PROFESSIONALLY-ORIENTED ENGLISH TRAINING OF FUTURE INTERNATIONAL RELATIONS SPECIALISTS WITH THE INTRODUCTION OF INFORMATION AND COMMUNICATION TECHNOLOGIES
ПРОФЕСІЙНО-ОРІЄНТОВАНА АНГЛОМОВНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ З МІЖНАРОДНИХ ВІДНОСИН З ВПРОВАДЖЕННЯМ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

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Abstract. *The current research is aimed at analyzing modern problematicity of professionally-oriented English training of future International Relations specialists with the introduction of information and communication technologies that is vital issue requiring a complex and multilevel consideration; it is a response to the noticeable demand of state and business structures for highly qualified specialists in terms of establishing, developing and bringing to a new level of partnership and communication between subjects of international relations and law with different structures and functions as well.*

Purpose. *The objective of the research is to examine and evaluate the impact of ICT on professionally-oriented English learning styles of the university students majoring in International Relations based on a system of theoretical and research methods.*

Results. *Professionally-oriented English training of future International Relations specialists with the introduction of information and communication technologies is primarily characterized by multifunctionality, efficiency, productivity, intensity, students' possibility of quick and effective creative self-realization, availability of personal educational trajectory. Learning process, based on distance learning, is multifaceted, mobile and situation-oriented. Learning a foreign language (blended learning, case technology, e-learning, flipped learning, etc.) is a time-consuming process. ICT are viewed as the introduction of a complex of programs for managing learning process at higher education establishments, the creation of a single information and communication learning space (integrated, multifaceted, resource-intensive) for higher education, the development of integrated occupations, project activities, as well as distance learning, network interactions.*

Key words: *professionally-oriented trainng, International Relations specialists, information and communication technologies, learning process, e-learning, blended learning.*

Introduction. Early XXI century (technology-driven era) was marked by dynamic global changes, globalization of social development, nations' convergence, strengthening intercultural relations, requiring knowledge of the essence of contemporary global problems, patterns, directions and prospects for developing international relations, as well as place and characteristics of Ukraine's participation in these processes. Ukraine has passed rather complicated and responsible way towards the European Higher Education Area (EHEA). In connection with Ukraine's accession to the European (Bologna) system of education in 2005, most of higher education establishments that closely follow global trends and the global labor market requirements for future specialists have already taken these changes into account and are introducing information and communication technologies (hereafter – ICT) in the learning process. The Internet and services like Google and email, along with numerous products like Wikipedia, Skype, Facebook and Twitter, are transforming future life, learning, and work, allowing introducing innovative learning. The issue of introducing ICT in professionally-oriented disciplines, in particular, the English language, is becoming more relevant, which makes it necessary for teachers to choose appropriate training methods and forms for effective perception, assimilation and transmission of the information received.

The new social reality, disrupted by COVID-19 pandemic, has entailed a radical digital transformation of the entire spectrum of professionally-oriented training and proved

that the time has come to actively seek for such training technologies, didactic methods, forms and means that would guarantee qualitatively new learning outcomes. In this regard, modern education is aimed at creating favourable conditions for shaping modern, versatile personality, communicative, tolerant, and capable to evaluate and accept the views of others, while arguing own position. Hence, modern specialist should not have a system of memorized knowledge, but a system of skills and abilities associated with creativity, updating, self-learning, etc. Thus, traditional education is not able to fundamentally change his mindset. A new direction for improving the ICT efficiency is the integration of ICT and learning technologies. Therefore, modern information technologies in education reflect one of the most important and sustainable trends in global education development. New ICT (cloud computing, computer testing, e-textbooks, PowerPoint presentations, interactive whiteboard, multimedia projector, teacher's computer, webcam, data transmission system, adapter, consoles, wireless microphone systems, interactive wireless tablet, Internet data-resources, online dictionaries, Zoom, Google Classroom, Microsoft Teams, Cisco Webex platforms, etc.) training makes it possible to intensify the learning process, to increase the speed of perception, understanding, and the huge knowledge depth.

