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### **FOREIGN LANGUAGE TEACHING AT THE INSTITUTIONS OF HIGHER EDUCATION ACCORDING TO DRAFT LAW № 9432**

**Abstract.** This study was conducted to define and outline the main theoretical and practical characteristics of implementing the draft law № 9432 "On the Usage of English in Ukraine" in a system of institutions of higher education. The author researched, analyzed and determined the leading role and conceptual impact of implementing this very draft law into the educational process and the participation of seekers of high education in various activities on the formation of foreign language communicative competence and increasing the level of foreign language proficiency of the future specialists of different areas and the teaching staff. Some of the main components of the created formation system of the studied entity at the Donetsk State University of Internal Affairs have been emphasized.

It was noted that Future Specialist's Foreign Language Communicative Competence can be defined: as a complex integrative whole that provides competent professional communication in the language of a specialty in the context of intercultural communication; as the ability of future specialists in the field of legal and law enforcement activities to apply their foreign languages knowledge in any situation according to professional activity.

The following system of future specialist's formation of foreign language communicative competence has been worked out: participation in the Discussion Club; providing independent work of applicants on the online educational platform "HELP" from the Council of Europe; participation in away offline binary classes as a practical component of the educational process; conducting an optional course to prepare applicants for admission to a master's degree; participation in International program CEPOL and TOPCOP; creation of electronic courses and educational videos in a foreign language for masters and postgraduate students; participation in scientific conferences of various levels; implementation of the NATO language standard «STANAG 6001»; conducting an essay contest in a foreign language; conducting thematic colloquiums in a foreign language.



The author outlined the main role of the creation of the "Speaking Club" for the teaching staff in the context of the implementation of the research project in the educational process of DonSUUA.

Key words: draft law № 9432 "On the Usage of English in Ukraine", competence, foreign language communicative competence, English language proficiency, institutions of higher education, seekers of high education, future specialists in different areas, Discussion Club, Speaking Club, NATO language standard, classroom and extra-auditory communicative activities, created system.

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### **НАВЧАННЯ ІНОЗЕМНИХ МОВ У ЗВО ЗГІДНО З ЗАКОНОПРОЕКТОМ № 9432**

**Анотація.** Дане дослідження було проведено з метою визначення та окреслення основних теоретичних і практичних особливостей впровадження законопроекту № 9432 «Про використання англійської мови в Україні» в системі закладів вищої освіти. Автором досліджено, проаналізовано та визначено провідну роль і концептуальний вплив впровадження цього законопроекту в освітній процес та участі здобувачів вищої освіти в різноманітних заходах щодо формування іншомовної комунікативної компетенції та підвищення рівня володіння іноземною мовою майбутніх спеціалістів різних напрямків та професорсько-викладацького складу. Наголошено на деяких основних складових створеної системи формування досліджуваного утворення в Донецькому державному університеті внутрішніх справ.

Зазначено, що іншомовну комунікативну компетентність майбутнього спеціаліста можна визначити: як складну інтегративну цілісність, що забезпечує компетентне професійне спілкування мовою спеціальності в контексті міжкультурної комунікації; як здатність майбутніх фахівців у різних сферах застосовувати знання іноземних мов у будь-якій ситуації відповідно до професійної діяльності.

Розроблено таку систему формування іншомовної комунікативної компетенції майбутнього фахівця: участь у дискусійному клубі; забезпечення самостійної роботи абітурієнтів на освітній онлайн-платформі «HELP» від Ради Європи; участь у виїзних офлайн бінарних заняттях як забезпечення практичної складової освітнього процесу; проведення факультативного курсу



для підготовки здобувачів до вступу в магістратуру; участь у Міжнародних програмах CEPOL та TOPCOR; створення електронних курсів та навчальних відеофільмів іноземною мовою для магістрів та аспірантів; участь у наукових конференціях різного рівня; впровадження мовного стандарту НАТО «STANAG 6001»; проведення конкурсу есе з іноземної мови; проведення тематичних колоквиумів з іноземної мови.

Автор окреслив визначальну роль створення «Speaking Club» для педагогічного колективу в контексті імплементації досліджуваного законопроекту в освітній процес ДонДУВС.

**Ключові слова:** законопроект № 9432 «Про використання англійської мови в Україні», компетентність, іншомовна комунікативна компетентність, володіння англійською мовою, заклади вищої освіти, здобувачі вищої освіти, майбутні спеціалісти різних напрямків, дискусійний клуб, Speaking Club, Мовний стандарт НАТО, аудиторна та позааудиторна комунікативна діяльність, створена система.

