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ЦИФРОВА ТРАНСФОРМАЦІЯ МЕТОДИКИ ВИКЛАДАННЯ ФАХОВОЇ ІНОЗЕМНОЇ МОВИ В УМОВАХ ЗМІШАНОГО НАВЧАННЯ

У статті розглянуто питання цифрової трансформації методики викладання фахової іноземної мови у контексті змішаного навчання у закладах вищої освіти технічного та економічного профілю. Актуальність проблеми обумовлена необхідністю адаптації освітнього процесу до нових вимог ринку праці, що передбачають не лише володіння спеціальними знаннями, а й здатність до ефективної міжкультурної комунікації, участі у міжнародних проектах, конференціях, академічних обмінах. У статті акцентовано увагу на перевагах цифрових технологій для створення інтерактивного, адаптивного та персоналізованого навчального середовища, яке дозволяє моделювати професійні ситуації, використовувати автентичні джерела, впроваджувати симуляції, навчальні платформи та засоби штучного інтелекту.

Виділені особливості застосування змішаного навчання як ефективної стратегії реалізації цифрової трансформації, що поєднує очну взаємодію викладача та студента з можливостями цифрових платформ. Особливу увагу приділено перевагам такої організації навчання: гнучкість форматів, можливість індивідуалізації траєкторії навчання, доступ до мультимедійних ресурсів, розвиток цифрової грамотності студентів. Наведено приклади навчальних завдань у змішаному форматі для студентів економічних і технічних спеціальностей: кейс-стаді, презентації, онлайн-дискусії, створення флеш-карток, підсумкове тестування, рольові ігри, відеоінструкції та переклад технічної документації.

У роботі систематизовано сучасні наукові підходи до цифровізації вищої освіти, наведено аналіз праць українських і зарубіжних дослідників, які висвітлюють переваги цифрових технологій у формуванні комунікативної та професійно орієнтованої іншомовної компетентності. Також підкреслюється роль викладача як проектувальника цифрового навчального середовища, що вимагає від нього нових цифрових навичок та педагогічної гнучкості.

Обґрунтовано доцільність впровадження змішаного навчання в технічних та економічних ЗВО як основи для цифрової трансформації методики викладання іноземної мови. Змішане навчання розглядається як ключ до інтеграції іноземної мови у фаховий контекст, що сприяє підвищенню мотивації студентів, розвитку навичок самоосвіти, критичного мислення та комунікативної компетентності. Робота має прикладний характер і може бути корисною для викладачів, розробників навчальних курсів, методистів, а також усіх, хто працює над модернізацією мовної освіти у цифрову епоху.

Ключові слова: *цифрова трансформація, змішане навчання, фахова іноземна мова, цифрова компетентність, штучний інтелект, професійна комунікація, технічні спеціальності, економічна освіта, мовна підготовка.*

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DIGITAL TRANSFORMATION OF THE METHODOLOGY FOR TEACHING PROFESSIONAL FOREIGN LANGUAGE IN THE CONTEXT OF BLENDED LEARNING

The article deals with the issue of digital transformation of the methodology of teaching a professional foreign language in the context of blended learning in higher education institutions of technical and economic profile. The relevance of the problem is due to the need to adapt the educational process to the new requirements of the labor market, which include not only the possession of specialized knowledge, but also the ability to effectively communicate interculturally, participate in international projects, conferences, and academic exchanges. The article focuses on the advantages of digital technologies for creating an interactive, adaptive and personalized learning environment that allows modeling professional situations, using authentic sources, implementing simulations, learning platforms and artificial intelligence tools.

The article highlights the features of blended learning as an effective strategy for implementing digital transformation, which combines face-to-face interaction between a teacher and a student with the capabilities of digital platforms. Particular attention is paid to the advantages of such an organization of learning: flexibility of formats, the ability to individualize the learning path, access to multimedia resources, and the development of students' digital literacy. Examples of learning tasks in a blended format for students of economic and technical specialties are provided: case studies, presentations, online discussions, creation of flash cards, final testing, role-playing games, video instructions and translation of technical documentation.

The paper systematizes modern scientific approaches to the digitalization of higher education, analyzes the works of Ukrainian and foreign researchers who highlight the benefits of digital technologies in the formation of communicative and professionally oriented foreign language competence. The article also emphasizes the role of the teacher as a designer of a digital learning environment, which requires new digital skills and pedagogical flexibility.

The expediency of introducing blended learning in technical and economic universities as a basis for digital transformation of foreign language teaching methods is substantiated. Blended learning is seen as the key to integrating a foreign language into a professional context, which helps to increase student motivation, develop self-education skills, critical thinking and communicative competence. The work has an applied nature and can be useful for teachers, course developers, methodologists, and anyone working on the modernization of language education in the digital age.

