

УДК 339.9:[81'243:37.091]

DOI: <https://doi.org/10.30838/EP.210.37-43>**Sokolovska Olena**

PhD in Philology Sc.

Central Ukrainian National Technical University

Соколовська О.М.

кандидат філологічних наук

Центральноукраїнський національний технічний університет

<https://orcid.org/0000-0003-2368-4102>

LINGUISTIC COMPETENCE DEVELOPMENT FOR INTERNATIONAL BUSINESS COMMUNICATION

The article analyses contemporary linguistic training for international business communication as a strategic factor in enhancing companies' business potential within the global economic environment. It is substantiated that under conditions of intensified international economic relations and expanding international markets, foreign-language communicative competence functions as a key resource of effective foreign economic activity. The study examines structural components of international communicative competence and their impact on competitive advantage formation, reduction of communication and transaction costs, and efficiency of cross-border business interaction. Particular attention is paid to short-duration business communication formats, including the elevator pitch, as effective tools for initiating professional contacts. The role of digital educational technologies and international educational communication programs is emphasized.

Keywords: linguistic training; international business communication; foreign-language communicative competence; international economic relations; intercultural interaction; digital educational technologies; global business.

JEL classification: F23, F59, A24, D83.

ЛІНГВІСТИЧНА ПІДГОТОВКА ФАХІВЦІВ ДО МІЖНАРОДНОЇ ДІЛОВОЇ КОМУНІКАЦІЇ

У статті обґрунтовано актуальність лінгвістичної підготовки до міжнародної ділової комунікації як інструмента підвищення результативності діяльності компаній на міжнародних ринках за умов посилення економічної взаємозалежності, зростання ролі глобальних ланцюгів створення вартості та інтенсифікації міжкультурних контактів. Метою дослідження є з'ясування того, як сформованість іношомовної комунікативної компетентності впливає на якість взаємодії з іноземними контрагентами, підтримує конкурентоспроможність і сприяє ефективній зовнішньоекономічній діяльності. Методологічну основу становлять методи аналізу, синтезу, порівняння, узагальнення та систематизації, а також структурно-функціональний підхід, що уможливив виокремлення ключових складників професійного іношомовного спілкування й оцінку їхнього управлінського та економічного значення. Отримані результати засвідчують, що високий рівень іношомовної компетентності разом із міжкультурною чутливістю та стратегічними навичками комунікації підвищує якість переговорів і презентації ціннісних пропозицій, зменшує ризик смислових викривлень, скорочує комунікативні й транзакційні витрати та посилює довіру у відносинах із партнерами, клієнтами й інвесторами. Доведено доцільність використання коротких форматів професійного повідомлення, читання як джерела фахової інформації та цифрових освітніх рішень (портальних, хмарних і мобільних сервісів) для розвитку гнучкості та оперативності спілкування, а також залучення студентів спеціальності «Міжнародні економічні відносини» до програм міжнародної співпраці як чинника практичної готовності до роботи в глобальному бізнес-середовищі. Практична цінність полягає у можливості застосування висновків для модернізації програм лінгвістичної підготовки, розроблення навчального контенту професійного спрямування та впровадження інструментів комунікаційної підтримки зовнішньоекономічних процесів у компаніях. Додатково окреслено підходи до моніторингу прогресу через навчальну аналітику та персоналізацію траєкторій, що підвищує керованість підготовки й відтворюваність результатів.

Ключові слова: лінгвістична підготовка; міжнародна ділова комунікація; іношомовна комунікативна компетентність; міжнародні економічні відносини; міжкультурна взаємодія; цифрові освітні технології; глобальний бізнес.

ISSN друкованої версії: 2224-6282

ISSN електронної версії: 2224-6290

© Соколовська О.М., 2026

Problem statement. In the contemporary globalized socio-economic environment, the effectiveness of foreign economic activity and the successful implementation of business projects are increasingly determined by the quality of professional communication and intercultural interaction. Under conditions of deepening global economic integration, international business communication extends beyond conventional linguistic training, encompassing adaptability, cultural awareness, and the ability to function within diverse institutional, socio-cultural, and economic contexts that characterize international economic relations.

