KAPITEL 3 / *CHAPTER 3* [3]
NON-FORMAL EDUCATION AS AN EFFECTIVE TOOL FOR PROMOTION ENGLISH IN TEACHING AS A FOREIGN LANGUAGE AT TECHNICAL UNIVERSITY

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Introduction

The increasing public concern of the society about educational issues is fueling debate among experts and doing various researches for better understanding of development goals and ways how they could be achieved and promoted for a learner. Education continually adapts to new changes, making it essential for educators to actively engage with these transformations. This is particularly relevant for foreign language teachers, who must constantly refine their strategies and methods to provide students with different and effective tasks that prepare them for real-life communication in professional environments. The advanced twenty-first century skills are being updated and employers are introducing new requirements to twenty-first century professionals. A new generation of learners is trying to be competitive at the labour markets and solve their life and educational problems through lifelong education.

The education system is divided into formal, non-formal or liberal and informal. They have similarities and differences but they have a few goals in common – knowledge, skills and abilities, which should be obtained for further development of an educated and competitive professional in the world. Higher education institutions are using new innovative technologies to improve the quality of education and provide students with a modern interactive learning experience focused on student`s development and motivation. The results of scientific research are proving to be the foundation on which educational sustainability can be formed. These days' students have a lot of opportunities to receive professional education both traditionally and through non-formal education. The existence of many professionally related resources

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is very important in the modern world. Government officials have developed the regulations on formal, non-formal and informal education. According to the Law of Ukraine on Education, a teacher can choose the form and structure of teaching that they consider to be the most effective. The country recognizes all types of education and improves conditions to develop the educational activities that provide appropriate educational services, and motivate learners to obtain all types of education (Law on Education, 2017).

The delivering of advanced technologies, high quality educational services and educational materials to the teaching learning process in formal and non-formal education in recent years has organized, structured and activated specified learning objectives. A lot of scientists believe that non-formal education is one of innovative approaches to students lifelong learning outside of formal education that provides access to education for those who have not had access to it, and also notes that it can improve the efficiency of educational services. Any organised educational activity external the existing formal system that is designed for different groups of learners and has defined learning objectives (Coombs, Prosser, & Ahmed, 1973; Colardyn, 2001).

The importance of non-formal education should be considered in terms of three main functions of learning: educational, upbringing and personal growth. The main strategies of non-formal adult education include the following:

1) development and updating of adult learners' knowledge in the context of a rapid process of information updating;

2) providing education to all groups of the adult population, eliminating bias

3) focus on specific educational needs of different social, professional, demographic groups;

4) activation of cognitive activity, practical use of the acquired knowledge;

5) acquaintance of adults with knowledge and skills in previously unexplored areas to meet the needs of the labour market;

6) creation of non-formal education centres for adults;

7) formation of worldview, development of self-awareness, moral qualities and aesthetic feelings;

8) development of creative abilities, improvement of professional skills;

9) validation and recognition of results;

10) increasing motivation for continuous learning, absence of coercion;

11) formation of internal responsibility of adults for the results of educational activities (Coombs, Prosser, & Ahmed, 1973; Henschke, 1998; Abela, 2009; Colardyn, 2001; Beatriz Pont, 2004; Cameron, 2012; Livingston & Cummings-Clay, 2023), (Lifelong Learning and Adults. OECD: Education Today, 2013).

The analysis of the educational process of many countries allows us to state that non-formal education is an important component of the national educational system as a developed socio-pedagogical phenomenon that functions supporting access to a varied range of educational resources. Non-formal education allows creating conditions for the comprehensive development and formation of the individual, active independent cognitive activity and gaining practical experience that contributes to the formation of general and professional competences and the possibility of applying them in the period of socio-cultural and socio-economic transformations (Cameron & Harrison, 2012; Thoidis, 2014). The advantages and benefits of non-formal education are numerous. Students can learn by own pace and in any convenient time. Such education enhances learner's motivation and as a result improves their outcomes as well as supports teachers with educational tools for effective lesson management. The main disadvantage of non-formal education is that it does not provide an opportunity to obtain qualifications according to the educational levels of the national standard, but it does provide an opportunity to deepen and broaden the student's knowledge, improve skills and abilities, and obtain a diploma or certificate of completion of courses, seminars, distance learning courses, etc. Informal education provides an opportunity to attend extra lectures, watching educational videos, reading scientific or technical literature, communicating with colleagues and partners, etc. (Stavytska, Kutsenok, Yamshynska & Kriukova, 2023; Abela, 2009; Ajani, 2021).. The absence of certification and recognition of results reduces the value of non-formal education as a compensator for traditional education that leads to full-time employment of adults in a profession. Non-formal education is a means of acquiring effective and functional

knowledge and skills that are then useful in everyday and professional life (Pandya, 2010; Luukannel & Manninen, 2017; Saloheimo, 2016).

Recognition and validation of prior learning and training outcomes, including non-formal education and training outcomes, is one of the key issues of educational policy in the country, due to the intensive development of non-formal education, which, in turn, is a consequence of humanity's transition to the information and knowledge society. Competences acquired in different contexts and environments become visible, identifiable, assessed and accepted: formal recognition is granted. The recommendations to validate non-formal and informal education was firstly published both by the European Commission and Cedefop. (European guidelines for validating non-formal and informal learning, 2015).

Validation of learning outcomes focuses only on acquired competencies wherever and whenever, on their value and relevance. Its main goal is to make visible learning outcomes. At the same time, recognition and validation of non-formal education outcomes enhances the professional self-identification of an adult, stimulates the interest and need for education throughout life, and increases the competitiveness of the adult labor market (Saloheimo, 2016).

The universities officials develop their recognition procedure, the content of the validation of learning and training outcomes of non-formal education and analyze the features and mechanisms for recognizing and confirming the qualifications, learning and training outcomes received during the non-formal education of the students as well as determine the possibilities of using positive countries experience in Ukrainian universities independently support the organizational aspects and the evaluation methods (Order of the Ministry of Education and Science of Ukraine. On the approval of the procedure for recognizing the results of studies in higher and professional pre-higher education obtained through non-formal and/or informal education), (Stavytska, Kutsenok, Yamshynska & Kriukova, 2023)

Non-formal education is usually got through educational programs and does not mean the receiving of state-recognized educational qualifications, but could end with the receiving of professional qualifications. Non-formal education involves

professional courses/training, civic education, online education, professional internships, etc. Informal education or self-education involves the self-organized learning of certain competencies by a person, as a rule, during everyday activities related to professional, social or other activities, family or leisure (Regulations on the recognition of study results at Igor Sikorsky Kyiv Polytechnic Institute acquired in non-formal/informal education).

Students can get the corresponding grade at the university if they take Massive Open Online Courses (MOOCs). They can choose from a large number of the courses, including Coursera, Prometheus, Udacity, EdX, Future Learn, Canvas Network and many others. These platforms offer more than thousands courses of different specialisations. When a student successfully complete the course, he/she receives a certificate. According to the Regulations of the university, not only online MOOC courses, but also international language certificates give the opportunity towards the maximum score in the Bachelor's degree Foreign Language discipline if the student has an international foreign language certificate at the B2 level or higher. (Regulations on the recognition of study results at Igor Sikorsky Kyiv Polytechnic Institute acquired in non-formal/informal education).