**Defining of the problem and the analysis of the last researches and publications.** The European choice of Ukraine, the Europeanization of the education sector, the leveling of European and world borders, the desire of the people of our country to gain freedom in the war with the aggressor, the desire of our country to enter the EU and join the NATO alliance, the efforts of specialists in various fields to work on the European labor market, all this, in our opinion, will create conditions for defining English as the second state language. Ukrainians must know English, at least at a basic level. This factor should attract foreign investors for the reconstruction of Ukraine. In addition, Ukraine will have a chance to develop tourism. Foreigners will have more opportunities and feel less alienated if the population understands English. If Ukraine becomes bilingual in the future, it will contribute to its development as a state. The Ukrainian government is already starting a policy of Anglicization. Ukrainians need to start deepening their knowledge of the English language - in the coming decades; almost everywhere will require at least a basic level of proficiency when getting a job.

From July 5 to 11, 2023, the sociological service of the Razumkov Center conducted a survey within the framework of the MATRA program project, financed by the Embassy of the Kingdom of the Netherlands in Ukraine. In total, 2017 respondents aged 18 and over were interviewed. The theoretical sampling error does not exceed 2.3%. They conducted a survey on how citizens themselves would rate their own level of English proficiency. The results show that almost 44% of the respondents, i.e. the absolute majority, stated that they do not know the English language at all." At the same time, 26.9% of the respondents stated that they are oriented in individual words and simple phrases, but they can't read, write or speak



in English. 19.2% of Ukrainians answered that they can read, write or speak English poorly. Among the respondents, 7.5% can read, write and speak English, but are not fluent in it. Instead, only 1.1% of respondents are fluent in English [5]. Recently, the number of people interested in learning English has increased. However, the indicator for the country is still small, and in order to increase it, on June 28, 2023 the draft law on "On the Usage of English in Ukraine" was submitted to the Verkhovna Rada.

The issue of the development of the English language in Ukraine and the world, its acquisition of the status of the language of international communication was studied by the following scientists: N.Pozhidayeva, O.Pershukova, M. Pradivlyannyi, V. Gamanyuk, L.Pukhovska, V. Redko, N. Galskova. At the same time, a holistic study on the granting of a special status in the legal system of Ukraine to a legal institution - as an institution in the English language was reflected fragmentarily.

The analysis of scientific sources on the problem of research indicates a considerable interest in the issue of learning foreign languages in Europe and Ukraine in particular. The works of Ukrainian scientists M. Vedernikov, D. Guest, O. Kuchai, S. Leyko, D. McClelland, O. Mantur-Chubata, A. Oleshko, E. Rummyantseva, A. Usatenko, O. Chernushkina and many others have been devoted to this problem. In modern science, various aspects of the competence approach in the field of foreign languages have been studied by such authors as N. Bibik, L. Vashchenko, O. Lokshyna, O. Ovcharuk, L. Parashchenko, N. Kuzmina, O. Polunina, V. Rybalka, V. Sayuk, K. Sharapenko and others. V. Aitov, N. Artikutsa, P. Atutov, O. Badurka, H. Boroznets, O. Herasymenko, O. Hrosh, D. Demchenko, H. Kozlakova, N. Kostenko, T. Kostiukov, L. Nahorniuk, N. Nychkalo, A. Petrova, O. Poliakov, Y. Pradid, M. Pradivliannyi, I. Sekret, A. Waters have dealt with the problems of improving vocationally oriented learning of foreign languages. However, the problem of the formation of the foreign language communicative competence of future lawyers and policemen remains insufficiently studied.

Competence as an integral characteristic of the effectiveness of human activity, a measure of success in achieving a goal is the subject and object of study of many sciences. Yes, Bakum Z.P., Palchykova O.O. present a system of competencies at different levels of educational content. According to the authors, such a system consists of: extra-subject ("trans", "inter-subject") competencies - they can be presented in the form of an "umbrella" over the entire learning process, they are often called "key", "basic"; general subject competences – they are acquired by the student during the study of one or another subject / educational field in all classes of secondary school; special subjects - those acquired by a student when studying a certain subject during a specific academic year or degree. Subject-specific competencies are outlined for each subject; they develop for each year of



study, based on general subject competencies, and are stages, levels of their acquisition [1, 20-88].