In this regard, linguistic training for international business communication acquires the status of a core component of professional training for specialists in international economic relations, ensuring the expansion of firms' access to international markets and the strengthening of their competitive positions in the global economy. It facilitates effective interaction with foreign trade partners, international clients, suppliers, investors, and other participants in foreign economic activity, while contributing to the reduction of communication and transaction costs regardless of geographical distance. Proficient and confident multilingual communication, particularly professionally oriented English-language communication, is considered a key prerequisite for the successful integration of business entities into the system of international economic relations, global value chains, and international trade networks. Accordingly, a comprehensive examination of contemporary linguistic training for international business communication as a factor in enhancing the economic potential and international competitiveness of firms is both relevant and of significant practical importance.

Analysis of recent research and publications. Issues related to international communication and the innovative orientation of business process development in the linguistic dimension have been actively explored in the works of domestic and foreign scholars. Within contemporary research approaches, considerable attention is paid to the analysis of trends in the digital transformation of language-related processes in the business communication environment, particularly in the context of the implementation of digital technologies and new communication platforms (R. Hurevych et al. [1], O. Koptiev [2]). A distinct line of research focuses on examining the impact of digitalization on the dynamics and content of specialists' linguistic training, as well as on the transformation of educational approaches to the development of professional language competencies relevant to economic activity (N. Yurko et al. [3]). At the same time, scholarly literature substantiates a close interrelationship between effective communication and innovative business development, which is viewed as a critical prerequisite for enhancing firms' competitiveness in the global economic environment (N. Burbules, G. Fan, P. Repp [4]).

This set of issues also lies at the center of active academic debate, within which researchers (T. Adıgüzel, M. Kaya, F. Cansu [5]) analyse the specific impact of the digitalization of linguistic training on its qualitative outcomes under conditions of socio-economic instability and crisis-driven societal processes. Significant attention has

been devoted to the study of global trends in the use of information systems aimed at increasing the efficiency of international communication; in particular, studies [6] provide an analysis of current trends in the digitalization of educational tools and learning technologies. Simultaneously, some scholars focus on synthesizing key challenges and problematic aspects of the digitalization of language training, emphasizing its limitations, risks, and prospects for further development [7].

Within the scope of the analysed research field, it is also appropriate to highlight the findings of scholars (C. Lytvynova [8], H. Yordan, Kh. Yordan [9]) who examine the potential of information systems as a basis for the digital self-development of learners at different educational levels and emphasize the role of reading in the formation of linguistic training for international communication. Further expansion of the conceptual boundaries of this issue can be observed in the works of researchers (F. Yang et al. [10]), which place strong emphasis on the development of an individualized model of educational digitalization grounded in the principles of information-operational and communicative interaction.

The essence of the concept of foreign-language communicative competence, its structural components, and the specifics of its formation are comprehensively addressed in the publications and scholarly works of M. Alghizzawi [11].

However, in the majority of studies, linguistic training for international communication in the business environment is considered primarily from a pedagogical perspective. In view of this, a number of conceptual aspects related to the formation and practical implementation of foreign-language communicative competence within the framework of international business processes and international economic relations require further comprehensive and in-depth scholarly analysis.

The purpose of the article is to investigate the role of contemporary linguistic training in international business communication as a determinant of the intensification of foreign economic activity and the enhancement of companies' business potential in the global economic environment. The study is aimed at identifying the place of linguistic competence within the system of international economic relations, determining its influence on firms' participation in international markets and global value chains, and assessing its contribution to the formation of competitive advantages through the reduction of communication and transaction costs. Particular attention is given to the role of linguistic training in strengthening intercultural interaction and supporting the sustainable development of business processes under globalization.

Research methods. The study employs a set of general scientific and special research methods selected in accordance with the objectives of the article. The method of **analysis** was used to identify and examine the structural components of linguistic training for international business communication and to determine their functional role in foreign economic activity. **Synthesis** was applied to integrate linguistic, economic, and intercultural aspects into a coherent conceptual framework explaining the influence of

communicative competence on business potential. The method of **comparison** enabled the assessment of different forms of international business communication, including short-duration formats, in terms of their effectiveness for cross-border interaction. **Systematization** was used to organize approaches to linguistic training and digital educational technologies within the context of international economic relations, while **generalization** allowed for the formulation of conclusions regarding the impact of linguistic competence on competitive advantage formation, reduction of communication and transaction costs, and sustainable development of business processes in the global economic environment.

