

**LANGUAGE TRAINING FOR PHD STUDENTS:
THE WAY TO SUSTAINABLE PROFESSIONAL COMMUNICATION**

Tomilin O.M.

*Національний технічний університет
«Харківський політехнічний інститут», м. Харків*

This paper analyzes changes in the content and methods of work in groups of PhD students when teaching a foreign language at a technical university. National Technical University "Kharkiv Polytechnic Institute" is one of such universities; moreover, this university is the leading university in Ukraine in many respects, including the representation of specialties, the availability of an educational base, and the level of language proficiency of students. These factors made it possible to develop a course for postgraduate students called "Foreign Language for Communication in the Scientific and Pedagogical Environment".

As can be seen from the title of the course, its main content and methodology are aimed at developing competences that ensure communication in the professional sphere, as well as in the field of higher education. At the same time, the classroom work itself is largely aimed at creating and performing a scientific presentation that meets the required set of content, structural, formal and other criteria of this genre.

The challenges that arise with such a set of competences require a special approach that combines a number of requirements and at the same time provides solutions, including:

1. Sustainable development of professional interaction skills;
2. Integration of skills while creating their own presentations within the framework of communication between representatives of different scientific schools and approaches by comparing their own school and methods;
3. Social and intercultural interaction, especially when communicating between representatives of different cultures, communities and even faiths;
4. Taking into account the individual approach, providing complete freedom in creating and using the presentation text, limited, however, by the scope of the study and recommendations of the student's supervisor;
5. Group discussions on relevant topics;
6. Two types of text, a prepared text-report and an unprepared text-discussion.

References:

1. Isayenko, V.M., Nikolayev, K.D., Babikova, K.O., Bilyavska, H.O., Smyrnov, I.H. (2014). *Stratehiya staloho rozvytku: turystychna haluz.* Kyiv: Vydavnytstvo NPU imeni M.P. Drahomanova. (In Ukrainian).