Problematic aspects of training specialists for bodies of internal affairs of Ukraine, and now of the National Police, represented by the weighty specialists in administrative law, pedagogy, service and combat activity of the law enforcement activity, etc. Among others it is worth noting the research of such specialists, as O. Bandurko, V. Glukhover, R. Kalyuzhny, A. Manzhula, V. Petkov, O. Sinyavska, O. Chervyakov. Along with that further reform of the National Police of Ukraine requires the introduction of new standards of police training, in particular foreign languages. So the problems related to the development of foreign languages communicative competence of law enforcement students still remain unsolved.

In our opinion, *Future Qualified Specialist's Foreign Language Training* can be defined as a complex integrative whole that provides competent professional communication in the language of a specialty in the context of intercultural communication; as the ability of future specialists in the field of legal and law enforcement activities to apply their foreign languages knowledge in any situation according to professional activity.

So the *main goal of a discipline* «Foreign Languages for Specific Purposes» for any specialist of any institution of high education is: increasing the general level of knowledge of a foreign language according to generally accepted European standards; formation of writing, reading, communication and listening skills through classroom and non-auditory classes; formation of professionally oriented lexical awareness; formation of intercultural communicative competence different areas specialists. However, the problem of future specialist's forming the foreign language communicative competence in the process of learning foreign languages remains insufficiently researched in the field of modern pedagogical science. This determined the relevance of the study [9, 441-455].

The main communication skills are:

- the ability to perform oral communication (in monologic and dialogic forms);
- the ability to understand the content of authentic texts by ear;
- the ability to read and understand authentic texts of various genres and types with different levels of understanding of the content, considering them as a source of various information and as a means of mastering it;
- the ability to communicate in writing in accordance with the assigned tasks;
- the ability to adequately use the experience gained in learning the native language, considering it as a means of consciously mastering a foreign language;
- the ability to use, if necessary, non-verbal means of communication in the event of a shortage of available language means.



**The purpose of writing the article is:**

- to analyze the conceptual role and qualitative impact of Draft Law № 9432 for foreign language training of specialists in various fields;
- to investigate theoretical and practical conceptual foundations of the studied theme at the Institutions of High Legal Education.

**The main material of the study.** The scope of state policy on the development of the English language in higher education in Ukraine includes: – Teaching English as a foreign language, including English for Special Purposes (ESP); – Teaching professional disciplines in English as part of the Ukrainian-language program (English as Medium of Instruction for Ukrainians (EMI-u); – Providing a full educational program in English for foreign students (English as Medium of Instruction for Foreigners – EMI-f) [10, 171-175].

Over the past two and a half years, a company *EF Education First* has learned to appreciate connection: the ties that bind us to family and friends, but also chatting with colleagues and neighbors, feeling part of the wider world. Language enables these connections, and when it comes to connecting beyond borders, English often takes center stage. It lets us work on multinational projects, enjoy media from abroad, travel, engage with new research, participate in global communities. Organizations and governments invest massively in English instruction. So do individuals, at their own level. For if English leads to international connection, and then no English leads to what? This report investigates how and where English proficiency is developing around the world. To create the 2022 edition of the EF English Proficiency Index, we have analyzed the results of 2.1 million adults who took our EF SET English tests in 2021 [8].

The EF English Proficiency Index places the surveyed countries and territories *into five proficiency bands*, from Very High to Very Low. The bands make it easier to identify countries and regions with similar skill levels and to draw comparisons between and within regions. In the chart on the right, we give examples of tasks that an individual could accomplish at each proficiency band. The selection of tasks is not meant to be exhaustive, but it is a useful reference for understanding how skills advance across the bands. It is important to keep in mind that a proficiency band merely indicates the level of the “average” person. The EF EPI seeks to compare countries and territories, which necessitates overlooking individual strengths and weaknesses [8].

The results show that, by adding and subtracting the average value of all indicators and taking into account gender indicators, Ukraine ranks 35th in the world. This corresponds to the **MODERATE LEVEL OF PROFICIENCY:**



<b>Proficiency</b>	<b>Sample Tasks</b>
<i>Very High</i>  Germany Netherlands Singapore	Use nuanced and appropriate language in social situations; Read advanced texts with ease; Negotiate a contract with a native English speaker.
<i>High</i>  Argentina Nigeria Philippines	Make a presentation at work; Understand TV show.
<i>Moderate</i>  Brazil India Ukraine	Participate in meetings in one's area of expertise; Understand song lyrics ; Write professional emails on familiar subjects.
<i>Low</i>  China Pakistan Turkey	Navigate an English-speaking country as a tourist ; Engage in small talk with colleagues; Understand simple emails from colleagues.
<i>Very</i>  Mexico Saudi Arabia Thailand	Introduce oneself simply (name, age, country of origin); Understand simple signs; Give basic directions to a foreign visitor.