3.1 Analysis of recent researches and publications

It is essential to define the term 'non-formal education', which is an organised process in which unique knowledge is created, within which adults develop; use their own capabilities in social relations and various activities; increase the level of knowledge, skills and ways of expressing and understanding them; relate their own thoughts and feelings to those of other people. (Lifelong Learning and Adults. OECD: Education Today, 2013). The definition of non-formal education is usually vague. However, it is impossible, indeed pointless, to give a universal definition. Non-formal education is a flexible system that can take many different forms, in response to different requirements and needs of different individuals or groups (Pandya, 2010;

Saloheimo, 2016).

Comprehensive definition of non-formal education was given by J. Bjørnåvold, who described it as a learning tool to support adult students during the lifelong educational process always taken into account such important factors as learners' opinions, views and perspectives; as a means of delivering appropriate methods, techniques and tools. J. Bjørnåvold considers non-formal education as an innovative approach to lifelong learning beyond formal education emphasizing that the functions of non-formal education can only be outlined in relation to a particular context (Bjørnåvold, 2000).

Philip H. Coombs defines adult learning as any organised educational activity outside the existing traditional (formal) system, has specific learning objectives that was developed to compensate for the shortcomings and contradictions of the traditional education system and to meet the often urgent needs of certain groups of people who are bypassed and left out of formal education. This explains the interest of adults in a form of learning that more effectively meets and responds to their needs. For this reason, goals can only be developed individually, depending on the needs of the individual and, accordingly, the specific territorial context (environment). For this reason, non-formal education cannot be 'centralised', as the formal education system is still less institutionalised (Coombs, Prosser, & Ahmed, 1973; Pandya, 2010).

The experts on non-formal education state that the main features of non-formal education can be defined as follows:

- the many and varied forms that non-formal education can take;
- the ability to adapt to the needs of adults and the society in which they exist;
- the functional nature of its context in relation to specific conditions;
- specific goals are short-term and limited to the requirements of society or a particular group;
- curricula are designed to meet specific, previously identified needs of learners and society;
- flexibility in its implementation;
- heterogeneity of target groups;

- flexible requirements for learners compared to formal education;

- systematic and organised activities should never be routine (Fordham, 1993; Cameron, 2012; Brookfield, 2015; Luukannel & Manninen, 2017; Saloheimo, 2016; Livingston & Cummings-Clay, 2023).

The defining characteristics of non-formal learning are:

- alternative to academic education;

- absence of generally accepted fixed and unified learning objectives;

- individual definition of the goal, which may change according to the current needs of society;

- absence of (does not imply) awarding of qualifications;

- consciousness of the organisation of learning and educational influences;

- development of life, labour and vocational skills;

- promotion of social, economic and cultural development;

- personal responsibility of participants;

- activity and equality of all participants. (Brookfield, 1986; Brookfield, 2015; Boateng, 2009; Luukannel & Manninen, 2017; Saloheimo, 2016; Livingston & Cummings-Clay, 2023).

Stephen D. Brookfield highlights that non-formal education provides equal opportunities for students, but it is not a substitute for traditional education (Brookfield, 2015).

Principles justify the methods and techniques of teaching, influence the choice of content, forms and methods of organising the learning process. Adding to this definition, Sharan Marriam explains that in order to build and organise effective learning activities (formal or informal), you need to know about the characteristics of the learners, the context of their learning and the learning process. According to Sharan Marriam non-formal education is a powerful and proven approach to teaching and learning that is based on one incontrovertible reality: people learn best through experience. Sharan Marriam offers a systematic and up-to-date statement of the theory of non-formal learning and its modern applications to education, work, and adult development (Marriam & Brocket, 2007).

A great number of scientists have studied the role of non-formal education as the most significant factor for sustainable development of the society. Lavrysh & Lytovchenko say that higher education plays the key role in the dissemination of the sustainable development principles and values by providing upgraded interdisciplinary learning opportunities and educational resources (Lavrysh & Lytovchenko. 2019).

Zygmunt states that English is the language of the 21st century, and there are many connections between English and Education for Sustainability, English can be used to challenge this century's worldviews (Zygmunt, 2016). Education is regarded in these studies as a key component to support the development of knowledge and all necessary skills and values, which are significant to build a sustainable world.

The appearance of new values in societies and the corresponding public attitude to the role and importance of non-formal education requires appropriate scientific justification and the search for scientifically practical means of study. According to experts, the theoretical aspect of non-formal education is sufficiently underdeveloped, as evidenced, in particular, by the fact that the scientific literature uses various terms that reflect the specifics of such education: non-formal education, informal education, liberal education. Analysis of approaches, concepts and models of non-formal education, the effectiveness of its use in the process of education of specialists in various specialties, methods and forms of training and retraining contributes to awareness of the problem of improving education (Payne, 2006; Colardyn, 2001; Boateng, 2009). That is why it is important to specify the current areas and prospects for the development of educational activities, to identify promising ways to improve this area in the context of non-formal education for foreign language teaching.

3.2 Non-formal education as a key aspect for achieving true goals and learning effects in the learning teaching process of foreign language

Based on the theoretical analysis of scientific works, it has been defined that non-formal education is an extremely relevant scientific challenge, since such education

allows a student to study systematically focusing on professional tasks, striving to achieve the goal. There is a need to set goals and objectives, the ability to design ways to achieve them, readiness for their implementation. Non-formal education is also important because there is an intensive formation of civic consciousness and emotional sphere (Stavytska, Kutsenok, Yamshynska & Kriukova, 2023). Non-formal education that has a great educational potential, with the ability to respond flexibly to the educational needs of the students and create an information layout, positive psychological climate for those who set achievable short-term and long-term goals and seek to study. Non-formal education not only provides students with practical knowledge and skills, but also makes them self-confident, life and work ready. The opinion of A. Rogers on the principles of applying educational technologies in the process of adult learning is correct: individualisation, development of creative abilities, self-realisation, motivation, cooperation and activity (Rogers, 2007; Rogers & Naomi, 2010).

Review researches have shown that effective non-formal education is a key aspect for achieving true motivation and learning effects in the learning teaching process of foreign language. Teachers of the universities take into account the advantages and disadvantages of non-formal education for further improvement of the educational process. The methodology of formation of foreign language competence through non-formal education activities has been developed and tools for assessing the levels of formation of foreign language competence have been substantiated. The positive impact of non-formal education seemed to be on general skills and language skills. The biggest impact was on their confidence in using language. This is particularly important in language producing skills such as speaking, writing, translation and communication where the criteria, indicators and levels of development are identified (Downey, 2003; Jarvis, 2004; Brookfield, 2015; Marriam & Brocket, 2007; Mezirow & Taylor, 2009).

To survive in today's fast-paced information world, a person must not only be spiritually rich, but also should navigate the rapidly changing information flow, be able to learn on their own, constantly improve himself or herself broadening their knowledge. Mastering a foreign language is becoming one of the important

components in the content of educational activities for the students of technical specialties. Language teaching in a technical educational institution should aim to develop students' communicative skills, to use expressive means of language, styles, genres, and forms in different types of linguistic activities freely and successfully. (Lytovchenko, Ogienko, Kriukova, Meleshko, Yamshinska, Voronina & Kutsenok, 2022).