Key words: *digital transformation, blended learning, specialized foreign language, digital competence, artificial intelligence, professional communication, technical disciplines, economic education, language training.*

The relevance of the problem. The current stage of development of higher education is characterized by the intensive introduction of digital technologies into the educational process, especially in blended learning. This necessitates updating the methodological foundations and approaches to teaching a professional foreign language to students of economic and technical specializations.

The digital transformation of the methodology is especially relevant in the context of a technical higher education institution, where future professionals must have not only specialized knowledge but also the ability to communicate effectively in an international professional environment. Modern engineers, IT specialists, and technical managers should be prepared for intercultural interaction, participation in international projects, conferences, and academic exchanges. Therefore, foreign language teaching must meet these challenges, create a learning environment that implements both the professional features of foreign language learning and the adaptation of the learning process to the personal needs of the student. Digital technologies make it possible to create such a learning environment, provide the ability to model professional situations, use authentic resources (technical documentation, scientific articles, videos), implement negotiation simulations, and online courses from leading universities around the world. This creates conditions for improving the quality of language training for students of technical and economic specialties, bringing it closer to the real needs of the modern labor market. The digital transformation of foreign language teaching methods for technical students provides the following key benefits:

- Content specificity: adaptation of learning materials to industry terminology, which allows students to master the language in a professional context.

- Practical orientation: the ability to work with technical descriptions, instructions, scientific articles that model future communication situations.

- Active use of digital tools: training in software used in the professional field (e.g., AutoCAD, MATLAB, SAP, Excel) with accompanying English-language terminology.

- Improving language skills: expanding technical vocabulary, improving the ability to write reports, abstracts, reviews, and professional correspondence.

- Increased academic mobility: preparation for participation in international internships, projects, and competitions requiring a high level of language proficiency.

Thus, the digital transformation of foreign language teaching methods contributes to the development of not only language but also interdisciplinary competencies in students of technical and economic specialties, which is the key to their competitiveness in the global labor market.

Blended learning, which combines traditional face-to-face classes with online learning, is an effective strategy for implementing the digital transformation of foreign language teaching methods in a technical university. It allows you to combine the benefits of personal interaction between teacher and student with the capabilities of modern digital tools and platforms. This format provides an individual approach, increases the flexibility of organizing the learning process, allows you to study at your own pace, repeat the material, and complete tasks at a convenient time.

For students of technical specialties, this is especially important, as the combination of a practical, face-to-face component (e.g., working with technical documentation, participating in laboratories) with asynchronous online learning (independent study of English-language resources, online tests, multimedia exercises) contributes to deeper learning. Blended learning allows you to integrate a foreign language directly into a professional context through digital simulations, technical presentations, webinars, and international projects.

In addition, blended learning allows you to quickly adapt the methodology to changes in the environment – emergencies, schedule changes, the need to switch to a remote mode – while maintaining the quality and continuity of language training.

The aim of the article. To reveal the peculiarities of digital transformation of the methodology of teaching a professional foreign language in a blended learning environment, to substantiate effective approaches and technologies.

Analysis of recent research and publications. The analysis of scientific, pedagogical, and methodological literature shows the multidirectionality of research on the digital transformation of higher education institutions. Various issues of introducing digitalization into the educational space were actively considered by domestic scholars (V. Bykov, D. Galkin, M. Zhaldak, M. Leshchenko, P. Matiushko, T. Momot, O. Ovcharuk, S. Sysoieva, N. Strekalova, V. Rebryna, O. Stryzhak, M. Shyshkina, A. Yatsyshyn), foreign scholars (C. Burstall, M. Byram, J. Corbett, D. Crystal, M. Dooly, M. Fleming, S. Guth, F. Helm, M. Jewell), developed strategies for the digital transformation of higher education institutions (O. Buinitska, L. Varchenko-Trotsenko, B. Hrytseliak, V. Guzhva, N. Yehorchenkova, N. Morse), studied the effectiveness of digital technologies in the educational environment (V. Antoniuk, Y. Bykov, V. Antoniuk, Y. Bykov, R. Hurevych, S. Karpliuk), researched the peculiarities of digital transformation of foreign language teaching methods (A. Violich-Kopryvets, J. Hryshkina, L. Levytska, J. Rezhych Tol, V. Chernenko, I. Yanenko, O. Yanyshyn).