Professionally-oriented English training of future International Relations specialists is vital issue that requires a complex and multilevel consideration; it is a response to the noticeable demand of state and business structures, and consequently society as a whole, for highly qualified specialists in terms of establishing, developing and bringing to a new level of partnership and communication between subjects of international relations and law with different structures and functions as well. International Relations specialists can be involved in embassies, consulates, trade missions and other representative organizations of Ukraine; missions of other states and international organizations in Ukraine; Joint Ukrainian-foreign joint stock, state and private enterprises; public organizations that have close contacts with foreign countries; secretariat of the Verkhovna Rada of Ukraine; Ministry of Foreign Affairs of Ukraine; Ministry of Foreign

Economic Relations of Ukraine; other state agencies with foreign relations' divisions; domestic and foreign research institutes and laboratories. English is one of the fundamental disciplines without which future International Relations specialists will not be able to realize themselves in the labor market; therefore, the presentation of its main content takes place daily in order to integrate and consolidate the acquired knowledge, abilities, and skills in professionally-oriented English.

In May 2016, the National University of Life and Environmental Sciences of Ukraine requested the Ministry of Education and Science of Ukraine to allow the training of specialists in the specialty 291 "International relations, public communications and regional studies". The relevance of the offered educational and professional program lies primarily in the expediency of training specialists in the area of international agrarian relations to ensure food security and social sustainability, developed in accordance with the Law of Ukraine "On Higher Education", the Resolution of the Cabinet of Ministers of Ukraine from 23.11.2011, № 1341 "On approval of the National Qualifications Framework" with amendments made by the Regulations of the Cabinet of Ministers of Ukraine № 509 from 12.06.2019, № 519 from 25.06.2020, the Resolution of the Cabinet of Ministers of Ukraine from 30.12.2015, № 1187 "On approval of Licensing Conditions for the Implementation of Educational Activities of Educational Institutions» taking into account the Regulation "On Educational programs at the National University of Life and Environmental Sciences of Ukraine" approved by the protocol № 7 of the NULES of Ukraine's Academic Council from 28.02.2018. Since the NULES of Ukraine's mission is to create, systematize, preserve and disseminate modern scientific research knowledge to improve the quality of people's lives; to train world-class specialists in intellectual and personal development, therefore, the specifics of training specialists in "International Relations, Public Communications and Regional Studies" in the NULES of Ukraine is their professional orientation to work in the sector of international trade and economic cooperation of agrarian direction.

Analysis of recent researches and

publications. Researches of professionally-oriented English training of future International Relations specialists with the introduction of ICT have been conducted by both foreign and domestic researchers who have made a significant contribution to its research, have laid principle theoretical and practical backgrounds. Among them we may distinguish I. V. Demchenko [1], L. O. Sikorska, V. A. Loboda [2], S. V. Tsymbal [3], N. V. Yaremenko [4], [5], A. M. Alenezi, K. K. Shahib [6], W. Al-Mawee, K. M. Kwayu & T. Gharaibeh [7], I. O. Biletska, A. F. Paladieva, H. D. Avchinnikova and Y. Y. Kazak [8], E. Cabi [9], G. Ginaya, I. N. M Rejeki and N. N. S. Astuti [10], S. Kachmarchyk, S. Khrystiuk and L. Shanaieva-Tsymbal [11], M. I. Lychuk, O. M. Nozhovnik [12], M. Misut, K. Pribilova [13], I. Nikitova, S. Kutova, T. Shvets, O. Pasichnyk, and V. Matsko [14], M. Pace [15], N. V. Paziura, O. B. Kodalashvili, O. S. Bozhok, V. L. Romaniuk and V. H. Zlatnikov [16], N. M. Savchuk, S. A. Sichkar, I. V. Khlystun, S. A. Shuliak, V. I. Avramenko [17], O. Shelomovska, L. Sorokina, M. Romanyukha [18], N. M. Vasylyshyna [19], X. Wang, W. Zhang [20], H. Yağcı, H.İ. Çınarbaş, R. Hoş [21] and others. They provide various insights regarding professionally-oriented English training of future International Relations specialists as well as ICT introduction in higher education establishments of Ukraine and its educational significance, especially, particular attention has been paid to arrangement of future International Relations specialists' individual work related to studying English during practical classes; using blended learning technology in foreign language communicative competence forming of future International Relations specialists; student's perspective on distance learning during COVID-19 pandemic; the effects of blended learning to students' speaking ability; measuring of quality in the context of e-learning; peculiarities of using the case method in the process of teaching English at non-linguistic specialties; use of interactive technologies in distance learning of the English language; teaching languages for specific purposes: perceptions, methodological perspectives, practical issues and challenges; English teaching in distant education policy development: Ukrainian aspect; advantages and barriers to the introduction of e-learning environment into academic teachers' activities in Ukrainian universities; the interactivity of ICT in language teaching in the context of Ukraine university education; teaching English to non-language faculty students using interactive technologies; introduction of CLIL elements for the development of students' oral speech; interactive e-learning through second life with blackboard technology; the use of modern technologies by foreign language teachers: developing digital skills; the impact of the flipped classroom model on students' academic achievement; flipped learning methodology in professional training; fostering cognitive and creative thinking styles through the use of innovative pedagogical technologies in the process of vocational training; improvement of students' autonomous learning behavior by optimizing foreign language blended learning mode; Turkish EFL students' perceptions about blended English courses in a teacher education program, etc.