Many current researchers have conducted their studies on non-formal and informal language learning and proposed a theory of providing informal activities in foreign language teaching learning processes. The researchers give the analysis of the experiences and perceptions of online web-based and digital tools that provide interaction with English outside the university classrooms. Students' preferences clearly lean towards using technologies that offer entertainment elements such as films, YouTube and social media, and they should be convinced of the importance of language based technologies such as online grammar, language learning websites or courses (Álvarez, Montoro, Ana de Medeiros Kelly & Hazard, 2020; Yurieva, Musiichuk , Baisan , 2021). The researchers concluded that online language learning is a first preference for students, but further research is needed to experiment on professional language learning using web-based experiences. Among the most popular options for language learning, students noted web-based learning (for example, using an app, watching movies, and taking an online course) (Álvarez, Montoro, Ana de Medeiros Kelly & Hazard, 2020). The researchers state that the students prefer online web-based language learning, but further research is needed to experiment with professional language learning using web-based experiences. Web-based learning (e.g., using an app, watching films, and taking an online course) was among the most popular language learning options students mentioned (Álvarez, Montoro, Ana de Medeiros Kelly & Hazard, 2020). As for the results, the researchers concluded that there is a relation between joining non-formal education and students' progress in English language. Non-formal education may help students to improve their English language performance because non-formal education is flexible and practical, which perhaps enables students to understand foreign languages better. Another aspect that

may enhance students' performance in English is motivation (Marliasari, Oktavian, 2019).

Stavytska I., Kutsenok N., Yamshynska N., Kriukova Ye., Marliasari S., Oktavian R. describe a methodology for providing non-formal education activities for the development of foreign language competence of students at technical universities. They analyze modern educational documents, define criteria, indicators and levels of non-formal education in teaching English as a foreign language at technical university; investigate experimentally the effectiveness of the technique. The authors of the study developed a methodology for the formation of foreign language competence of future engineers in non-formal education, the diagnostic tools for assessing the levels and defined criteria, indicators and levels of formation. The criteria for assessing the levels of foreign language competence formation through non-formal education have been defined as: linguistic, professional and motivational. They introduce the correlation of criteria and indicators of formation of foreign language competence through non-formal learning of students of technical specialties (Marliasari, Oktavian, 2019; (Stavytska., Kutsenok, Yamshynska & Kriukova, 2023).

The linguistic criterion indicates the development of: listening, professional writing, speaking and reading skills related to the specialisation, and one can add the equally important ability to translate texts related to the specialisation. The professional criterion refers to the work on professional skills, mastering professional vocabulary, and advancing technological skills. The motivational criterion indicates an increase in internal motivation to learn a foreign language, interest in studying professional disciplines, and a desire for personal growth. There are three levels of foreign language competence formation: advanced, sufficient and low (Stavytska, Kutsenok, Yamshynska & Kriukova, 2023).

3.3. Non-formal education activities for the development of foreign language competence of students at technical universities

Both theory and practice of foreign language teaching should be oriented to the needs of society, especially the labor market, taking into account the motivation of personalities, skills, abilities and potential of learners. Employers and the labor market place new demands on modern education, which is responsible not only for the learning process, but also for forming a system of professional and individual values of learners. Today, experts are widely discussing the issue of relevant learner training for current changes in society and labor market requirements. Of particular scientific interest is the review of pedagogical and psychological sources on the problem of foreign language teaching at technical universities (Henschke, 1998; Stern, & Kaur, 2010; Huggins & Stamatel, 2015).

The results of a study conducted showed that non-formal education teachers consider the interactive learning technologies to be the most effective ones of organising creative interaction of learners, which contributes to the discovery of new knowledge, gaining of new skills (Brookfield, 1986; Caffarella, Daffron, 2013). It should be noted that when using interactive technologies in non-formal education, a teacher becomes a consultant who helps, guides, advises their students on how to solve a problem. This suggests that the use of interactive technologies in non-formal education allows moving away from the usual logic of the teaching learning process, which involves moving from theory to practice, and start with the formation of new experiences that are gradually theoretically comprehended.

Taking into account scientific sources we note that the technology of interactive learning is considered as one based on interaction between participants in the learning process; organisation of joint activities based on dialogue learning methods; as a way of organising cognitive activity taking into account adult needs, interests, personal and professional experience. Effective implementation of interactive learning technologies in the practice of non-formal education involves defining the principles of using integration technologies. These include the principles of: dialogic interaction, game

(active role-playing) activities, cooperation and collaboration, training activities (Fordham, 1993; Knowles, 2005; Brookfield, 2015; Marliasari, Oktavian, 2019; Jarvis, 2004; Brookfield, 2015; Marriam & Brocket, 2007; Mezirow & Taylor, 2009' Havrylenko & Meleshko, 2022)

Under objective conditions, technical universities cannot provide students with perfect knowledge of a foreign language, but they can develop self-education skills that will allow students to improve their knowledge of a foreign language or master a foreign language in the future in accordance with the demand of the society and the level of personal professional needs.

Due to the rapid development of innovative technologies and the increase in the volume of scientific and technical information, the practical importance of scientific and technical translation has increased. If necessary, students of technical specialties who, for objective reasons, have not mastered the absolute level of their communication to the level of native speakers of a foreign language should be able to analyze various elements of the text and translate scientific and technical literature correctly. Therefore, with only 2 hours of practical English classes per week, the teacher, whenever possible, systematically explains and demonstrates the most important lexical, grammatical and stylistic features of the language for translating scientific and technical literature. The main forms and methods of interactive learning are: conversation, discussion, creative solution of situations, round table method, training, project method, game methods, as well as mentoring, coaching, small group learning, storytelling, shadowing, secondhand, budding, narrative method, and others.

Vocabulary knowledge of technical English is an important tool necessary for students of technical specialities. Words make it possible for people to express their thoughts and understand others. Thus, it is natural that mastering a foreign language begins with vocabulary learning, which becomes the foundation for the development of other language skills: reading, listening, speaking, writing and grammar. Learners cannot understand what they read or hear, neither can they speak or write if they do not understand the meaning of words. In this context it seems highly appropriate to quote Wilkins who wrote, "There is not much value in being able to produce grammatical

sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (Wilkins, 1972).

The analysis of studies shows that teachers are interested in the methods of teaching translation of scientific and technical texts. In their works, scientists cover theoretical and practical issues of the methods of teaching translation of scientific and technical literature, which undoubtedly contributes to active learning. I. Semkova notes the importance of studying the peculiarities of organizing training in translation of scientific and technical literature, as an independent type of translation, with the aim of effective and balanced enrichment of future specialists (Simkova, 2017).

N. Bidnenko traces some language peculiarities of modern English scientific and technical and analyses the linguistic features of scientific and technical literature, the peculiar language constructions and the ways of their translation (Bidnenko, 2014).

Having analyzed educational resources, we can state that the translation of scientific and technical literature has appropriate tools, strategies and methods that contribute to the formation of professional skills and values.

The selection of material should be done in such a way as to demonstrate these features of the language in texts from different specialties. The sample texts should be practiced on original texts of literature, which should be arranged in order of increasing difficulty. You should also practice works of fiction, the purpose of which is to expand the vocabulary of students of technical specialties and to introduce them to expressions and terms that they may need in conversations on various topics, but which are not usually found in scientific and technical literature (Herbert, 1965; Bidnenko, 2014; Simkova, 2017; Lytovchenko, Ogienko, Sbruieva & Sotska, 2018).

The language of scientific and technical literature is characterized by a large number of special terms, but this fact does not reduce the number of commonly used words and phrases. A significant number of such words are polysemantic words. In order to determine their meaning, it should be taken into account lexical structures and relations in addition to grammatical features. In other cases, the correct choice of the lexical meaning of polysemantic words requires taking into account their grammatical

connections (Herbert, 1965; Bidnenko, 2014; Yukhymets, 2019).