Scientists V. Chetverik and T. Veretyuk consider the use of artificial intelligence (AI) tools and emphasize their effectiveness in forming communicative competence. A number of researchers consider ChatGPT as a tool for developing an English language course (T. Besarab, L. Holubnycha, I. Kostikova, O. Moshynska, T. Moroz, Y. Shamaieva), emphasizing its effectiveness in developing practical materials.

Much attention is paid to the issues of digitalization and the use of blended learning (S. Berezenska, O. Barna, O. Korotun, V. Kukharenko, N. Oliinyk, T. Oliinyk, A. Stoliarevska, O. Rafalska, A. Stryuk, Y. Trius, H. Cherednichenko, etc.).

The analysis of the works allows us to conclude that despite the many studies related to digital

transformation and blended learning, certain aspects still need to be studied in more detail.

Presenting the main material. According to the materials posted on the website of the Ministry of Education and Science of Ukraine, "Digital transformation in the field of education and science is a comprehensive work on building an ecosystem of digital solutions in the field of education and science, including the creation of a secure electronic educational environment, providing the necessary digital infrastructure for educational and scientific institutions, increasing the level of digital competence, digital transformation of processes and services, as well as automation of data collection and analysis" [4]. Such a process requires a qualitatively new teacher training and a rethinking of their activities. Both the content of their activities and their role in the educational process are changing significantly. The teacher becomes not so much a source of knowledge as an organizer, a designer of the learning environment, which requires a significant increase in the digital competence of participants in the educational process [3]. This competence includes technical literacy and safety, the ability to communicate in a digital educational environment, create digital content, think critically and creatively, use various platforms and tools, and new technologies.

The digital transformation of the methodology of teaching a professional foreign language in a modern higher education institution involves a transition from traditional linear learning to a dynamic, interactive and personalized model of the educational process. The main aspects of this transformation are:

- Digitalization of educational content: in a modern technical and economic higher education institution, this process involves the creation and use of educational resources that not only transmit knowledge but also activate students' cognitive activity [5]. Such resources include interactive textbooks with hyperlinks, video lectures with the possibility of pausing and self-testing, and e-courses with an adaptive structure depending on the level of training. For example, modules on Macroeconomic Trends or Financial Literacy are created for students of economic specialties, including interactive charts, simulations of currency market fluctuations, and case studies of budget and labor market analysis.

- Management students can take part in Business Simulation Games scenarios developed in English. For technical specialties, video instructions for laboratory work, technical automation solutions, examples of data processing or process modeling in MATLAB or AutoCAD are created with accompanying explanations in English. This multimedia presentation significantly increases students' interest, improves their understanding of terminology, and brings learning closer to professional practice.

- Flexibility of interaction formats: a combination of synchronous (lectures in Zoom, MS Teams) and asynchronous (forum discussions, self-study in Moodle) learning opens up new opportunities for organizing professional language training. For students majoring in economics, synchronous classes may include business negotiations or debates on the analysis of economic cases in Zoom, and asynchronous classes may include analytical tasks in Moodle with further discussion in forums. Management students take part in Zoom presentations on Leadership Communication topics and prepare written reports on management situations in asynchronous mode. For technical majors, synchronous meetings are used to practice technical English using examples from engineering documentation, while asynchronously, students take online automation courses by discussing materials in MS Teams chats. This combination of formats allows us to optimize the workload, personalize the process, and provide continuous feedback.

- Emphasis on the development of digital competencies: working with specialized online platforms, creating video presentations, digital portfolios. Digital transformation allows us to implement tasks that involve the active use of electronic resources. Students majoring in economics can carry out financial planning using Google Sheets, prepare presentations in English in Canva or PowerPoint on Investment Strategies, and take online tests on the Kahoot platform on financial terminology. Management students have the opportunity to work with Trello and Asana, using English-language interfaces to simulate teamwork. Technical majors can be offered to use GitHub, CodePen, or TechSmith Relay, where the English interface allows them to combine language training with professional activities.

- The use of artificial intelligence: automates processes and changes the logic of organizing learning. Thanks to its adaptability, personalization, and analytical capabilities, AI can improve teaching effectiveness [2], especially in the training of students of technical, economic, and managerial specialties, where professional communication is important. AI personalizes learning by adapting educational materials to the student's level of knowledge, automatically identifies weaknesses and individualizes the selection of exercises, and reviews grammar, style, and terminology in written works. AI is also used to implement interactive speech practice through the use of chatbots that simulate business communication, practice of professional situations (for example, technical presentations or economic negotiations). For students of technical specialties, this may include training through AR/VR simulators with English-language interface support, various simulations of technical interviews (AI bots). Students of economic specialties may be offered to use AI to analyze financial news, create text summaries, model negotiations, draft agreements, etc. Examples of tools that can be used to implement such a communicative, foreign language environment are: GPTOnline.ai allows students to practice translation, writing, grammar checking, and generating learning materials; Write & Improve (from Cambridge) offers checking written works with tips for improvement; ELSAspeak is an app for pronunciation training with voice feedback; ChatGPT for role-play training – simulating interviews, meetings, and reviewing technical documentation. AI not only complements the methodology, but also modifies its essence, shifting the emphasis from learning a language as a subject to mastering it as a tool for professional communication.