The purpose of the research is to study the phenomenon of introducing ICT in professionally-oriented English training of future International Relation specialists, to examine and evaluate the impact of ICT on English learning styles of the university students majoring in International Relations based on a system of theoretical and research methods.

Materials and methods of research. To achieve the stated objective, a system of the following theoretical and research methods was used: questioning, formal conversations, objectivity, description, data analysis of scientific publications to determine the current status of the issue raised, data collection, hypothesis, validity and reliability, generalization of modern teaching practices in higher education establishments of Ukraine, etc. They help to research the analyzed concept thoroughly and substantially.

Results of the research and their discussion. Distance learning was introduced in most Ukrainian universities more than twenty years ago. Ministry of Education and Science of Ukraine pays great attention to the ICT integration into all educational processes: since 2005 proper strategies have been declared, educational establishments have been computerized, teachers and students have got acquainted with new digital technologies, distance learning methods, etc. Some researchers,

such as N. V. Paziura, O. B. Kodalashvili, O. S. Bozhok, V. L. Romaniuk and V. H. Zlatnikov have outlined transformational trends of Ukraine's integration towards the EHEA and claimed that "obtaining higher education through distance learning is enshrined in Ukrainian legislation, namely, in the Law of Ukraine "On Higher Education" (2014), the Regulation "On Distance Education" (2013), Order of the Ministry of Science and Education of Ukraine from 07.07.2000, №293 "On the establishment of the Ukrainian Centre for Distance Education" (2000)" [16]. Organizing learning process, based on distance learning, is multifaceted, mobile and situation-oriented; it includes updating didactic materials, attracting innovative and interactive technologies, intensifying students' independent work, etc. Ukrainian researcher S. V. Tsymbal proves the fact, that "the use of interactive and digital learning technologies to monitor students' knowledge of English in the terms of distant learning confirms that methodologically competent use of such tools provides systematic objective and individual control of each student's learning outcomes and allows fast receiving the qualitative, complete outcomes' characteristics [3].

On the one hand, traditional teaching methods have been more or less similar internationally, but on the other hand, adapting learning strategies and styles to different socio-economic and educational contexts has always been considered. Presently, in terms of the skills required for learning, I. O. Biletska, A. F. Paladieva, H. D. Avchinnikova and Y. Y. Kazak [8] have highlighted literacy, quantitative thinking, inter/intrapersonal skills, civic awareness, professional skills, 21st-century skills including cooperation, critical thinking, communication or problem solving, research skills, digital literacy, creative skills. Learning a foreign language is a time-consuming process. The researchers claim that "Internet resources, various sites, communication programs, social networks and other technologies allow finding and assimilating information faster, develop creative thinking and consolidate the necessary material. By studying such tools, future educators can integrate them into their teaching methodology, developing like specialists" [8]. According to N. V. Yaremenko, "the Internet availability significantly accelerates learning

foreign languages, increases interest in it. But at the same time, information technology cannot completely replace live communication between a teacher and a student; therefore, it is only a powerful auxiliary learning tool. At the same time, the use of computer software requires further development taking into account scientifically grounded and practically proven methods of modern pedagogical science" [4].