For students of technical specialties, mastering the rules for using certain grammatical phenomena becomes quite problematic, and therefore each grammar unit should include a certain number of grammar exercises that are arranged in a progressive manner, from simple to more difficult, which facilitates the learning of the rules (Simkova, 2017; Bidnenko, 2014; Yukhymets, 2019).

It should be noted that the language of scientific and technical literature is part of the national language, but it has its own personal style that meets the goals and objectives of the content of scientific and technical literature. The translation of terms and grammatical structures has certain peculiarities: the presence of special subject terms; the use of abbreviations in texts; the peculiarity of translating grammatical structures; and the expansiveness of the speech. Scientists point out that the stylistic feature of such texts is conciseness, comprehensiveness, and transparency of expression (laconicism, conciseness and clarity of formulation). The main requirements for a high-quality translation are: clear interpretation of the original text; accurate expression of thoughts in a simple, laconic and concise form that is inherent in the style of the native language of scientific and technical literature; full compliance with the generally accepted norms of translation of the native literary language (Simkova, 2017; Bidnenko, 2014; Yukhymets, 2019).

N. Bidnenko, I. Simkova trace some language peculiarities of modern English scientific and technical literature style that influence mainly the specific character of its rendering into Ukrainian. The author analyses the linguistic features of scientific and technical literature, the peculiar language constructions and the ways of their translation. Students who want to become a scientific translator and be engaged in scientific and technical translation must meet some requirements outlined by the London Institute of Linguistics. The students of technical universities should follow the requirements they must have:

1) extensive knowledge of the subject matter of the technical text to be translated according to specialisation;

2) a well-developed visual ability allowing the translator to visualise the

equipment or process being described.;

3) intelligence to fill in missing links in the original technical text;

4) a sense of context that allows choosing the most appropriate equivalent term on the subject;

5) ability to use native language with comprehension, briefness and accuracy;

6) practical experience in translating related fields. (Bidnenko, 2014).

A technical translator is sure to be to be a scientist, a linguist and a writer. Some translators specify knowledge that is crucial to working with scientific and technical texts. The experts specify three types of knowledge:

1. Knowledge of the text structure in different languages.

2. Knowledge of the subject area.

3. Knowledge of the language of special purposes of the area (Bidnenko, 2014). The scientific and technical style also differs from other literary styles in the usage of specific grammar forms, constructions and tenses (Herbert, 1965; Bidnenko, 2014; Yukhymets, 2019). According to Chernovaty, Karaban, Omelianchuk, N. Bidnenko, I. Simkova the defining characteristics of modern English scientific and technical literature include specialized vocabulary, precise use of terms and scientific concepts, an extensive layer of formal and bookish-style words, and frequent use of gerund and participle constructions. Additionally, abstract nouns derived from verbs and adjectives, strictly logical syntax, well-structured sentence order, explicitness, objectivity, impersonality, clarity, and a lack of emotional expression contribute to the distinct style of this discourse. Scientific and technical writing prioritizes conciseness and accuracy to ensure clear communication of complex ideas. In this context, the role of the scientific and technical translator is crucial. Their primary responsibility is to convey information effectively in the target language, ensuring seamless communication rather than simply converting words from one language to another. A translator does not merely translate words but interprets their intended meaning within a given context. In this way, a scientific and technical translator functions as both an intercultural communicator and a cross-disciplinary writer, bridging linguistic and professional gaps between different fields of expertise. (Simkova, 2017; Simkova,

2018; Yukhymets, 2019; Bidnenko, 2014; Herbert, 2011; Chernovaty, Karaban & Omelianchuk, 2006).

Dudeney notes that computer technology greatly facilitates learning technical terminology, transforming routine tasks into engaging language-learning experiences. Additionally, complex grammatical structures can be repeatedly practiced as many times as needed on a case-by-case basis. Computer technology makes learning technical terms much easier, turning boring exercises into interesting tasks in a new language world (Dudeney, 2007).

Thus, learning to translate scientific and technical literature is a complex process that requires constant interaction from all its participants, with students playing the main role in this process, and the teacher providing qualified support.

The views of Arti Kumar, a specialist in personal and professional development planning, are worthy of attention, who identifies a range of skills that ensure the development of professional prospects and subsequently contribute to successful employment and optimal adaptation to the rapidly changing requirements of modern employers. The list of such transferable skills, regardless of the field of employment, should include the following characteristics:

- self-control and self-promotion,
- self-awareness and active planning,
- communication and negotiation skills,
- ability to work in a team and co-operate with all its members,
- resistance to change and uncertainty, and others.

3.4. Technical students' preparation for real professional communication in a foreign language professional environment

Since the modern world is constantly changing and effecting all fields of human existence there is no learning process without teachers who are actively involved in these changes. Such a process is sure to refer to foreign language teachers focused on

constant improving of techniques to provide technical students with the tasks to be interesting and productive and could ensure proper preparation for real professional communication in a foreign language professional environment.

Developing speaking competence of technical students is a crucial aspect of foreign language teaching in non-formal education. Successful language learning cannot be achieved without enhancing professional speaking skills. The non-formal educators explore the most effective tools for improving the speaking abilities of technical students and establish principles for structuring the foreign language learning process to facilitate their mastery of spoken communication (McCall, Padron, & Andrews, 2018; Dudeney, 2007; Hoge, 2014; Thornbury, 2005; Ur, 2012; Simkova, 2019). To identify the most efficient strategies and contemporary approaches for teaching speaking skills to technical students, an analysis of various scientific studies and scientific researches on this issue was conducted. The main forms and methods of interactive learning are: role-play method, conversation method, discussion method, workshops or mini-conferences, where students actively participate in discussions, creative solution of situations, round table method, training, project method, game methods, as well as mentoring, coaching, small group learning, storytelling, shadowing, secondhand, budding, narrative method, and others. (Bush, 1997; Thornbury, 2005; Chappelle, 2003; Barkley, 2009; Hoge, 2014; Simkova, 2019; Jarvis, 2004; Brookfield, 2015; Marriam & Brocket, 2007; Mezirow & Taylor, 2009).

Thornbury highlights the complexity of improving speaking skills, emphasizing that communicative competence involves not only the ability to construct grammatically correct sentences and pronounce them properly but also the capacity to interact effectively, providing appropriate responses in dynamic real-world conversations (Thornbury, 2005).

A simple online search provides a vast set of exercises and tasks, enabling students to assess their language proficiency, listen to native speakers, and access numerous foreign language resources. Regular independent practice is essential for continuous progress, as limited classroom time at technical universities allows instructors to only outline key language features. Engaging in additional language

exercises and tests significantly enhances students' linguistic proficiency. Extra classes in non-formal education can help the students to improve language skills. This innovative tool allows students to test language level, listen to and communicate with native speakers as well as have access to a great number of various resources of a foreign language.

Teaching speaking skills to technical students requires careful consideration of several challenges, including:

1. Adapting educational materials for groups with varying levels of communicative competence;

2. Encouraging active student participation and overcoming psychological language barriers;

3. Differentiating between error correction in speaking and writing;

4. Integrating speaking skills while acknowledging interpersonal communication principles. (Downey, 2003; Thornbury, 2005; Havrylenko, & Meleshko, 2022).

