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# **MODERNIZATION OF INNOVATIVE DEVELOPMENT OF PROFESSIONAL EDUCATION**

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## **WAYS AND MEANS OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION IN THE CONDITIONS OF WAR**

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Rapid globalization in all spheres of modern life enhances the role of international communication focused on global ties formation, especially for the countries which find themselves in situations of conflict, including war, civil war and/or occupation. For such countries the role of English as lingua franca plays an imperative role and thus further intensifies the need in well-trained human resources with a good command of foreign languages.

In Ukraine, which found itself in a situation of war with Russian Federation, there is a national understanding and governmental support in the sphere of foreign language proficiency improvement of all citizens, especially those working in state authorities, local self-government bodies, units of emergency assistance to the population, on the state border, in educational, transportation and health-care systems. The requirements for fluency in English for A category public servants, heads of local state administrations and their deputies will come into force two years after the termination of martial law, and for other officials – four years after the martial law cancellation.

Sufficient foreign language proficiency of Ukrainian diplomats, politicians, negotiators, economists, businessmen, etc. will further facilitate the integration of Ukrainian society into the world community and thus requires constant updating of methods and approaches to teaching English for Specific Purposes, as this is the discipline which is aimed at the formation of the necessary foreign language communicative competence in the spheres of oral and written professional communication, development of practical command of English in various speech activities predetermined by professional needs.

The concept of “professional linguistic and communicative competence” pertaining to a student of a nonphilological major can be determined as the ability to communicate in typical conditions of professional activity, to possess the potential of professional discourse, to represent normative and accessible for perception educational and scientific professionally oriented texts; the ability to solve communicative tasks in complex and unpredictable situations of professional communication [1, 314].

Meanwhile the up-to-date conditions of teaching and learning ESP in Ukraine face a significant number of hardships caused by the armed aggression of the neighbouring state, mainly the impossibility to ensure the stability and continuity of the learning process. To preserve the lives and safety of students, the higher educational establishments have been forced to choose the most optimal educational arrangements

and conduct their activity in fully online, offline or mixed formats, making distance education the dominant educational form. Moreover, a significant number of higher educational institutions were forced to move to controlled by Ukraine territory and so did thousands of students. For them some adaptational strategies might be of vital use to overcome the stressful transitional process and return to the “new normal” environment.

Contemporary conditions of learning and teaching caused by the war brought a need for rapid digitalization of education and subsequent transition to the online learning format, which has led to the augmented use of distant education courses, electronic textbooks, interactive programs, group chats, videocalls and conferences in the process of educational disciplines teaching and learning. There was an urgent necessity to change the vector of teaching, to introduce innovative methods and technologies, as well as forms and technical means, but at the same time, to preserve the key structural components and basic requirements of the training courses, which would contribute to the development of key competencies of the future specialist, foreign language communicative competence in particular, as students had to master the English language at the B1 (Intermediate) and B2 (Upper-Intermediate) levels, which might allow them to speak English fluently and support professional and everyday conversations. Some of the suitable and convenient in application software proved to be the distant education platform Moodle and videoconferencing programs like GoogleMeet, BigBlueButton or Zoom. However, due to power outages, lack of access to the Internet, air alarms and the need to move to shelters, distance learning could not guarantee the best solution to the problem and was not always able to fully ensure the stability and continuity of the education process either. Definitely, the asynchronous regime helped as the students could perform the tasks in their convenient time (e.g. in the absence of air alarms), however teaching foreign language communication presupposes contact hours and is possible mainly through synchronous methods, many of which in the present conditions were interrupted or impeded.

Speaking about the foreign language proficiency improvement it is necessary to keep in mind that the typology of a linguistic personality formation according to the degree of discursive thinking development presupposes 5 levels of language mastery: 1) the level of correctness is mastered after 6-7 years of study; 2) the level of speed or internalization – 10-11 years; 3) proficiency level – 15-16 years [1, 310]. Thus, the process of foreign language proficiency formation is a very complex and time-consuming procedure, which assumes years of consistent training and diligent work being very difficult to achieve under the conditions of technical problems, not to speak about existential threats. Nevertheless, Ukrainian higher educational establishments continue doing their best and provide their students with qualitative educational services under unprecedented circumstances still hoping for rapid changes in the near future.

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