It is no secret that Ukrainians do not know English well. Not a very large percentage of Ukrainians are in demand on the global labor market in various fields. A small number of our compatriots can understand movies and songs by ear, and get along with representatives of different countries and cultures. It was for this purpose that the President submitted draft law No. 9432 "Usage of the English Language in Ukraine" to the Verkhovna Rada.

Volodymyr Zelenskyy submitted this bill to the Verkhovna Rada on June 28, 2023, on the Constitution Day of Ukraine [4]. It is worth noting that if the law is adopted, the requirement of English language proficiency at a sufficient level will apply to the following positions:

- civil service category "A";



- civil service of categories "B" and "B", the list of which will be established by the Cabinet of Ministers;
- heads of local state administrations and their deputies;
- military servicemen of the officer ranks, contract employees (the list is established by the CMU);
- policemen of middle and higher ranks in the National Police, chiefs in other law enforcement agencies and civil protection services (the list is established by the government);
- prosecutors;
- employees of customs and tax authorities (the list is established by the CMU);
- heads of state enterprises and organizations of the state sector of the economy (the list is determined by the Cabinet of Ministers).

Also, the requirement of knowledge of the English language can be presented in local self-government bodies, if the position involves international cooperation (with the exception of elected positions). The level of English language proficiency required by those aspiring to public office will be determined by the Cabinet of Ministers. The corresponding requirements will be developed taking into account the recommendations of the Council of Europe on language education [7]. The military will also be required to comply with the NATO standard STANAG 6001 [11].

During the period of martial law and mobilization, the requirement to know the English language will not apply to military personnel and law enforcement officers. In other areas, knowledge of the English language is encouraged, but not mandatory according to the future law. The requirement of knowledge of the English language for civil servants of category "A" and heads of local state administrations and their deputies will enter into force 2 years after the end of martial law, and for others - after 4 years. This is determined by transitional provisions. According to Clause 2. Article 4 of the draft Law, the English language exam for civil servants will be held free of charge. It can be compiled no more than once every 4 months, without limits on the number of attempts [3].

As we all know, the Ministry of Education and Science developed and approved at a meeting of the Board of the Ministry of Education and Culture the Concept of English Language Development in Universities. This document aims to implement intensive language courses. English proficiency at a level of at least B1 becomes a mandatory condition for admission to higher education institutions. As a result, B2 is for release. **It is also proposed to make part of the profile disciplines English-speaking and to conduct regular "knowledge screenings"**. In addition, a mandatory external language examination after the bachelor's degree was introduced.

Minister Oksen Lisovyi emphasized that giving the English language international status is an important step both for the global development of Ukrainian education and science, and for European integration. The minister emphasized that



English is the language of science and the global world. All modern research in various fields is published in English. *"Knowing the language makes it possible to read primary sources and be in the context of modern politics, and this allows not only to catch up with the world, but also to shape trends. To be active players in the international arena. To be subjects," he added [6].*

In this context, the state's decision to finance English language courses through the isSupport (DIYA) program is quite timely. This was announced by Prime Minister of Ukraine Denys Shmyhal at a government meeting: *"We will do everything to ensure that every Ukrainian has the opportunity to speak English" [2].*

At the Department of Foreign Languages, the Faculty of Specialist Training for Pre-Trial Investigation Units of the Donetsk State University of Internal Affairs (Kropyvnytskyi), we see the following system of formation of foreign language communicative competence and improving the level of English language proficiency of future specialists in different fields:

- ✓ participation in the Discussion Club;
- ✓ providing independent work of applicants on the online educational platform "HELP" from the Council of Europe;
- ✓ participation in away offline binary classes as a practical component of the educational process;
- ✓ conducting an optional course to prepare applicants for admission to a master's degree;
- ✓ participation in International programs CEPOL and TOPCOP;
- ✓ creation of electronic courses and educational videos in a foreign language for masters and postgraduate students;
- ✓ participation in scientific conferences of various levels;
- ✓ implementation of the NATO language standard «STANAG 6001» in the educational process;
- ✓ conducting an essay contest in a foreign language;
- ✓ conducting thematic colloquiums in a foreign language;
- ✓ "Speaking Club" for the teaching staff of the university.