Presentation of the main research results. Within an integrated business environment, linguistic training for international communication encompasses a broad range of knowledge, skills, and competencies required for effective interaction with stakeholders in a globalized linguistic and cultural space. In its conceptual essence, international communicative competence extends beyond mere command of linguistic tools, integrating a profound understanding of social conventions, cultural norms, and diverse styles of business communication.

The core components of this competence include foreign language proficiency and well-developed communicative skills, intercultural competence, socio-cultural sensitivity, and adaptability. An effective communicator is capable of clearly and convincingly formulating ideas, expressing viewpoints, and conveying messages in both oral and written forms, as well as accurately understanding and interpreting the statements of other participants in the communication process. At the same time, the effectiveness of foreign-language communication is largely determined by the level of interpersonal skills, particularly the ability to establish mutual understanding, build trust, and develop meaningful professional relationships with representatives of different cultural environments. Active listening, empathy, and openness play a crucial role in intercultural interaction, as they contribute to constructive dialogue and the achievement of mutual understanding. In addition, proficiency in non-verbal means of communication – such as body language, gestures, and facial expressions – enhances the effectiveness of interaction in a multicultural business environment. Strategic communication skills, in turn, enable the achievement of specific objectives in a cross-cultural context, including the ability to conduct negotiations, persuade, exert influence, and effectively resolve conflict situations while overcoming linguistic and cultural barriers [12, p. 554].

In the dynamic global business environment, adaptability and flexibility emerge as key characteristics of foreign-language communicative competence. Participants in international communication must be able to adjust their communication strategies in accordance with the cultural specificity of partners, the situational context, and the chosen communication channel. This involves the ability to switch between languages, vary styles of business communication, and respond effectively to unforeseen situations and challenges that arise in the course of cross-cultural interaction.

It can be argued that linguistic training for international communication in the business environment constitutes a multifactorial system of competencies that integrates interpersonal skills, elements of strategic communication, advanced language proficiency, cultural sensitivity, adaptability, and the capacity for continuous professional development. The formation and development of these competencies enable business professionals to navigate confidently the complex processes of international business, establish constructive business relationships, and expand their potential for successful performance in the global market.

Linguistic training of specialists in the international business environment opens a wide range of strategic opportunities for corporate development. First and foremost, it facilitates market expansion, as the elimination of language barriers ensures effective interaction with foreign partners and consumers. Proficiency in foreign languages allows for the optimization of business relations by enhancing the quality of communication, increasing mutual trust, and strengthening the stability of cooperation among international business actors.

A significant outcome of linguistic training is the intensification of interaction with clients, manifested in a deeper understanding of their needs, the ability to personalize products and services, and the establishment of long-term partnership relations. Taken together, these factors create favourable conditions for the formation of sustainable competitive advantages, increasing companies' adaptability to changes in the global market environment.

Moreover, well-developed linguistic competencies significantly facilitate the processes of concluding agreements and conducting negotiations by ensuring more accurate articulation of the parties' positions, reducing the risk of communicative errors, and enhancing the effectiveness of decision-making. At the same time, they provide broader access to global professional expertise, international knowledge, and best business practices, thereby creating additional opportunities for innovative development and sustainable growth of companies within the international economic environment [12, p. 555].

It should also be noted that in international business discourse, priority is given not only to establishing initial business contact but also to the effective presentation of a business idea or product, the primary objective of which is to achieve a shared and unambiguous understanding of the business context among all participants in the communication process. Under these conditions, particular importance is attached to specialists' ability to structure information concisely, logically, and persuasively, taking into account time constraints and intense competition for the attention of potential partners or investors.

From this perspective, short-duration forms of business communication that remain insufficiently explored in the linguistic dimension – most notably the elevator speech and elevator pitch – are gaining increasing prominence. The specificity of their functioning is determined by strict time constraints, typically ranging from 60 seconds to two minutes, which corresponds to the duration of a single elevator ride. The primary purpose of these communication

formats is to inform the addressee about a product concept, business idea, or a company's value proposition with the aim of initiating further business contact.