Currently, foreign language classes at technical universities often take the form of workshops or mini-conferences, where students actively participate in discussions. An integral part of the functioning of non-formal education is coaching, which is defined as: a type of teaching learning in the form of communication aimed at revealing the capabilities and potential of the students; the art of creating an educational environment to improve learning outcomes and ensure the conditions for the development of the learner. (Downey, 2003; Havrylenko & Meleshko, 2022). The essence of coaching corresponds to the essence of non-formal adult education, allowing to analyse the educational needs of students, specify their goals, and help in achieving them by creating appropriate conditions, updating existing social and professional experience. According to the teachers, coaching is a leading teaching method, the students gained confidence in their abilities to grow professionally and socially (Downey, 2003; Jarvis, 2004; Brookfield, 2015; Marriam & Brocket, 2007; Mezirow & Taylor, 2009).

A role-playing method is one of the most effective techniques for improving speaking skills in technical students. Role-play is a structured speaking activity in which students assume specific roles within professional contexts. The primary

objective is to promote spontaneous and free communication in a foreign language environment. This method enables teachers to address several instructional goals, including recreating real-life professional scenarios, reinforcing grammatical structures, and fostering a comfortable classroom atmosphere. Such a kind of communication is a combination of spontaneous and planned.

A storytelling method has been used in non-formal education. It was developed and first used by David Armstrong, the head of an international company, to shape corporate values and company culture. The essence of the method is the broadcasting of stories that most fully reveal and illustrate certain values, information, events, problem solving, etc. The method of storytelling through stories and narratives allows for better memorisation, increases the significance of learning and has a better impact on people's behavior (Huggins & Stamatel, 2015; Nikitina, Lakiychuk & Meleshko, 2022).

One of the important characteristics of a student's learning process is the appeal to their personal and professional experience. Therefore, the narrative method is one of the leading and even mandatory teaching methods in non-formal education. It is often used because the content of learning meets the needs and interests of the student, and thus is directly related to the existing life experience and the need to solve certain problems. At the same time, according to K. Gergen, the narrative method allows us to touch the inner world of a person, their perception of the world, thoughts and beliefs (Gergen, 1994; Huggins & Stamatel, 2015).

It is important to note that the narrative method allows not only comprehending the previous experience of a student, but also its inclusion in a new experience, so teachers consider the composion of a narrative as an effective means of achieving the goal of speaking (Hopkins, 1994; Kenyon & Randall, 1997).

Most exercises of each method follow a structured sequence:

1. Preparation: Context analysis, vocabulary study, grammatical structure practice, and reading supplementary materials.

2. Assignment and comprehension check.

3. Enactment: Students engage in dialogue while the instructor monitors their

performance.

4. Discussion: Teachers pose questions related to both the conversation's content and linguistic accuracy (Gergen, 1994; Hopkins, 1994; Kenyon & Randall, 1997; Yamshynskaya & Kryukova, 2023).

In our opinion, an interesting and effective method of teaching in non-formal education is the method of budding, which can be defined as assistance and partnership. Budding is sometimes called informal mentoring or peer coaching, as it is characterised by full equality of the learning subjects. There are recommendations for using the buddying method in the learning process: be sure to create an atmosphere of trust; understand the needs and expectations of the learner; formulate goals to be achieved; do not impose your opinion, respect the other; strive for interactive communication. It should be noted that the buddying method is especially often used in non-formal learning (Noonan & Erickson, 2018).

An effective and efficient method in non-formal adult education is the simulation method, which is associated with the reproduction of a real life situation. It belongs to the game methods that are widely used in non-formal adult education. At the same time, the simulation method differs from other game methods in that it is aimed at developing decision-making skills, assessing the consequences of one's actions, and its feature is the immediate reaction of the learner to the simulated situation and the ability to replace external factors of motivation to learn with motivation by the situation or by experience. The simulation method is valuable not for its inclusion in a certain type of activity, but for the result that a person receives at the end of the game. The simulation method in non-formal adult education is the activity where the adults themselves in real situations that force them to make quick decisions and form soft skills, teach mutual assistance, etc. (Brookfield, 2015; Bennett, 2006; Barkley, 2009).

Many scientists emphasise the importance of using dialogic teaching methods in non-formal education, in particular, the method of dialogue, discussion, brainstorming.. Dialogic methods are called methods of 'searching for understanding because there is an exchange of opinions between its participants, which leads to the synthesis of their experience, better understanding of the problem and finding its

optimal solution. The discussion method is one of the most effective teaching methods widely used in non-formal educational practice. Mostly, discussion sections are organised to discuss problematic issues. It is advisable to organise discussions based on the principle of transformational consideration of the problem through a combination of theory and practice. For learners, the personal significance of the discussion topic and its results are particularly important. (Jarvis, 2004; Brookfield, 2015; Marriam & Brocket, 2007; Mezirow & Taylor, 2009).

Effective implementation of each speaking method requires clear instructions from the teacher, allowing students to consolidate their technical knowledge and apply their foreign language skills in professional contexts. The success of the activity depends on students' professional competence, language proficiency, and creativity. The importance of a teacher in the foreign language classes has significantly evolved. They now act as supervisors and facilitators, guiding their students through communicative activities while managing time effectively. Students are encouraged to take a more independent and creative approach to developing their speaking skills. Modern information technology plays a crucial role in simplifying this process; primarily through Internet access (Jarvis, 2004; Marriam & Brocket, 2007; Yamshynskaya & Kryukova, 2023).

An important issue in teaching English to technical students is error correction in speaking. While both teachers and students often view error correction as a fundamental aspect of language learning, recent studies indicate that the frequency of corrections does not significantly impact speaking accuracy.

The communicative approach to language learning assigns a minor role to error correction, viewing authentic communication as the key to developing fluency. Immediate correction of speaking errors can hinder students' confidence and create psychological barriers to communication. Unlike traditional teaching methods, modern approaches encourage teachers to prioritize free expression over linguistic perfection, treating errors as a natural part of the learning process.

Hoge argues that error correction slows down language acquisition, negatively affecting students' motivation, speaking speed, and fluency. Instead, the

communicative approach advocates for developing speaking accuracy through exposure to authentic audio and video resources, repeated practice, and memorization of linguistic patterns. Emphasizing idea expression over grammatical correctness fosters a more relaxed and effective learning experience (Hoge, 2014).

Common causes of speaking errors include:

1. Native language interference: Students apply grammatical structures and vocabulary from their first language.

2. Overgeneralization: Students rely on known language rules without fully understanding the exceptions.

3. External factors: Fatigue, distraction, or stress can impact language performance (Hoge, 2014).

The approach to error correction should align with the teaching methodology, students' proficiency levels, and the duration of the language course (Hoge, 2014).

Foreign language teachers have access to numerous effective tools for developing students' speaking skills, making the learning process more diverse, productive, and engaging. The success of language acquisition depends on multiple factors, particularly the teacher's approach to error correction. Instructors can enhance students' speaking abilities by creating a supportive speaking environment, introducing compelling discussion topics, and designing specialized exercises that foster interactive and lively communication.

Using a social network to teach speaking provides real language interaction, helps to develop speaking practice in certain contexts, and to understand the language through observation and experience, which is an aspect of language acquisition that is often overlooked in textbooks (Blattner, Fiori, 2009). As a rule, students face some problems when performing oral communication exercises in the classroom: they are afraid of making mistakes in their speech, do not have a sufficient vocabulary to express their thoughts, and therefore do not feel comfortable. To overcome this problem, the teacher should look for effective ways.

The 21st-century teaching and learning process necessitates a transformation of traditional education by incorporating innovative methods, techniques, and strategies.

These enhancements are essential for equipping students with the necessary skills to be competent, think creatively, and solve complex, interconnected real-world problems.