**1. Participation in the Discussion Club.** The teachers of Foreign Languages Department of the Donetsk State University of Internal Affairs conducted large-scale preparation for the discussion club's creation in several stages:

- Stage I – implementation of dialogic and monologic speech in each lesson;
- Stage II – implementation of small discussion questions at each lesson;
- Stage III – implementation of the practical component (binary classes, meetings with native speakers);

Stage IV – creation of the "English Discussion Club" at the university.

All stages are interconnected and complement each other. During the first three stages, the knowledge, abilities and skills of first (bachelor) level higher



education students were monitored. This ended with the selection of a group of first-year students (the wishes of cadets and students coincided with their results). We plan to work with this group of discussion club participants throughout the 4 years of studying.

Participants of the **DISCUSSION CLUB** (cadets/students of all 4 faculties of the university) meet once a month. Sometimes guests are invited who are not among the teachers of foreign languages department. The relaxed atmosphere of the discussion club encouraged the participants (cadets and students of faculties No. 1, 2, 3, 4) to actively discuss in English. During which the cadets presented their vision of their own future profession and ways to improve a foreign language. The topics of the meetings were: «NATO Language Standards», «CEPOL», «The European Court of Human Rights», «The Red Cross Mission» and other.

The participants of the event «NATO Language Standards», were presented with: general characteristics of NATO language standards; foreign language proficiency levels according to NATO standards with their differentiation; basic provisions of the language standard STANAG 6001; requirements for preparing and passing the test exam from this standard.

The topic of the next meeting was «CEPOL». Participants were introduced to the main characteristics and facts of this organization; the main mission and values of CEPOL; types, directions (categories) of education and exchange of experience. During the discussion, the cadets were able to choose the field of study that they liked the most. Also, all participants of the English Discussion Club were able to register for participation in the international CEPOL program right at the meeting, using computers and their gadgets.

«The European Court of Human Rights» became the next topic of the English Discussion Club. English versions of some high-profile cases that fall under the jurisdiction of this judicial body were distributed to club members two weeks before the meeting. During the meeting, the participants were introduced to the structure of the European Court of Human Rights. Some cadets presented abbreviated versions of these cases and decisions on them and all together discussed the legal component of each case. These are such cases, for example: "CASE OF KUZNETSOV AND OTHERS v. UKRAINE", "CASE OF BABIN v. UKRAINE", "CASE OF DUBAS v. UKRAINE".

One of the topics was «The Red Cross Mission». The cadets of DonSUIA discussed the activities of the International Committee of the Red Cross, key dates, facts, structure, wartime activities of the International Committee of the Red Cross and the cooperation of its representatives with the university, the role of the Red Cross in modern conditions, assistance to deported children, and support for doctors [9, 441-455].



**2. Providing independent work of applicants on the online educational platform "HELP" from the Council of Europe.** The European Human Rights Training Program for Legal Professionals (HELP) supports the member states of the Council of Europe (CoE) in the implementation of the European Convention on Human Rights (ECHR) at the national level, in accordance with the Recommendation of the Committee of Ministers (2004) 4, Interlaken Declaration 2010, the Brighton Declaration of 2012 and the Brussels Declaration of 2014. Indeed, lawyers who are at the forefront of protecting human rights, including the rights of victims of violations, should be able to receive high-quality training. This is necessary so that they are always aware of the standards and practices of the European Court of Human Rights, which are constantly evolving. The HELP program is specifically aimed at providing high-quality and individualized training tools for all European lawyers. The HELP methodology takes into account the heavy time pressure imposed on legal professionals in their daily work. Its **added value** is that curricula are drafted on a tailor-made basis, meeting participants' specific training needs and learning pace, allowing flexibility. The HELP methodology and resources are systematically used in all CoE capacity building activities on the ECHR, organized in the Member States, including within the framework of EU/CoE Joint Programmes.

The teachers of the department independently selected a list of courses (up to 16 hours) only in a foreign language, so that applicants did not have a chance to complete them in their native language. At the end, everyone received experience and certificates that they can use in their future careers.

**3. Participation in away offline binary classes as a practical component of the educational process.** Binary classes for cadets and students of various specialties with native speakers take place every month, which allow students of higher education to improve their listening and communication skills once again. The subjects of classes are quite diverse:

- "Human Rights"
- "Court Proceeding"
- "US Police"
- "K-9 Division"
- "Team building"
- "Stress resistance"
- "Company Management" and others.

