших наукових досліджень запропоновано здійснити аналіз засобів педагогічного моніторингу, що застосовуються в межах навчання студентів англійської мови.

Практичне значення дослідження полягає в можливості застосування запропонованих методичних підходів в освітньому процесі закладів вищої освіти з метою підвищення ефективності самостійного іншомовного навчання студентів.

Ключові слова: іншомовна підготовка, позааудиторна робота, самоосвіта, комунікація, індивідуальна програма.

© Ву Тінг, 2026 р.

Дата першого надходження рукопису до видання: 29.01.2026

Дата прийнятого до друку рукопису після рецензування: 26.02.2026

Дата публікації: 29.03.2026

Wu Ting – PhD, College of Foreign Languages and Literature, Northwest Normal University, Lanzhou, China; wutingnina@163.com; <https://orcid.org/0000-0001-9219-0582>

Ву Тінг – доктор філософії у галузі політичних наук, факультет іноземних мов і літератури, Північно-Західний педагогічний університет, м. Ланьчжоу, Китай; wutingnina@163.com; <https://orcid.org/0000-0001-9219-0582>