With regard to introducing information technologies in education, the following main directions are distinguished by Ukrainian researcher I. V. Demchenko [1]: 1) computer technology as a means of learning, improving the quality and efficiency of teaching; 2) computer technology as a tool for learning, cognition of oneself and reality; 3) computer and other modern means of information technology as objects of study; 4) new information technologies as a means of creative development of both the training subject and the training object as well; 5) computer technology as a means of automated controlling, correcting, and testing; 6) communications based on applying information technologies in order to transfer and acquire teaching experience, methodological and educational literature; 7) new information technologies for organizing intellectual leisure time, etc.

N. M. Savchuk, S. A. Sichkar, I. V. Khlystun, S. A. Shuliak, V. I. Avramenko, the authors of the article "The Interactivity of ICT in Language Teaching in the Context of Ukraine University Education" have noted that concepts of "ICT" and "interactive learning are not identical: "ICT are viewed as the introduction of a complex of programs for managing learning process at higher education establishments, the creation of a single information and communication learning space (integrated, multifaceted, resource-intensive) for higher education, the development of integrated occupations, project activities, as well as distance learning, network interactions, etc." According to them, "interactive learning is aimed at solving three tasks simultaneously: the "educational and cognitive" (extremely specific), "communicative and developing" (related to general, emotional and intellectual background) and "socially-oriented". Researchers stress that "interactive learning" is a process of joint cognition, whereby knowledge is acquired as a result of joint activities through communication of students

among themselves and with a teacher as well" [17].

X. Wang, W. Zhang consider blended learning as a kind of teaching mode combining modern information technology with traditional teaching. The researchers prove that "the concept of "blended learning" 1) combines the advantages of traditional learning methods and E-learning in cultivating students' autonomous learning ability; 2) fully reflects students' initiative, enthusiasm, and creativity as the main body during the learning process; 3) integrates resources effectively to meet the needs of autonomous learning, develop the ability of autonomous learning, and improve the quality of learning; 4) is an integration of online and offline methods endowed with humanistic characteristics, helpful in promoting students' learning engagement and interaction, providing students' personalized learning experience, turning the inefficient passive learning into effective active learning" [20].

G. Ginaya, I. N. M Rejeki and N. N. S. Astuti interpret a blended learning environment as "rather flexible; it combines traditional face-to-face instruction with computer-mediated or online instruction". They note that "blended learning is supported by virtual learning environments, computer-based standardized learning systems used to sustain content delivery of online learning as well as to promote online communication between a teacher and students and involves students to do a collaborative project, to communicate regularly with one another via email, wikis, and group discussion boards, to meet face-to-face to represent or discuss the online course materials, to deliver group project presentation" and conclude that "it can encourage students' critical thinking skills, such as comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives" [10].

Blended learning has a number of advantages. H. Yağcı, H.İ. Çınarbaş, R. Hoş have presented them systematically and emphasized the importance: "learners' active involvement in the learning process is favored; it is helpful for the learners to internalize the knowledge learned in the class; it increases learners' autonomy by increasing self-directedness and giving them a chance to participate in decision-making of their own learning; it creates a flexible learning environment by giving students the freedom to learn without time and place restrictions. Among drawbacks the authors distinguish limited social interaction; not enough hours to socialize; the lack of face-to-face communication; when the students face difficulties in completing online tasks, they might get frustrated, anxious and confused; it necessitates managing two learning means and creating extra learning materials" [21].

E-learning (both synchronous (more interactive) and asynchronous) is understood by A. M. Alenezi and K. K. Shahib as "mushrooming, a hassle-free experience through all possible supports required, in most universities and higher education establishments internationally where it is used as an alternative education system nowadays" [6].

M. Misut and K. Pribilova consider the quality of e-learning in higher education context as: "1) improving core activities (teaching, research and institution services); 2) aligning activities, budget and resources with the strategic plan; 3) demonstrating leadership and innovation in all activities; 4) exploring the needs of students, other customers, stakeholders and the market; 5) investing in human resource development; 6) using data, information and knowledge for decision making; 7) improving outcomes. According to the researchers, "the quality achieved can be assessed through benchmarking (the comparison of performance and results achieved by the evaluated entity against the results and performance of the entity operating under comparable conditions) or by the specification of standards". At the same time, they claim that traditional teaching quality at higher education establishments is not homogeneous and varies from discipline to discipline, therefore, differing quality of e-learning within one university can be observed" [13].