Bachelor's students undergo training based on educational and scientific programs developed in alignment with European integration processes in Ukraine's higher education system. These programs aim to create a professionally oriented and scientific environment. The training includes a comprehensive set of disciplines, ranging from fundamental subjects to those directly related to professional activities across various scientific fields. Teachers must have a deep understanding of the specifics of professionally oriented education.

In the context of foreign language teaching, a key focus is preparing technical students for the exam they take at the end of their fourth year. The exam assesses their ability to apply acquired knowledge and demonstrate their actual level of foreign language proficiency. It is crucial for students to understand the exam's format and requirements. Teachers play a pivotal role in this preparation, ensuring that students are well-versed in the exam procedures, the principles of task creation, and the evaluation criteria.

Exam preparation has become an integral aspect of foreign language instruction, proving its effectiveness in evaluating students' knowledge. Language testing fosters the development of various competencies by enhancing awareness of different language activities, including information extraction, analysis, processing, and usage. Moreover, students gain confidence in their language abilities when they engage with real-life tasks during testing (Bennett, 2006; Chappelle, 2003; Grabe & Stoller, 2018; Saricoban, 2011; Stojkovic, 2019).

The objective of foreign language instruction in non-formal education systems is to define the unique aspects of exam preparation, particularly for technical students. A crucial aspect of this preparation is equipping students with the necessary skills to tackle exam challenges effectively. Each higher education institution, and by extension, each faculty, has its own exam requirements based on current curricula. Teachers must guide students in mastering exam tasks, regardless of format, despite

limited practical instruction hours. Exam tasks should comprehensively reflect the thematic units outlined in the English for Specific Purposes (ESP) curriculum. During preparation, teachers help students organize learned material and identify key areas that require special attention (Chappelle, 2003; Grabe & Stoller, 2018).

Foreign language teachers continually seek to improve existing teaching methods by designing engaging and effective exercises that enhance exam readiness. Teachers should direct students' focus towards activities that foster linguistic competence, ensuring that the required proficiency level is met according to faculty-specific foreign language curricula. By creating learning activities that incorporate real-exam challenges, students can develop the problem-solving and critical-thinking skills necessary for effective exam performance and broader innovative thinking (Saricoban, 2011; Stojkovic, 2019).

Foreign language exam preparation should include tasks that challenge students in the following ways:

1. Finding solutions to problems or deciding on task execution strategies.
2. Completing unfamiliar tasks with guided instructions.
3. Producing written work that meets specific requirements.
4. Effective exam tasks should:
5. Be tested and validated by foreign language specialists.
6. Generate diverse ideas and alternative solutions.
7. Involve multiple procedures applicable to the task.
8. Provide coherent solutions.
9. Be designed in accordance with exam requirements.
10. Incorporate specific, well-defined contexts.

Students should be capable of producing structured, interconnected ideas rather than isolated thoughts. Successfully integrating exam preparation into foreign language instruction for technical students requires addressing specific language challenges. The primary competencies tested include listening, reading, grammar, vocabulary, writing, and speaking. The preparation process is most effective when all these components are systematically combined within both classroom instruction and independent study

(Saricoban, 2011; Stojkovic, 2019).

A particularly challenging aspect of exam preparation is developing oral communication skills. Beyond constructing grammatically accurate sentences and proper pronunciation, students must also be able to respond swiftly in real-life interactions. Training technical students in oral communication requires special attention, as language proficiency levels often vary within the same group. Teachers must implement strategies that engage all students, ensuring full participation in oral communication activities.

Effective exam-related learning activities integrate theoretical knowledge with practical applications, allowing technical students to be fully prepared for their foreign language exams. Teachers must understand both the subject matter and the technical background of the issues addressed in exam tasks, alongside fundamental language competencies.

Well-structured exam preparation has significant potential for enhancing foreign language education. When properly designed and systematically implemented, it supports students in mastering technical language use within an exam setting. However, such preparation requires substantial effort from educators, who must possess strong pedagogical and subject-specific knowledge. Nevertheless, this teaching approach yields positive results, as it fosters high motivation among students, accelerates learning, improves language retention, and enhances professional communication skills in the long term (Bennett, 2006; Chappelle, 2003; Grabe & Stoller, 2018; Saricoban, 2011; Stojkovic, 2019)..

Language is considered to be a mirror of society, reflecting its development and serving as an essential tool for communication. Modern scientists view language as a dynamic system that continuously evolves, updates, and enriches itself with new lexical units related to real-world contexts. As a flexible system, language constantly adjusts to the changing requirements of human existence and communication, influencing the addressee. This process results from external influences and the demands of human interaction.

Language is not only a means of expressing thoughts and facilitating

communication but also a reflection of the spiritual and cultural life of any nation. There is no "social" or "asocial" aspect of language since its primary functions include communication and representing human environments. Studying a language provides insights into social, cultural, scientific, and technological advancements that address people's needs more effectively (Lytovchenko, Ogienko, Kriukova, Meleshko, Yamshinska & Voronina, 2022).

An urgent task of modern linguistics is the study of new lexical units and their formation. Since English is the language of international communication, scientific progress, and technological development, most new lexical units emerge in English-language media, where their formation and evolution can be observed. In this study, we aim to analyze new lexical units that have entered the English language in recent years through media resources and have become widespread on the Internet.

The rapid development of society leads to the need to constantly replenish the vocabulary, because the emergence of new objects and phenomena requires appropriate names. This process is closely linked to technological, economic and social developments, the removal of barriers, and the globalization of languages and cultures, leading to the enrichment of languages with new concepts. Therefore, for correct and accurate translation, it is important to determine the peculiarities of the formation of new lexical items in a language. According to the third edition of the Oxford Dictionary, set to be published by 2037, linguists estimate that approximately 4,000 new words are introduced into the language annually (Oxford English Dictionary online, 2011).

A specialist in any field who can easily navigate professional terminology is in great demand because of their readiness for productive communication and confidence in professional activities. Learning professional terminology helps to improve the quality of the ESP teaching process and, accordingly, the development of students' language skills. Being the basis of any professional language, a term is the core of professionally oriented vocabulary. One of the main tasks tor ESP teachers to provide students with knowledge which can help them analyse the main characteristics of terms, their peculiarities, international vocabulary and the main difficulties students

face in the practice of translating terminology (Stern & Kaur, 2010; Voronina, Meleshko, Kriukova & Yamshynska, 2022; Yurieva. Musiichuk & Baisan, 2021).

Learning professionally oriented vocabulary is a complex and challenging experience. Many research on the problem of organising the relevant teaching process in non-formal education, identifies effective strategies and interactive tools for learning professionally oriented vocabulary. New methods and forms of teaching have become widely used. The teachers examine the positive aspects of non-formal education in special educational settings, highlighting the most common problems that arise in the process of learning professional terminology. The most effective methods and forms of teaching learning professionally oriented vocabulary by students of technical specialities have become widely used. (Stern & Kaur, 2010; Voronina, Meleshko, Kriukova & Yamshynska, 2022; Yurieva. Musiichuk & Baisan, 2021).

Numerous studies investigate the linguistic phenomenon of neologisms, which has accelerated significantly in the current century across all languages. Scientists continuously study this evolution and note that, like nature, language is never static. Stagnation is merely a deceptive phenomenon; the supposed stability of language is just a special case of its dynamic nature.

Vocabulary evolves and improves annually, adapting to societal demands and needs. However, there is no universal consensus on the definition of neologisms. In modern linguistics, different terms such as "innovation," "new formation," "new creation," and "neologism" are used interchangeably. E.F. Skorokhodko, for instance, introduces the term "neonym" to refer to neologisms in terminology (Skorokhodko, 2004).