A defining characteristic of the elevator pitch is the use of a minimal number of linguistic means while ensuring maximum informational density and persuasive impact, which generally amounts to approximately 125–150 words per minute of speech [1]. This imposes high requirements on the communicator's linguistic training, particularly with regard to lexical selection, the logical structuring of the message, its pragmatic orientation, and the adaptation of content to the expectations of the target audience. In this context, short-duration forms of business communication emerge as an effective instrument of international business interaction and require further in-depth scholarly examination within the framework of linguistic training for specialists.

Dynamism and conciseness are characteristic features of business contacts among representatives of the business community, which determine the specificity of their linguistic behaviour in professional communication. Under conditions of globalization, such forms of business communication are increasingly disseminated and adopted by representatives of different cultural types, fostering the mutual exchange of communicative practices and deepening the understanding of intercultural interaction. This, in turn, highlights the need to investigate the linguistic strategies and tactics employed by communicators in situations of international business communication, particularly with regard to culturally conditioned behavioural patterns, pragmatic orientations, and the communicative expectations of the interacting parties.

Achieving a high level of urgency and effectiveness in international communication is possible provided that an efficient system of communicative linguistic training is in place, one that is oriented toward the purposeful development of foreign-language communicative competence. Within this framework, reading occupies a central position and serves as a foundational component in the development of language skills and abilities. Reading facilitates the systematic enrichment of vocabulary, the improvement of grammatical competence, and a deeper comprehension of texts of various genres and stylistic orientations, which collectively ensure the development of specialists' overall communicative competence.

Under contemporary conditions, reading is viewed not only as an instructional tool but also as an important source of professional information and an effective means of communication in the international environment. In order to achieve these objectives, approaches of analytical and synthetic reading are actively employed in linguistic training. Analytical reading involves a detailed examination of textual material as a basis for a deeper understanding of its content and linguistic features, whereas synthetic reading is aimed at the holistic perception of the linguistic form and content of a text, thereby fostering the ability to quickly navigate professionally relevant information.

An essential component of the system of linguistic training for international communication as a factor in activating companies' business potential is the involvement

of students in international educational and communicative programs and direct intercultural interaction. Such participation creates conditions for the practical application of language knowledge in real communicative situations, contributes to the development of stable foreign-language skills, and promotes the formation of intercultural competence.

International communication of students within the framework of academic exchanges, joint educational projects, mobility programs, and online collaboration with foreign partners ensures the expansion of their professional outlook, deepens the understanding of cultural differences, and enhances awareness of the specific features of business interaction in different countries. It also stimulates the development of critical thinking, adaptability, and communicative flexibility, which constitute key characteristics of an effective specialist in a globalized business environment.

Moreover, participation in international educational and communicative programs contributes to the formation of teamwork skills in a multicultural environment, increases motivation for foreign language improvement, and provides access to contemporary educational and professional practices. Taken together, these factors create a foundation for the integration of future specialists into the international business space and enhance the competitiveness of companies in which they will subsequently realize their professional potential [12, p. 556].

At the present stage, a promising direction in the development of linguistic training is the use of specialized portal-based and cloud technologies, which provide differentiated analytics and efficient processing of information data while offering remote access to large volumes of educational information and targeted digital applications. Cloud technologies integrated into information-based educational communication systems create conditions for the formation of a comprehensive digital environment for collective interaction, facilitating collaboration, knowledge exchange, and the coordination of learning activities.

At the same time, an educational communication portal can be regarded as a systemic, multi-level hub of electronic educational software complexes and resources with diverse functional orientations, operating on the basis of a unified integrated database and adhering to standardized information exchange protocols. Such an approach ensures the integration of educational tools, increases the accessibility of learning materials, and creates prerequisites for the effective implementation of communicative tasks within the framework of international educational and business interaction.

The educational communication portal is designed for a defined cohort of participants in the educational process and is intended for the accumulation, analytical processing, and provision of access to information resources. The advanced functionality of contemporary information systems and the implementation of innovative methodologies enable seamless access to a wide range of services through personalized interfaces, available via any digital device with Internet connectivity.