O. Shelomovska, L. Sorokina, M. Romanyukha keep their focus on significant barriers to introducing information technologies in the learning process, e.g., difficulties associated with transition from familiar, well-established technology to new, not yet sufficiently well-known and proven. Teachers are aware of the benefits provided by e-learning and scientific environment and are willing to improve their skills with ICTs which make it possible not only to use new ICT-tools for teaching, but also develop their

own [18]. On the student side, the ability to adapt to university and life, acceptance of personal responsibility, communication with peers, and effective time management are the most influential factors in the student experience [7].

Ukrainian researcher N. M. Vasylyshyna has paid special attention to the detailed description of contemporary teaching methods used to develop a highly productive English understanding at practical classes. She divides them into 6 approaches: "1) learner-centered approach (the teacher acts only as a guide; learners dominate in classroom interactions); 2) task-based or activity-based approach (students are offered or asked to participate in classroom interaction performing all interactive activities); 3) self-learning approach (the teacher should allow students to bring new ideas and work on them to develop their brain and ability to work alone; this approach is vital for foreign language training); 4) interactive approach (the teacher asks students to form small groups or work as individuals to perform the English learning tasks and come up with the desired results); 5) integrative approach; 6) peer cooperation approach (by means of instructions, students learn to work cooperatively, and they appreciate their competitors' work as well); 7) collaborative learning approach (the teacher forms a group of students where they can solve their problem, debate on various topics; students help each other to reach the desired outcomes, learn to communicate with each other, develop listening skills and team working capabilities)"[19].

According to M. Pace, "only real-world settings can be used as a basis for task-based and technology-assisted language learning; as teachers we can equip the learners with skills to integrate the acquisition of professional knowledge and related language skills at the same time". The author identifies 3 main characteristics distinguishing LSP from other branches of language teaching and learning: 1) the specificity of language use; 2) the contexts of use; 3) the learners' needs as applied to pedagogical practices and highlights as vital importance that researchers, employers, and educators continue to converge and collaborate in order to create a strong, unified, sustainable professional language education system that is complete and that delivers the much needed linguistic skills for learners, employers and communities to flourish" [15].

The development of professionally-oriented oral speech is facilitated by the CLIL (Content and Language Integrated Learning) method. N. V. Yaremenko claims that the CLIL is an effective method of training future specialists; it allows combining the study of subjects in a specialty and a foreign language as well. This method of foreign language teaching is based on the four C's (content, communication, cognition, culture). The CLIL's distinguishing features are: studying the training material on the principle "from simple to complex"; applying visual materials and presentations during training; constant feedback communication with students to make sure they clearly understand the task as well as the algorithm of its implementation; harmonious combination of learning a foreign language with mastering (deepening or repeating) knowledge in the specialty; connection with problem-based learning [5].

For training professionally-oriented foreign language, case method is also used to put students in a modeled professionally-oriented situation; it contributes to the formation of future International Relations specialists the ability to think critically, to assess the situation adequately, and to make decisions quickly, improving their communicative skills. L. O. Sikorska and V. A. Loboda note that this method is complex enough and contains all kinds of speech activities: reading, speaking, writing, listening; it can be successful in foreign language teaching in higher education establishments by training students' ability to apply these competencies effectively in future professional careers [2].

Nowadays, more than 89 higher education establishments in Ukraine provide Bachelor's Degree and Master's Degree training namely in "International relations, public communications and regional studies" (educational programs: "International Communications", "International Journalism"); "International Regional Studies" ("Regional Studies", "International Political Regionalism"); "International Economic Relations" ("International Finance and Investments", "Commerce and Finance", "International Commerce"); "International Law" ("International Public law", "International Private Law", "European Law", "International Economic & Environmental Law",

