HOLOVACH Tetiana,
PhD in Philology, Associate Professor
Lviv State University of Internal Affairs

DEVELOPING STUDENTS' PROFESSIONAL LANGUAGE COMPETENCE: CONTEMPORARY APPROACHES AND INNOVATIVE TECHNOLOGIES

In today's globalized world, professional language competence has become a crucial factor in career success across various fields. The rapid advancement of technology and changing workplace demands necessitate a fresh approach to language education that goes beyond traditional teaching methods. Professional language competence refers to an individual's ability to use language effectively in a specific field of expertise. As globalization intensifies, educational institutions must adopt modern approaches to language training that go beyond traditional methods. The incorporation of contemporary pedagogical strategies and cutting-edge technologies plays a fundamental role in preparing students for real-world communication in professional settings. As noted by Richards and Rodgers (2001), the evolution of language teaching methodologies

must align with contemporary professional requirements while leveraging available technological tools.

This research addresses the following *objectives*: analyzing current approaches to developing professional language competence; evaluating the effectiveness of innovative technologies in language acquisition; proposing an integrated framework for professional language education.

The development of professional language competence has undergone significant transformation in recent years. It is essential to combine traditional linguistic principles with modern communicative approaches. The integration of technology in language learning has created new opportunities for authentic language practice and real-world application.

Recent studies have shown that contemporary teaching approaches focus on active learning, personalization, and practical application. Let’s explore current methods that enhance students' ability to use professional language effectively.

In his book “Reflections on Task-Based Language Teaching” Rod Ellis discusses whether task-based language teaching is

appropriate for all learners in all instructional contexts. *Task-Based Language Teaching* (TBLT) emphasizes the completion of real-life tasks that require professional communication. It fosters language acquisition through meaningful interaction (Ellis, 2018).

Content and Language Integrated Learning (CLIL) has proven especially valuable in professional language education. This approach combines subject-specific content with language learning, enabling students to develop professional vocabulary and communication skills within their field of study. The integration of subject matter and language learning creates a more authentic and meaningful learning experience (Coyle, Hood & Marsh, 2010).

Project-Based Learning (PBL) engages students in collaborative projects that simulate real-world professional tasks, developing both language and problem-solving skills (Beckett & Slater, 2020). Students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers.

Technology plays a transformative role in language education

by providing interactive, adaptive, and immersive learning experiences. Key innovations include: *Artificial Intelligence (AI):* AI-driven language learning platforms, such as Duolingo and Grammarly, provide real-time feedback and personalized learning paths. AI-powered language learning platforms have revolutionized personalized instruction. These systems can adapt to individual learning styles and needs, providing targeted practice in professional language skills. Researchers note that AI-based feedback systems have shown particular promise in improving professional writing and speaking skills (Huang, Xinyi et al., 2023).

Virtual Reality (VR) and Augmented Reality (AR) technologies offer unprecedented opportunities for immersive language learning experiences. These technologies enable students to practice professional communication in simulated work environments, reducing anxiety and increasing confidence in real-world situations. These technologies create realistic professional environments where students can practice the language in context, enhancing engagement and retention. The researcher states that AR is an important educational technology that has the ability to enhance the outcomes

of ESL learning by providing paths toward innovative and inclusive language teaching (Sadequi, 2025).

Despite the advantages of modern approaches and technologies, several challenges persist, including access to resources, the digital divide, and teacher training. Future research should focus on refining AI-driven tools, expanding the accessibility of immersive learning technologies, and enhancing interdisciplinary approaches to professional language development.

Developing students' professional language competence requires a combination of contemporary teaching methods and innovative technologies. Approaches such as CLIL, TBLT, and PBL, combined with AI and VR offer promising solutions for improving language proficiency in professional contexts. As technology advances, language education must continue to evolve to meet the demands of an increasingly interconnected world.

References:

1. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.

2. Ellis, Rod. *Reflections on Task-Based Language Teaching*, Bristol, Blue Ridge Summit: Multilingual Matters, 2018. https://doi.org/10.21832/9781788920148

3. Gulbahar H. Beckett, Tammy Slater, The Project Framework: a tool for language, content, and skills integration, *ELT Journal*, Volume 59, Issue 2, April 2005, Pages 108–116, https://doi.org/10.1093/eltj/cci024

4. Huang, Xinyi, et al. "Trends, Research Issues and Applications of Artificial Intelligence in Language Education." *Educational Technology & Society*, vol. 26, no. 1, 2023, pp. 112–31. *JSTOR*, https://www.jstor.org/stable/48707971. Accessed 17 Feb. 2025.

5. Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching (p. 204). New York: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667305.021

6. Sadequi, M. (2025). Influence of augmented reality (AR) systems on ESL learners. *Research Studies in English Language Teaching and Learning*, *3*(1), 19–31. https://doi.org/10.62583/rseltl.v3i1.71