Contemporary mobile applications developed for tablets and smartphones represent another effective

innovative tool for stimulating linguistic training for international communication. Their key advantages include the simplification of communication processes, cost efficiency, operational speed, and ease of use. The integration of smartphones and tablets into educational and professional activities ensures access to authentic materials, activates creative potential, and promotes mobility and cognitive flexibility, while simultaneously supporting the development of communicative, intercultural, informational, cognitive, and social competencies [6]. Furthermore, the implementation of mobile applications in the sphere of international communication creates effective prerequisites for rapid information exchange, ensures continuous feedback with partners, clients, suppliers, and employees, and enhances the overall effectiveness of business interaction.

It is appropriate to emphasize that the current pace of development of information and computer technologies significantly outstrips the speed of their practical implementation in the system of linguistic training. The existing gap between the potential of innovative technological solutions and the level of their integration into the international communication environment delineates clear priorities for the prospective development of information-based educational systems. Owing to their advanced search and analytical capabilities, such systems are able to substantially enhance the effectiveness of educational activities at various levels of training. At the same time, the integration of information and computer technologies into the process of linguistic training enables the formation of a learning strategy oriented toward learners' reflective activity, the activation of cognitive motivation, and the development of autonomy and creative self-realization in the course of communicative interaction.

A key resource for improving the quality of linguistic training in the context of information technology implementation is informational data. Large-scale data sets enable the identification of strategic goals and objectives, the full realization of existing capacities, and the adoption of well-grounded and timely managerial decisions [9]. The use of information systems in the process of linguistic training for international communication ensures the effective utilization of the potential of international electronic educational resources, facilitates the accumulation of data on learning activities, and allows for systematic monitoring of the dynamics of development of relevant educational practices and training models.

At the present stage, portal technology is regarded as one of the most appropriate approaches to addressing the outlined issues. Its application ensures the effective management of information flows and the rational use of digitalization tools, while simultaneously contributing to the enhancement of media competence among participants in the educational process. The proposed approach makes it possible to reduce the resource intensity of educational activities while simultaneously intensifying and improving their overall effectiveness.

Addressing the issue of implementing information systems to enhance the quality of linguistic training for international communication appears feasible through the application of concentric information technologies, which

ensure the integration of a set of relevant information databases, tools, and methods of their synthesis into a unified digital integrated environment. This approach is aimed at the most comprehensive satisfaction of the informational needs of linguistic training and at creating conditions for its sustainable development within the digital environment.

Thus, it can be stated that the implementation of international educational and communicative programs in both the business environment and the educational sector constitutes an effective means of providing comprehensive information and intellectual support for linguistic training for international communication. A promising direction for further research in this field involves identifying the levels of effectiveness of targeted digital learning content based on virtual and augmented reality technologies. In addition, further scholarly reflection is required to reveal the potential of portal technologies in the context of shaping individualized educational trajectories and pedagogical design of the learning process.

Conclusions. Summarizing the results of the study, it should be emphasized that in the contemporary integrated global economic space, linguistic training for international business communication plays a decisive role in intensifying foreign economic activity and ensuring the effective performance of companies in international markets. The analysed problem area integrates foreign-language proficiency, intercultural communication, and the formation of sustainable business relations, thereby creating additional opportunities for companies' integration into global value chains and for the innovative development of business processes.

In line with the stated purpose and research objectives, the findings confirm that linguistic training constitutes a systemic factor within the framework of international economic relations, as it directly affects the quality of cross-border business communication, reduces communication and transaction costs, and facilitates firms' access to international markets. Professionally oriented foreign-language communication enhances companies' ability to interact effectively with foreign partners, clients, suppliers, and investors, strengthening their competitive positions in the global economic environment.

The study also demonstrates that investment in the development of linguistic training programs, digital communication tools, and initiatives aimed at improving intercultural competence creates favourable conditions for the acquisition of innovative skills and knowledge required for sustainable business development under globalization. A high level of linguistic training contributes to productive cooperation among economic entities, promotes the implementation of creative approaches in professional activity, facilitates constructive interaction and the exchange of ideas, and minimizes linguistic and cultural barriers in international business processes.

Furthermore, the development of foreign-language communicative competence enables companies to form an inclusive business environment, which is an important prerequisite for achieving stable results in international economic activity. Multicultural business projects, in turn, provide unique advantages, as they allow firms to address

complex managerial and communicative challenges more effectively and to adapt promptly to dynamic changes in the global market environment.