The emergence of new vocabulary is primarily driven by two factors: the necessity of naming a new phenomenon and the desire to assign a new name to an existing concept (Mazuryk, 2002). Neologisms are defined as words that did not exist in the previous period. Since novelty in time is the primary characteristic of a neologism, the "Great Explanatory Dictionary of the Modern Ukrainian Language" defines it as "a new word, word combination, or phraseological turn that appears in the language" (Busel, 2007). Neologisms are used to denote new concepts or reinterpret

existing ones, functioning in general language, national language, or literary language. Some neologisms exist only within specific texts or systems before becoming widely adopted or entering the passive vocabulary of the language (Ganych, Oliinyk, 1985, p. 151).

Many linguists view neologisms as complex entities. For example, D. Mazuryk defines neologisms as "a word or a stable combination of words that formed in the language during a certain historical period to name a new objective reality, meet all the norms of modern literary language, and enter its active lexicon" (Mazuryk, 2002). Thus, neologisms include new lexical units and meanings that may enter the current vocabulary. Although the formation of neologisms is similar across languages, English has an expanded lexical capacity due to phrasal verbs and word combinations. The English language experiences rapid lexical enrichment due to its widespread global use, particularly through Internet resources.

During the period of advanced technology, society displayed significant creativity in forming new words that not only reflected innovative language use but also provided psychological and emotional reflection of reality. Pakistani researchers analyzed how social needs influenced the emergence of neologisms and how their use impacted social media users (Maryah, Huma & Wasima, 2020). Many new words were added to English dictionaries, classified into two main categories:

1. Scientific terminology,
2. Pop culture (Roig-Marin, 2020).

Researchers assert that while new lexical units primarily arise in medical, scientific, financial, and educational contexts, their usage also reflects the evolving personal and social perceptions of individuals.

In the era of globalization, all languages, including English, are continuously evolving. This trend is evident in the frequent appearance of neologisms in online and print media. Language development closely aligns with societal, cultural, and technological progress. Like society, neologisms undergo different stages: initial creation (often in media resources), societal acceptance, and eventual lexicalization or inclusion in dictionaries for general use. The study of neologisms remains a crucial

field in modern linguistics, as it offers insight into the ongoing transformation of language in response to human needs and global changes (Stern & Kaur, 2010; Voronina, Meleshko, Kriukova & Yamshynska, 2022; Yurieva. Musiichuk & Baisan, 2021).

Language learning is a continuous process that demands daily practice in speaking, reading, listening, and writing. This process fundamentally relies on a strong foundation in vocabulary and grammar. One of the most critical aspects of learning a foreign language is developing and refining writing skills, as written competence requires not only the ability to construct grammatically correct and accurate sentences but also the skill to integrate words appropriately within real-world linguistic contexts (Beare, 2008).

Individuals write for various reasons. One key reason is that we cannot fully comprehend a person's thoughts until they are expressed in spoken or written form. Writing serves as a reflection of one's cognitive processes, professional experiences, and communication needs. Additionally, it fosters a commitment to articulate thoughts effectively while applying language skills in practice. Writing integrates multiple abilities, including sentence fluency, vocabulary expansion, and grammatical accuracy, reinforcing learned concepts and solidifying language proficiency. Writing is sure to be a language activity that requires fusion of different skills, abilities and efforts (Master, 2004; Wilson & Glazier, 2014).

Technical students proficient in writing in a foreign language are rare, as writing is often not their primary area of interest. They tend to be concise, conveying ideas in a few words. Even those with strong verbal communication skills frequently struggle with writing. Many linguists argue that to develop writing proficiency, students must be actively engaged in the learning process. Effective classroom organization of writing exercises is essential to enhancing students' skills. Just as extensive speaking practice is beneficial, frequent writing practice helps technical students develop greater fluency. The more they write, the more naturally it will come to them (Ur, 1991; Master, 2004; Wilson & Glazier, 2014; Simkova & Bondarenko, 2020).

For technical students, mastering grammatical terminology is not always

necessary. Instead, they should focus on understanding the fundamental components of language, including parts of speech, spelling, sentence structure, and punctuation in Standard Written English. This form of English differs from spoken English and is the accepted standard in business and professional communication. Once students can identify sentence components such as subjects, predicates, and meaningful phrases, they can better understand sentence structure, subject-verb agreement, and appropriate word usage. This foundational knowledge aids in analyzing the lexical and grammatical features of technical texts and enhances comprehension ((Beare, 2008; Simkova & Bondarenko, 2020).

A major concern for educators in technical institutions is determining whether they should prepare students for all types of composition or focus solely on equipping them with the ability to write clear, detailed texts relevant to their personal and professional needs. It is essential to strike a balance by not only preparing students to work with technical texts but also equipping them with general writing skills applicable across various composition types (Beare, 2008).

One of the most effective ways to teach technical students concise and precise writing is through summary and abstract writing exercises based on authentic subject-related texts. This approach helps students extract and present the main ideas in their own words without introducing personal opinions or reactions. Summarizing and abstracting require students to identify and record key points while omitting extraneous details. These exercises not only enhance writing skills but also improve reading comprehension, as students must first engage with diverse reading materials—such as articles, book chapters, technical documents, and essays—before formulating their own interpretations (Ur, 1991; Master, 2004; Wilson & Glazier, 2014; Simkova & Bondarenko, 2020).

Teachers play a crucial role in guiding students through the writing process by providing useful strategies and encouraging practice. While understanding writing techniques is essential, regular application is what truly refines skills. Writing proficiency develops over time, requiring dedication, patience, and structured practice. The most effective way to encourage student participation is by integrating engaging,

authentic learning materials and designing illustrative and creative exercises that spark interest (Ur, 1991; Master, 2004; Wilson & Glazier, 2014; Simkova & Bondarenko, 2020).

Developing writing competence among technical students is a vital component of foreign language education. Without consistent home practice, progress is limited, as classroom instruction alone provides only a foundation. By strategically combining targeted skill development with effective implementation methods, teachers can foster both enthusiasm and success in language learning ((Beare, 2008; Simkova & Bondarenko, 2020).

3.5. Digital and web-based tools in non-formal education for teaching foreign languages

One of the primary challenges in teaching foreign languages at technical universities is the lack of student motivation. This issue raises a fundamental question: how can students acquire the necessary skills to effectively integrate technology into their learning process? The answer is clear - leveraging Information and Communication Technology is one of the most effective ways to enhance student motivation. It is essential to recognize that the learning tools and academic resources used in technical universities should be closely aligned with students' future professional activities. The synergy between advanced software, hardware, and well-trained educators enables students to develop digital literacy and prepare for global competitiveness by mastering a foreign language (Bush, 1997; Chappelle, 2003).

Web-based tools serve as valuable repositories of knowledge, offering numerous benefits:

1. Introducing innovative ways of interacting with information;
2. Enabling students to broaden their intellectual capacity;
3. Facilitating the acquisition of essential skills, competencies, and abilities;
4. Encouraging gradual improvement in language proficiency;

5. Meeting learners' needs for evidence of their academic achievements;
6. Expanding knowledge through continuous training and professional development;
7. Providing essential guidance, advice, and support during the learning process (Bush, 1997; Chappelle, 2003; Fyfe, 2015; Havrylenko & Meleshko, 2022).