**4. Conducting an optional course to prepare applicants for admission to a master's degree.** During the last year of undergraduate study, the leading teachers of the department additionally conduct an optional course for applicants of all specialties in order to prepare for the "Foreign Language" part of the exam for admission to the master's degree in the chosen specialty. Applicants can additionally



repeat the grammatical and lexical structures of the English language and familiarize themselves with the features of the entrance exam.

**5. Participation in International programs CEPOL and TOPCOP.** All teachers of the Foreign Languages Department and a certain group of cadets are registered on the «CEPOL-LEEd» and TOPCOP platforms and participate in webinars and seminars. The *subjects of webinars are quite diverse*: "Money Laundering", "Cyber Safety", "Immigration Processes", "Fundamentals of Scientific Research", "European Drug Market", "Joint Investigative Groups". Cadets and students can significantly expand their knowledge and their own vocabulary on various topics. They can use the acquired knowledge in the educational process and during participation in scientific conferences.

**6. Participation in scientific conferences of various levels.** All teachers of the Foreign Languages Department and a certain group of cadets (participants of department's scientific circle) take active part in different conferences. In this way, communication skills and experience of public speaking are improved.

**7. Implementation of the NATO Language Standard «STANAG 6001» in the educational process.** The aim of this standard is to provide NATO forces with a table describing language proficiency levels. Participating nations adopt the table of language proficiency levels for the purpose of: a) Communicating language requirements for international staff appointments; b) Recording and reporting, in international correspondence, measures of language proficiency; c) Comparing national standards through a standardized table while preserving each nation's right to maintain its own internal proficiency standards. The given detailed definitions of the proficiency levels of the commonly-recognized language proficiency skills: «listening», «speaking», «reading», and «writing».

In our practical activities, we distinguish several levels of foreign language proficiency according to the given standards:

- (0) NO PROFICIENCY.
- (1) SURVIVAL.
- (2) FUNCTIONAL.
- (3) PROFESSIONAL.
- (4) EXPERT.
- (5) HIGHLY-ARTICULATE NATIVE.

The most spoken language standard now is STANAG 6001. STANAG (Standartization Agreement, Standart NATO) is an international agreement valid in NATO countries and partner countries. One of the many agreements in this treaty, namely STANAG 6001, deals with foreign language proficiency standards for military personnel. According to the STANAG standard, testing is carried out and a corresponding certificate is issued. In Ukraine, the exam is conducted in accordance with the order of the Minister of Defense of Ukraine:



- candidate applies to be sent to work abroad as part of national contingents, national personnel, multinational military administration bodies, in foreign diplomatic institutions of Ukraine, international organizations, for training;

- candidate holds a position that requires the use of a foreign language, or is in the reserve of candidates for such a position;

- candidate participates in international events.

**8. Conducting an essay contest in a foreign language.** Essay contests in a foreign language, at least once a semester, allow students of higher education of DonSUUA to improve their written communication skills, which they will need in their professional activities. Competitions are held, for example, for the World Action "16 Days of Nonviolence", University Day, Europe Day, Teacher's Day.

**9. Conducting thematic colloquiums in a foreign language.** Conducting thematic colloquiums of various orientations both in classes and in extracurricular period allows participants of the educational process to be thoroughly and comprehensively informed about general and professionally-oriented topics. Preparation for them improves their communicative competence, which is the cornerstone of training specialists at the institutions of higher education.

**10. "Speaking Club" for the teaching staff of the university.** According to Draft Law No. 9432 "On the Use of the English Language in Ukraine", a certain proportion of professionally oriented disciplines at each department must be taught in a foreign language. For this purpose, the leading teachers of the department have introduced a Speaking Club for the teaching staff of DonSUUA, where they can recall, study, update, and improve their own level of foreign language proficiency. Emphasis is primarily placed on grammatical structures, lexical professionally oriented units and communicative competence.

**Conclusions and prospects for further researches.** Therefore, the implementation of the system of formation of foreign language communicative competence and increasing the level of foreign language proficiency will allow improving the continuous training of seekers of institutions of higher education and achieving high performance. A foreign language has an important applied value for future professionals in various fields, for whom the language is a kind of "professional weapon". Of special importance is the professional component of learning a foreign language as the basis of intercultural professional communication in the context of modern international integration processes and the authorization of draft law No. 9432. We see further research in the future analysis of the results of the implementation of this draft law.

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