"International Protection of Human Rights", "European Competition Law", "International Litigation", "Legal Trade Regulation"); "International Information"; "International Security and Crisis Management"; "Country Studies"; "International Business", including the National University of Life and Environmental Sciences of Ukraine. Borrowing the best foreign experience, to optimize the Ukraine's learning process, to transform traditional teaching methods, to introduce ICT in the context of International Relations specialists training, the NULES of Ukraine pays great attention to foreign languages, the formation of International Relations students' foreign language communicative competence, using blended learning technology. S. Kachmarchyk, S. Khrystiuk and L. Shanaieva-Tsymbal note that "blended technology is becoming more and more popular and effective in learning foreign languages, since it provides the opportunity to apply a specific teacher – student learning paradigm, the possibility of continued cooperation between a student, groupmates and a teacher, as well as the student's responsibility for learning outcomes. It enables students to determine time, place, path or pace of learning material, provides the teacher with support for an individual educational facility, and lists achievements of each student identified by the program" [11].

The foreign language training of students majoring in International Relations at NULES of Ukraine is exercised via e-learning courses-resources named English for International Relations (Part I, Part II, Part III, Part IV) certified on the Moodle 3 online learning platform for students of the 1st and the 2nd years of study (1, 2, 3, 4 semesters) and designed for 450 hours of classroom training, 150 hours of independent work, totally corresponding to 20 ECTS credits. Laboratory works are designed to familiarize students with the below themes: "Higher Education", "Personal and professional Success", "Culture & Society", "Environmental Issues", "Science and Technology", "Public Speaking as a Vital Means of Communication", "Democracy", "Public Relations", "Law & Crime", "Warfare & Peace", "Global Society", "International Relations", "Diplomacy", "International Law", etc. Each e-learning English course-resource consists of 2 modules, where items are grouped by themes; content is well structured, highly interactive, focused on achieving learning objectives and contributes to developing communication skills distantly, stimulating students' motivation as well as initiatives. Each e-learning English course-resource has a unified structure: clearly defined objective, instructional guidelines, the course of study, exercises, form of presenting results on the performed activities, assessment criteria, deadline; they consist of informational block (academic syllabus, syllabus description and structure, published and Internet sources, course instructional guidelines, assessment criteria, glossary, news and announcements), contextual block (modules' names, themes' names, laboratory classes, self-studies, presentations, questions for module control, trial module tests, module tests (1, 2)) and final attestation (questions for final control, trial module test, final test) (presented in Fig. 1).
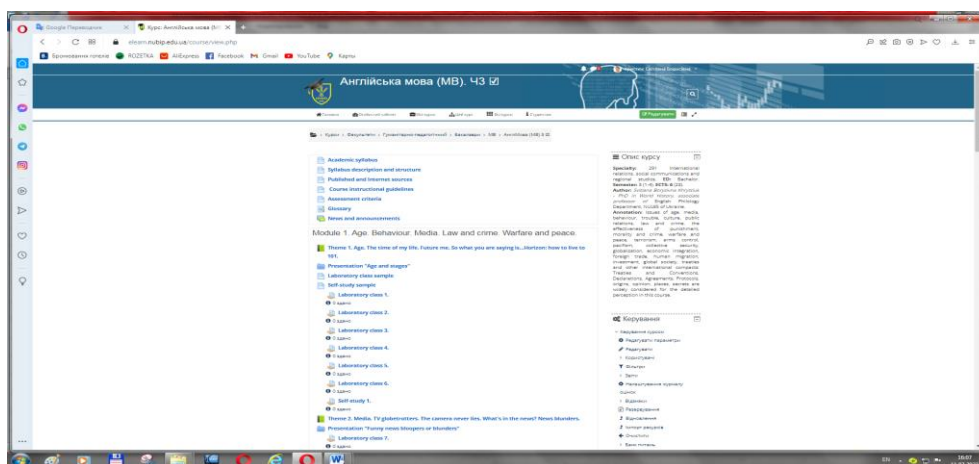

Fig. 1. E-learning course structure

The technology-mediated learning environment has improved cognitive and creative thinking styles through increasing learning motivation. M. I. Lychuk, O. M. Nozhovnik in their paper point out that "the technology-mediated learning model is based on five hypotheses: 1) technology-mediated learning environment will positively affect cognitive and creative thinking styles; 2) it will positively affect students' learning motivation; 3) the cognitive and creativity purpose load will contribute to students' learning motivation; 4) self-efficacy will considerably affect learning motivation; 5) learning motivation will substantially affect fostering cognitive and creative thinking styles. This model helps students transform their practical experience into knowledge [12].

