

LANGUAGE TRAINING AS A MEANS OF TRANSFERRING SCIENTIFIC KNOWLEDGE INTO PRODUCTION

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Abstract: The paper examines language training as an important tool for the transfer of scientific knowledge into the production sector. Modern approaches to foreign language teaching in higher education are analyzed, particularly its role in providing access to international scientific resources, innovations, and technologies. Key factors influencing the effectiveness of language training in the context of integrating education, science, and industry are identified. The paper summarizes the contributions of Ukrainian scholars to communicative, competence-based, and interdisciplinary approaches in foreign language teaching.

Keywords: language training, knowledge transfer, innovation, English language, professional communication, agricultural sector.

At the present stage of societal development, the integration of education, science, and production has become a key prerequisite for innovation and sustainable development, including ensuring food security. In this context, language training plays a crucial role as a means of transferring scientific knowledge into the production sector. The relevance of this issue is determined by the fact that a significant amount of modern scientific research, technological advancements, and innovations are presented in English, which requires specialists to possess a high level of foreign language competence.

The problem of integrating language training into professional education has been widely discussed by Ukrainian scholars. In particular, S. Nikolaieva substantiates the necessity of implementing a competence-based approach in foreign language teaching, which contributes to the development of professional communication skills [2]. O. Tarnopolskyi emphasizes the importance of practice-oriented learning and communicative methodologies in training competitive specialists [3]. I. Doroshenko highlights the role of language strategies in the context of globalization processes affecting modern education [1].

Modern approaches to language training also involve the use of digital technologies and innovative teaching methods. Ukrainian researchers point out that the integration of interactive technologies enhances students' communicative competence and increases the effectiveness of the educational process. In particular, the use of augmented reality in foreign language learning contributes to higher student engagement and deeper understanding of the material [4].

The aim of this study is to substantiate the role of language training as a means of transferring scientific knowledge into production and to identify ways of improving its effectiveness.

Language training in modern higher education goes beyond the traditional focus on grammar and vocabulary and acquires an interdisciplinary character. It provides access to international scientific databases, enables participation in international projects, and facilitates the exchange of knowledge and technologies. In the agricultural sector, for example, this manifests itself in the ability to adopt advanced farming technologies, implement sustainable practices, and integrate into global markets.

The practical implementation of language training as a tool for knowledge transfer involves the use of professionally oriented learning. For instance, students of agricultural specialties may be engaged in analyzing scientific articles in English, preparing presentations on innovative projects, or participating in international conferences. Such activities contribute not only to language development but also to the formation of analytical and communicative skills.

An important factor in this process is the alignment of educational programs with labor market needs. Modern curricula increasingly combine language training with professional disciplines, enabling students to apply their knowledge in real-life production contexts. This integration enhances the relevance of education and promotes the effective transfer of knowledge into practice.

Despite its evident advantages, the implementation of language training as a means of knowledge transfer faces several challenges. These include insufficient funding, limited access to modern educational technologies, and varying levels of student motivation. Additionally, teachers may encounter difficulties in adapting traditional teaching methods to new educational paradigms. Addressing these challenges requires systematic efforts at both institutional and national levels, including professional development for teachers, curriculum modernization, and the promotion of innovative teaching practices.

In conclusion, language training plays a pivotal role in the transfer of scientific knowledge into production, acting as a bridge between research and practical application. Its effectiveness depends on the integration of modern pedagogical approaches, digital technologies, and interdisciplinary learning. By enhancing language competence, higher education institutions contribute to the development of highly qualified specialists capable of participating in the global exchange of knowledge and driving innovation in their respective fields.

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Анотація: У роботі розглянуто мовну підготовку як важливий інструмент трансферу наукових знань у виробничу сферу. Проаналізовано сучасні підходи до іншомовної підготовки у закладах вищої освіти, зокрема її роль у забезпеченні доступу до міжнародних наукових ресурсів, інновацій та технологій. Визначено ключові чинники ефективності мовної підготовки у контексті інтеграції освіти, науки і виробництва. Узагальнено напрацювання українських науковців щодо комунікативного, компетентнісного та міждисциплінарного підходів до навчання іноземних мов.

Ключові слова: мовна підготовка, трансфер знань, інновації, англійська мова, професійна комунікація, аграрний сектор.

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EDUCATION, SCIENCE AND INDUSTRY INTEGRATION IN SPECIALIST TRAINING: EVIDENCE FROM INTERNATIONAL PRACTICE

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Abstract: The theses investigate international experience of interaction between education, science and industry in the training of specialists. The German dual vocational training system as a leading global model of integration of theoretical and practical components of learning is analysed. The experience of France in expanding apprenticeship in higher education institutions and the joint initiative of Switzerland, Austria and Germany within the "Dual VET Alliance" are characterised. The key conditions for effective education-industry interaction are identified: legislative