By integrating web-based tools, the traditional boundaries of language education can be extended, fostering both student and teacher engagement. Many educators use social media and digital platforms to present new material, replacing conventional books, posters, maps, and handouts with interactive online resources. In this approach, the teacher serves as a facilitator, introducing the lesson, outlining key points, and guiding students through self-paced learning via web-based presentations. At the end of the session, the teacher discusses the material, clarifies concepts, addresses questions, and reinforces key takeaways. Supplementing these presentations with quizzes and tests enhances self-assessment and allows teachers to monitor student progress effectively (Grussendorf, 2005; Son, 2012; Forsyth, 2001; Fyfe, 2015).

Web-based learning materials significantly enhance traditional educational methods by incorporating audio-visual elements, animations, and interactive features. Utilizing computers in language learning engages both auditory and visual cognitive channels, increasing not only the volume of information processed but also the retention of new knowledge (Forsyth, 2001; Andujar & Çakmak, 2023).

Research confirms that web-based technologies are among the most effective tools in modern language education, as they fulfill all didactic requirements and optimize the teaching process (Bush, 1997; Chappelle, 2003; Andujar & Çakmak, 2023). Computers offer comprehensive control over the educational process and enable data-driven insights through statistical tracking. By analyzing performance metrics such as time spent on tasks, error correction patterns, and accuracy rates—teachers can assess students' proficiency and tailor their instructional strategies accordingly (Fyfe, 2015; Andujar & Çakmak, 2023; Jolliffe, Ritter, Stevens, 2001).

Computers also provide an ideal platform for self-assessment, allowing students to independently review specific topics and evaluate their overall language proficiency.

One of the most effective digital tools in this context is the multimedia presentation. These presentations allow students to engage with language learning materials in an organized and visually stimulating manner, incorporating elements such as images, audio, and video (Bush, 1997; Chappelle, 2003; McKimm, Jollie & Cantillon, 2003).

The development of effective multimedia presentations follows a structured approach:

1. Identifying pedagogical goals addressed through the presentation;
2. Defining the objectives and content of the slides;
3. Considering students' cognitive abilities and learning levels;
4. Selecting relevant multimedia elements (images, sounds, animations);
5. Structuring the text to align with multimedia presentation standards;
6. Drafting a clear and logical presentation script;
7. Using appropriate software to design the presentation;
8. Incorporating animations and voice-over effects;
9. Evaluating the presentation for alignment with educational standards;
10. Refining and correcting any identified issues (Bush, 1997; Chappelle, 2003; Fyfe, 2015; Voronina, Meleshko, 2020; Andujar & Çakmak, 2023).

By integrating multimedia presentations into language education, students benefit from dynamic, interactive, and visually engaging learning experiences. This method fosters greater comprehension and retention of new material. Examples of multimedia-based resources for foreign language instruction include:

1. Thematic flashcards;
2. Book and article reports;
3. Scientific presentations illustrating research findings;
4. Digital student portfolios;
5. Visual diagrams and charts;
6. Interactive quizzes and assessments (Bush, 1997; Chappelle, 2003;; Grussendorf, 2005; Son, 2012; Voronina, Meleshko, 2020).

In conclusion, the use of web-based tools in foreign language education not only enhances learning outcomes but also cultivates digital literacy, autonomy, and

engagement. As technology continues to evolve, integrating these tools into educational frameworks will become increasingly essential for fostering effective and innovative language learning environments (Havrylenko & Meleshko, 2022).

Conclusion

The search for new methods and means of preparing the students of technical universities for further personal and professional communication in the context of globalization and transformation is a preliminary direction of modern education. Problems of comprehensive preparation of students for professional life are constantly in the center of attention of educators. In this context, international experience is of considerable theoretical and practical interest, as the introduction of advanced educational technologies in Ukrainian realities will raise this process to a higher level. The experts highlight current trends in the development of soft skills and competencies for communication based on the latest trends introduced in foreign resources .

These days, issues related to the importance of non-formal education have been widely discussed in the teaching community. The study of successful foreign experience in the context of dynamic changes is of great interest to educators. It should be noted that the analysis of pedagogical features of the formation of skills in a teaching learning process would help to identify steps and deepen the understanding of effective mechanisms of non-formal education in Ukrainian educational institutions. We can admit that the introduction of non-formal education at universities and the development of digital competence is an effective way to build relations for effective international dialogue and address national and international challenges. Modern education cannot ignore the challenges of a globalized world, and it must emphasize the development of the life values of non-formal education in a multinational community as one of the key aspects of successful life in the future.

It has been stated that the leading and dominant technologies of technical students learning in non-formal education are interactive technologies (game, project,

information and communication, training, problem-based, dialogic); technologies for creating personality-oriented situations, the essential characteristic of which is a combination of life context, dialogic, role-based cooperation and interaction of learning subjects; distance learning technologies, which, based on modern information methods, create fundamentally new opportunities for innovative changes in non-formal education.

The studies confirmed that students increase their confidence in using the language when the interactive approach is used in the language teaching process. There are no teachers who rarely interactive-based approach in their practice. Developing English language proficiency includes reading, writing, speaking, and listening skills in English and the educational goals of non-formal oriented teachers at the classroom are to include methods of meaningful student participation in achieving these basic language skills. The study proves that web-based learning technologies are widely used in non-formal education, which based on modern information and communication technologies, create fundamentally new opportunities for innovative changes. The majority of teachers believe that the web-based approach has a great influence on the development of soft skills.

Non-formal education in teaching English as a foreign language at technical university is characterised by flexibility in both forms and duration of training; openness and variability, practice-oriented and interdisciplinary nature of the curriculum; it is based on the concept of a 'reflective practitioner', which ensures the interconnection of theory and practice. According to experts, such education and responsibility for the results of one's own academic performance help in solving the following problems:

1. increasing the effectiveness of learning;
2. understanding the learning process itself;
3. improving self-control and other skills necessary for successful learning;
4. realising personal goals and evaluating one's own progress;
5. forming a positive attitude towards lifelong learning
6. enhancing learning outcomes

The non-formal-based learning methods allow involving a person's life experience, teaches careful analysis and the ability to make connections between facts.

Thus, interactive learning technologies used in non-formal education embody the principles of cooperative learning - voluntariness, activity, democracy, mutual assistance, mutual benefit, enabling learners to realise their personal and professional potential. The non-formal learning service, which is actively supported by many educational institutions, non-governmental organisations, associations and other providers that offer a wide variety of courses that can meet the most demanding educational needs of students.

The results of the study showed that almost every provider of non-formal education actively uses the possibilities of web-based learning technologies, the main characteristics of which are: the ability to study at a convenient time, in a convenient place, at a convenient pace; the ability to independently determine one's own educational trajectory; the ability to combine studying at courses with work); democracy, interaction, sociality and equal access to education.

In the practical experience of organising non-formal education along with traditional forms and methods of teaching, non-traditional ones are actively used. Among the most popular ones are: discussion, brainstorming, creative problem solving, collective decision-making, round table method, training, project method, game methods, as well as coaching, small group learning, storytelling, budding, narrative method, simulation method. Creating conditions for proactivity of an adult, formation of critical thinking, use of a creative approach to learning, which allows analysing and proposing solutions to problems thoroughly, from different perspectives and approaches.

It is concluded that the studied problem is relevant among both Ukrainian and foreign scientists. Further development of the outlined topic will allow national educators to get acquainted with modern approaches and effective mechanisms for the development of non-formal education for foreign language teaching. The non-formal learning approach surely is taking its important place in teaching English language proving its efficiency in this discipline.