Such pedagogical approach as flipped learning, which is a variation of blended learning, is also applied in professionally-oriented English training of future International Relations specialists. I. Nikitova, S. Kutova, T. Shvets, O. Pasichnyk, and V. Matsko outline its key advantages such as: time efficiency, focus on practicality, availability of more interactive learning environment for students, the increased student-teacher personal interaction, shifting responsibility for learning from a teacher to a student, consideration of students' learning styles, associated with watching lectures, videos, presentations in advance to prepare for the next lesson. With regard to learning LSP to students majoring in International Relations, it has been found "the discussion-oriented, the faux-flipped and the group-based models of flipped classroom to be of particular interest for our research as they provide the context for the further discussions, allow revision of what has been learnt at the student's own pace, these models involve students in knowledge exchange" [14].

According to E. Cabi [9], "a flipped classroom is an educational technique which consists of two significant components: 1) the use of computer technologies; 2) the involvement of interactive learning activities". The author also notes that "lessons should include four major components: 1) educators should restructure the learning environment and time in a flexible way, considering the individual and group expectations; 2) teachers need to teach the contents in detail, adopting a learner-centered approach and provide rich learning opportunities and activities reflecting a particular learning culture for the specific groups of students; 3) educators should regularly keep track of the difficulty level of the contents and the notes taken by the students as well as their progress, and apply active learning strategies maximizing students' conceptual understanding; 4) the instructor should be a professional educator who continuously monitors students in their learning processes, immediately provides feedback, and assesses students' outputs" [9].

Conclusions and future perspectives. Having analyzed the huge amount of data we may conclude that professionally-oriented English training of future International Relations specialists with the introduction of ICT is primarily characterized by multifunctionality, efficiency, productivity, intensity, students' possibility of quick and effective creative self-realization, availability of personal educational trajectory. The introduction of ICT in modern foreign language learning process via blended learning, case technology, e-learning, flipped learning approaches not only accelerates the knowledge transfer and accumulated social experience of mankind from generation to generation, but is an important factor in creating a new system of education.

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Анотація. Дане дослідження присвячено аналізу сучасної проблематики професійно-орієнтованої англомовної підготовки майбутніх фахівців з міжнародних відносин із впровадженням інформаційно-комунікаційних технологій, є актуальним і потребує комплексного та багаторівневого розгляду; є відповіддю на помітний попит державних та бізнес-структур на висококваліфікованих спеціалістів з точки зору налагодження, розвитку та виведення на новий рівень партнерства та комунікації між суб'єктами міжнародних відносин і права, які володіють різними структурами та функціями.

Ціллю дослідження є вивчення та оцінка впливу інформаційних та комунікаційних технологій на професійно-орієнтований стиль навчання англійської мови студентів спеціальності 291 «Міжнародні відносини, суспільні комунікації та регіональні студії» на основі системи теоретико-дослідницьких методів.

Результати. Професійно-орієнтована англомовна підготовка майбутніх фахівців-міжнародників із впровадженням інформаційно-комунікаційних технологій характеризується багатофункціональністю, ефективністю, продуктивністю, інтенсивністю, можливістю швидкої та ефективної творчої самореалізації студентів, наявністю особистісної освітньої траєкторії. Навчальний процес, який базується на дистанційній формі навчання, є багатогранним, мобільним і ситуативним. Вивчення іноземної мови на основі змішаного навчання, кейс-технології, e-learning, flipped learning є трудомістким процесом. ІКТ розглядаються як впровадження комплексу програм управління навчальним процесом у ЗВО, створення єдиного інформаційно-комунікаційного освітнього простору (інтегрованого, багатоаспектного, ресурсномісткого) вищої освіти, розвиток інтегрованих професій, проектна діяльність, а також дистанційне навчання, мережева взаємодія.

Ключові слова: професійно-орієнтоване навчання, фахівці з міжнародних відносин, інформаційні та комунікаційні технології, навчальний процес, дистанційне навчання, змішане навчання.