cultural intelligence, and subject-matter expertise. The ability to bridge linguistic and cultural gaps fosters global communication, enhances international cooperation, and facilitates the exchange of knowledge and technology. As the world continues to advance, the role of translators will remain indispensable in facilitating effective communication between diverse languages and cultures.

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FORMATION OF PROFESSIONAL DISCOURSE THROUGH FOREIGN LANGUAGE IN PHILOLOGY STUDENTS

The issue of forming professional disCourse 1n philology students is currently acquiring particular importance in the context of a globalized educational environment, where foreign language communication functions not only as a tool but also as a prerequisite for professional realization. First and foremost, it should be emphasized that disCourse 1s a complex linguistic category encompassing the interaction of communication participants, the

process of speech production, extralinguistic factors, as well as socio-cultural circumstances [7, p. 98]. Accordingly, professional discourse cannot be isolated from the context of professional activity and the communicative space in which it operates.

At the same time, modern science highlights that professional disCourse 1s realized through a set of interrelated components: professional language, speech, texts, and communication, each of which performs a distinct yet inseparably connected function [5]. Firstly, discourse formation presupposes the acquisition of professional language – its terminological and grammatical systems in a particular field. Secondly, the development of professional speech is essential – namely, the ability to use language functionally and situationally. Thirdly, the student must be able not only to produce texts but also to interact within the framework of professional communication [5, p. 38]. Based on the above, it can be asserted that foreign language means – particularly English – serve as an essential mechanism for constructing and implementing this process.

According to Ukrainian scholars, disCourse 1s not merely a linguistic construct – it primarily operates within the context of a specific linguistic community: professional, ideological, academic, etc. This implies that a student's communicative practice should develop not only as a language proficiency skill but as an integration into the professional environment through language [4, p. 26]. Undoubtedly, such an approach contributes to the formation of a holistic understanding of professional interaction and expands the concept of discourse as a sociocultural phenomenon capable of transforming both the environment and itself.

On the other hand, the notions of text and discourse should not be conflated. Researchers argue that disCourse 1s a dynamic, pragmatically oriented speech act that emerges within real-life communication. In contrast, a text is a complete and static product [7, p. 101]. This distinction is especially important for philologists, as it allows them not only to analyze linguistic units but also to understand the mechanisms of their generation and functioning in a professional context. In turn, this knowledge forms both linguistic and discursive competence – key components of a contemporary humanities specialist.

The formation of professional discourse among philology students in the context of foreign language learning entails a purposeful organization of the educational process. As I. Sytnyk states, disCourse 1s a type of linguistic activity that serves the communicative domain and is realized in texts with specific structures, genre characteristics, and a system of signs conveying

meaning [9, p. 124]. Thus, the formation of students' professional disCourse 1s not merely language instruction but the creation of conditions for generating speech activity in a professional context. In other words, language is viewed not as the goal but as the means of achieving professional communication.

Moving to the linguistic level, it is important to note that professional language serves as the main instrument of discourse, ensuring clarity, precision, and effectiveness of information transmission. According to A. Mishchenko, such language functions as a system of terms and grammatical structures reflecting the specificities of a given field and is formed through the systematic accumulation of lexico-grammatical units [6, p. 15]. It is realized through professional speech, which requires not only theoretical knowledge of linguistic means but also their practical application in concrete communicative situations [10, p. 143]. Therefore, the practical implementation of language training is a decisive factor in developing students' discursive competence.

Professional communication represents a system of occupational interactions involving not merely information exchange but also situational modeling, decision-making, and communicative process management [6, p. 23]. Consequently, the foreign language serves as a foundation for interpersonal interaction in the professional sphere and contributes to the development of linguistic intelligence in future philologists. Thus, language training should be integrated with professional activity and account for the discourse specificity of the respective specialty.

It is evident that interactive resources, online platforms, and visual materials significantly expand students' opportunities to master a foreign language. As A. Gilakjani notes, digital tools allow for the structuring of the educational process, diversification of material delivery formats, and activation of learning interaction [3]. Much like traditional education, the digital model can ensure high levels of engagement, adaptability, and learning efficiency.

Likewise, M. Silva emphasizes that learning can effectively take place beyond the traditional classroom – through video content, interactive exercises, and online courses [8, p. 56]. This is particularly relevant for philology students who must learn to function in a digitally multilingual environment. Furthermore, as D. Dewitt points out, ICT integration enhances language accuracy and promotes the development of stable grammatical patterns among students [2], which is fundamental for the formation of sustainable discursive skills.

Certainly, the use of digital resources is not only a technical innovation but also a pedagogical necessity. According to A. Aprianto, such tools make learning more engaging, motivate students to participate actively, and contribute to the development of critical thinking and autonomous knowledge acquisition [1]. In addition, the availability of online communication enables students to practice communicative skills, discuss professional topics, and shape their own discursive style. This, without doubt, creates a strong foundation for developing professional competence in a foreign language environment.

In conclusion, it should be emphasized that the formation of professional disCourse 1s not only a linguistic but also a cognitive and sociocultural activity. Within the framework of foreign language learning, students must master not only vocabulary and grammar but also understand the specifics of professional interaction, the contexts in which linguistic means are used, and the social norms of the professional environment.

Therefore, disCourse 1n the field of foreign-language professional communication is, on the one hand, the result of a purposeful educational process, and on the other hand, a means of integrating the student into the world of professional speech. In view of the above, the formation of professional discourse through a foreign language requires a combination of linguistic, pedagogical, and technological competencies realized in practical learning activities. Hence, it is a complex process that involves not only knowledge of a foreign language but also an understanding of its functioning within a specific professional domain.

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SPEECH FEATURES IN SCIENTIFIC TEXTS OF PEDAGOGICAL ORIENTATION

Scientific texts in pedagogical orientation are characterized by a specific set of speech features that should educate, inform, engage and encourage the learner. These texts serve not only as the means to convey knowledge but also to foster a learning environment where the students, educators, or researchers can grasp complex concepts and critically engage with the material. The language in these texts must strike a balance between academic rigor and accessibility, ensuring that it is both precise and engaging. This thesis explores the key speech features found in scientific