In the long term, the significance of linguistic training in international business communication will continue to increase. Business entities that regard foreign-language

communicative competence as a strategic imperative of their development will gain substantial competitive advantages, stronger positions in international markets, and greater capacity to ensure sustainable growth and fully realize their economic potential within the globalized economy.

References:

1. Hurevych, R., Kademiia, M., Opushko, N., Ilnitska, T., & Plakhotniuk, H. (2021). The role of digital learning technologies in the era of civilizational changes]. *Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems*, Vol. 6. Pp. 28–38. DOI: <https://doi.org/10.31652/2412-1142-2021-62-28-38> [in Ukrainian].
2. Koptiev, O. (2023). Osoblyvosti komunikatyvnykh tekhnolohii u kryzovyi period mizhnarodnykh vidnosyn [Peculiarities of communication technologies in the crisis period of international relations]. *Philosophy and political science in the context of modern culture*, No. 15(1). Pp. 120-127. DOI: <https://doi.org/10.15421/352314> [in Ukrainian].
3. Yurko N.A., Styfanyshyn I.M., Protsenko U.M., & Romanchuk O.V. (2020). English dictionary apps : the features and benefits. *ΛΟΓΟΣ*. DOI: <https://doi.org/10.36074/2663-4139.09.06> [in English].
4. Burbules, N.C., Fan, G., & Repp, P. (2020). Five trends of education and technology in a sustainable future. *Geography and sustainability*, No. 1(2). Pp. 93-97. DOI: <https://doi.org/10.1016/j.geosus.2020.05.001> [in English].
5. Adigüzel, T., Kaya, M.H., & Cansu, F.K. (2023). Revolutionizing education with AI : Exploring the transformative potential of ChatGPT. *Cont ed technology*, Vol. 15, Iss. 3, Article No. ep429. DOI: <https://doi.org/10.30935/cedtech/13152> [in English].
6. Haleem, A., Javaid, M., Qadri, M.A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, No. 3. Pp. 275-285. DOI: <https://doi.org/10.1016/j.susoc.2022.05.004> [in English].
7. Huraliuk, A. H. (2021). Tsyfrovizatsiia yak umova rozvytku systemy osvity [Digitalization as a condition for the development of the education system. *Bulletin of the National University «Chernihiv Collegium» named after T.G. Shevchenko*, No. 169(13). Pp. 3-8. DOI: <https://doi.org/10.5281/zenodo.5069157> [in Ukrainian].
8. Lytvynova, S. H. (2020). Kontseptualni pidkhody do vykorystannia zasobiv dopovnenoi realnosti v osvitnomu protsesi [Conceptual approaches to the use of augmented reality tools in the educational process]. *Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems*, No. 55. Pp. 46–62. DOI: <https://doi.org/10.31652/2412-1142-2020-55-46-62> [in Ukrainian].
9. Yordan, H.M., & Yordan, Kh.V. (2020). Informatyzatsiia osvity yak osnova rozvytku informatyinoho suspilstva [Informatization of education as the basis for the development of an information society]. *Innovative technologies of digital education in higher and secondary schools of Ukraine and the European Union countries*. URL: http://dSPACE.tnpu.edu.ua/bitstream/123456789/15382/1/39_Yordan_Yordan.pdf [in Ukrainian].
10. Yang, F.C.O., Wu, W.C.V., & Wu, Y.J.A. (2020). Using a game-based mobile app to enhance vocabulary acquisition for English language learners. *International Journal of Distance Education Technologies (IJDET)*, Vol. 18, Iss. 3. Pp. 1-24. DOI: <https://doi.org/10.4018/IJDET.2020070101> [in English].
11. Alghizzawi, M., Habes, M., Al Assuli, A., & Ezmigna, A.A.R. (2024). Digital Marketing and Sustainable Businesses : As Mobile Apps in Tourism. In: Hamdan, A., Aldhaen, E.S. (eds) *Artificial Intelligence and Transforming Digital Marketing. Studies in Systems, Decision and Control*, Vol 487. Springer, Cham. DOI: https://doi.org/10.1007/978-3-031-35828-9_1 [in English].
12. Chepurna, M., Redchyts, T., & Vlasiuk, I. (2024). Lihvistychna pidhotovka do mizhnarodnoi komunikatsii u biznes-seredovyshchi [Linguistic training for international communication in the business environment]. *Bulletin of Science and Education*, No. 4(22). Pp. 548–559. DOI: [https://doi.org/10.52058/2786-6165-2024-4\(22\)-548-559](https://doi.org/10.52058/2786-6165-2024-4(22)-548-559) [in Ukrainian].