For students of technical and management specialties, this is especially important because it allows them to integrate the language into real professional scenarios.

- Developing autonomous learning: students have access to adaptive learning platforms (e.g., LinguaLeo, Grammarly, Coursera) where they choose a foreign language learning path according to their needs. Economists can take microcourses in financial analytics in English, managers can take leadership and public speaking training, and engineers can take technical translation courses. They develop a habit of regular self-education and self-assessment.

- Integration of professional orientation: a combination of synchronous (lectures in Zoom, MS Teams) and asynchronous (forum discussions, independent study of materials in Moodle) learning opens up new opportunities for organizing professional language training [1, 89-95]. For students majoring in economics, synchronous classes can include business negotiations or debates on the analysis of economic cases in Zoom, and asynchronous classes can include analytical tasks in Moodle with further discussion in forums. Management students can participate in Zoom presentations on Leadership Communication topics and prepare written reports on management situations in asynchronous mode. For technical majors, synchronous meetings are used to practice technical English using examples from engineering docu-mentation, and asynchronously, students can take online automation courses by discussing materials in MS Teams chats. This combination of formats allows us to optimize the workload, personalize the process, and provide continuous feedback.

These changes are aimed at activating students' cognitive activity, increasing their motivation to learn, and developing cross-cutting 21st century skills such as critical thinking, creativity, collaboration, and communication.

Blended learning conditions act as a catalyst for changes in the methodology of teaching a professional foreign language, contributing to the implementation of its key elements. Firstly, it is the blended format that strikes a balance between personal interaction in the classroom and technology-supported self-study. This makes it possible to adapt the learning process to the needs and learning styles of each student.

Secondly, blended learning expands the possibilities for applying an adaptive approach, in which tasks and resources are selected individually, depending on the level of training and professional interests of students.

Thirdly, the flexibility of organizing learning in a blended format allows the teacher to introduce digital tools gradually, monitoring their effectiveness and making adjustments to the educational strategy [6, 820].

Thus, it is blended learning that creates favorable conditions for a full-fledged digital transformation, integrating the advantages of both formats – traditional and distance – and opening up new opportunities for the development of professionally oriented foreign language competence. Let's look at examples of foreign language learning tasks in a blended format for students of economic and technical specialties.

1. Case-study (online): Topic: "Economic forecasts, financial risks, strategic forecasts and reports". Students are given the task of analyzing the situation of a company that has entered a new market. The students first study language structures, clichés, and terminology on the topic, and perform vocabulary exercises to consolidate them. At the stage of updating the acquired knowledge on the topic, students of economic specialties are provided with reference material (video, documentation, article, etc.). Students are asked to prepare a written report in English with conclusions and recommendations (500 words). The assignment can be given as an individual project or as work in small groups.

2. Presentation (offline): Topic: "Current Economic Trends in Global Markets". Students are asked to create a presentation on the topic (in pairs or mini-groups). Objectives: Development of public speaking skills in English. The students will have to defend their presentation in English and answer questions from the audience. Requirements: use of business vocabulary, graphs, tables, diagrams.

3. Flashcards (Quizlet), online learning: Topic: "Financial Reporting / Technical Vocabulary". Students are asked to create their own set of terms with definitions on the topic "Financial Reporting" and play Quizlet Live in groups. The aim is: to create conditions for active memorization of professional vocabulary.

4. Online discussion, forum in Moodle. Topic: "Benefits and risks of digital transformation in the economy/production." The discussion can be organized on the platforms Moodle, MS Teams, Google Classroom. Objective: Development of written argumentation and discussion skills in English. A group of students (2-3 people) is asked to create an argumentative post on the topic. Other students add at least three comments each. The learning task is offered at an advanced stage, with a preliminary study of the rules of discussion, the culture of business communication in the target language.

5. Summative testing (Google Forms). Topic: "Marketing and Advertising". Students are offered multiple-choice, open-ended, or matching tests. The task is provided in the format of online testing with automatic verification.

6. Video tutorial (online). Tools: Loom, Canva Video, YouTube. Topic: "Economic models and their components". Students are asked to create a short video in English explaining how a particular economic model/enterprise model works, etc. The aims are: to develop monologue speech using vocabulary on the topic. To develop the ability to explain professional concepts in English.