Список використаних джерел:

1. Гуревич Р., Кадемія М., Опушко Н., Ільніцька Т., Плахотнюк Г. (2021). Роль цифрових технологій навчання в епоху цивілізаційних змін. Сучасні інформаційні технології та інноваційні методики навчання в підготовці фахівців: методологія, теорія, досвід, проблеми, Вип. 6. С. 28–38. DOI: <https://doi.org/10.31652/2412-1142-2021-62-28-38>
2. Коптев О. (2023). Особливості комунікативних технологій у кризовий період міжнародних відносин. *Філософія та політологія в контексті сучасної культури*, № 15(1). С. 120-127. DOI: <https://doi.org/10.15421/352314>
3. Yurko N.A., Styfanyshyn I.M., Protsenko U.M., & Romanchuk O.V. (2020). English dictionary apps : the features and benefits. *ΛΟΓΟΣ*. DOI: <https://doi.org/10.36074/2663-4139.09.06>
4. Burbules, N.C., Fan, G., & Repp, P. (2020). Five trends of education and technology in a sustainable future. *Geography and sustainability*, No. 1(2). Pp. 93-97. DOI: <https://doi.org/10.1016/j.geosus.2020.05.001>
5. Adigüzel, T., Kaya, M.H., & Cansu, F.K. (2023). Revolutionizing education with AI : Exploring the

transformative potential of ChatGPT. *Cont ed technology*, Vol. 15, Iss. 3, Article No. ep429. DOI: <https://doi.org/10.30935/cedtech/13152>

6. Haleem, A., Javaid, M., Qadri, M.A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, No. 3. Pp. 275-285. DOI: <https://doi.org/10.1016/j.susoc.2022.05.004>

7. Гуралюк А.Г. (2021). Цифровізація як умова розвитку системи освіти. *Вісник Національного університету «Чернігівський колегіум» ім. Т.Г. Шевченка*, № 169(13). С. 3-8. DOI: <https://doi.org/10.5281/zenodo.5069157>

8. Литвинова С.Г. (2020). Концептуальні підходи до використання засобів доповненої реальності в освітньому процесі. Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми, № 55. С. 46–62. DOI: <https://doi.org/10.31652/2412-1142-2020-55-46-62>

9. Йордан Г.М., Йордан Х.В. (2020). Інформатизація освіти як основа розвитку інформаційного суспільства. Інноваційні технології цифрової освіти у вищій та середній школі України та країн Євросоюзу. URL: http://dspace.tnpu.edu.ua/bitstream/123456789/15382/1/39_Yordan_Yordan.pdf

10. Yang, F.C.O., Wu, W.C.V., & Wu, Y.J.A. (2020). Using a game-based mobile app to enhance vocabulary acquisition for English language learners. *International Journal of Distance Education Technologies (IJDET)*, Vol. 18, Iss, 3. Pp. 1-24. DOI: <https://doi.org/10.4018/IJDET.2020070101>

11. Alghizzawi, M., Habes, M., Al Assuli, A., & Ezmigna, A.A.R. (2024). Digital Marketing and Sustainable Businesses : As Mobile Apps in Tourism. In: Hamdan, A., Aldhaen, E.S. (eds) *Artificial Intelligence and Transforming Digital Marketing. Studies in Systems, Decision and Control*, Vol 487. Springer, Cham. DOI: https://doi.org/10.1007/978-3-031-35828-9_1

12. Чепурна М., Редчиць Т., Власюк І. (2024). Мовна підготовка до міжнародної комунікації у бізнес-середовищі. *Вісник Науки та освіти*, № 4(22). С. 548-559. DOI: [https://doi.org/10.52058/2786-6165-2024-4\(22\)-548-559](https://doi.org/10.52058/2786-6165-2024-4(22)-548-559)

Дата надходження статті: 02.02.2026 р.

Дата прийняття статті до друку: 12.02.2026 р.

Дата публікації (оприлюднення) статті: 11.03.2026 р.

Стаття поширюється на умовах ліцензії Creative Commons Attribution License International CC-BY.