7. Translation of instructions/technical documen-tation (online/offline). Students are asked to translate into English a user manual, a technical description or an extract from a financial report. The aims are: to develop skills of accurate translation of professional texts.

8. Role play (offline or Zoom). Before starting the task, students choose roles: CEO, marketer, engineer, financier, investor, etc. It is proposed to negotiate between a tech company and an investor or to discuss a contract or product presentation. The

purpose of the task is to develop communication strategies in a professional context.

Such tasks contribute to the development of both language and professional competencies, as well as to the adaptation of students to the digital learning environment.

Thus, the digital transformation of teaching methods involves the integration of digital resources, services, digital and interactive tools, as well as the introduction of elements of blended learning: a combination of face-to-face and online forms, synchronous and asynchronous interaction.

Conclusions and prospects for further research in this area. The digital transformation of the methodology of teaching a professional foreign language in a blended learning environment is an urgent challenge for higher education institutions of technical and economic profile. Digital tools and technologies not only expand didactic opportunities but also change the very logic of the educational process – from a traditionally reproductive to an interactive, adaptive and personalized learning model. The proposed approaches make it possible to integrate a foreign language into a professional context using virtual environments, adaptive platforms, artificial intelligence, and multimedia resources. Blended learning, in turn, provides an optimal balance between face-to-face interaction and the online component, which contributes to the effective acquisition of professional vocabulary, development of communication skills, and interdisciplinary integration.

The digital transformation of teaching methods contributes to the development of students' key competencies such as autonomy, digital literacy, adaptability, intercultural communication, and the ability to interprofessional interaction. In the future, research may be aimed at developing adaptive models of blended learning, taking into account the specifics of each specialty (economics, IT, engineering, management, etc.). The study of the effectiveness of artificial intelligence in developing productive language skills (speaking, writing) in a professional context also requires detailed, practical analysis and development.

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ІННОВАЦІЙНА МОДЕЛЬ ДИСТАНЦІЙНОГО НАВЧАННЯ В ТУРИСТСЬКО-СПОРТИВНИХ ГУРТКАХ: ДОСВІД І ПЕРСПЕКТИВИ

　　У статті представлено інноваційну модель організації дистанційного навчання в гуртках туристсько-спортивного профілю, що стала відповіддю на виклики цифрової трансформації освітнього простору та потреби забезпечення безперервності навчання в умовах обмеженого доступу до традиційних форм занять. Здійснено ґрунтовний теоретичний аналіз сучасних підходів до дистанційної освіти у сфері позашкільної та спортивно-туристської підготовки. На основі узагальнення педагогічного досвіду й результатів експериментального впровадження розроблено структурну модель дистанційного навчального процесу. Зазначено ключові принципи реалізації моделі: інтерактивність, особистісна орієнтація, гнучкість, технологічна підтримка та навчання через діяльність. Проаналізовано практичні аспекти впровадження інструментів Google-сервісів, віртуальних мап, онлайн-квестів, мультимедійних кейсів, що сприяють підвищенню мотивації й залученості учнів до навчального процесу. Окреслено переваги моделі, зокрема можливість індивідуалізації освітньої траєкторії, формування туристсько-краєзнавчої та командної компетентності. Водночас, наголошено на викликах, серед яких – потреба у цифровій грамотності педагогів, технічне забезпечення та обмеження щодо фізичної активності. Проведене дослідження підтвердило актуальність і практичну доцільність запровадження інноваційної моделі дистанційного навчання в роботу туристсько-спортивних гуртків. В умовах цифрової трансформації освітнього простору дана модель виступає не лише як ефективна альтернатива традиційним формам навчання у періоди обмеженого очного доступу, але й як перспективний інструмент модернізації змістового наповнення, педагогічних методик і технічних засобів позашкільної освіти. Розроблена модель має комплексний характер і включає чотири взаємопов'язані компоненти: змістовий, організаційно-технологічний, практико-діяльнісний і рефлексивно-контрольний. Її впровадження сприяє ефективному засвоєнню навчального матеріалу, формуванню ключових компетентностей у сфері туризму і спорту, зростанню мотивації до навчання та розвитку цифрової грамотності учасників освітнього процесу. Результати експериментальної перевірки свідчать про функціональну ефективність моделі, її адаптивність і здатність до успішного впровадження в різних освітніх умовах.

　　Ключові слова: дистанційне навчання, туристсько-спортивні гуртки, інноваційна модель, цифрова трансформація освіти, освітні технології.

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