

Professionally-oriented Discourse in Foreign Language Teaching in HEIs

Viktoriia Antufieva¹, Hanna Holubova², Alla Lisovska², Karyna Kuleshova³, Larysa Oriekhova²

¹ Department of Language Training, Odesa State University of Internal Affairs, Odesa, Ukraine

² Department of Foreign Languages, A.V. Nezhdanova Odesa National Academy of Music, Odesa, Ukraine

³ Department of Social Communications and Regional Studies, Odesa I. I. Mechnikov National University, Odesa, Ukraine

Correspondence: Viktoriia Antufieva, The lecturer at the department of language training of Odesa state university of internal affairs, Uspenska street, 1, Odesa, Odesa region, 65000, Ukraine.

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Abstract

Objective: The peculiarities of professionally oriented discourse in teaching a foreign language in High Education Institutions are a key factor in improving knowledge of the subject matter and developing students' professional competencies. In modern realities, the use of lexical and semantic groups and professional terminology is becoming increasingly important to improve mastery of the educational material and the possibility of implementing the acquired skills in practical activities. The research aims to conduct an analytical study of the theoretical and methodological foundations of professionally oriented discourse and the peculiarities of its use in teaching a foreign language in High Education Institutions. Such a policy can improve the peculiarities of teaching professionally-oriented discourse, which is an important segment in learning a foreign language. Moreover, it can also improve approaches to organizing the learning process.

Methods: Using scientific research methods, the article presents logically consistent material on the development and feasibility of implementing High Education Institutions policy with an increased focus on mastering professional-oriented discourse as a condition for further employment of students and improvement of their professional competencies.

Results: Attention is paid to the theoretical provisions of professionally oriented discourse and its quality of development in modern realities. The results of the study can be useful in formulating policies for organizing the educational process and ensuring the improvement of the quality of education in modern globalization processes. The article investigates the peculiarities of the educational process and typifies the key elements of professionally oriented discourse, taking into account the development of modern information technologies.

Conclusions: Recommendations for the formation of the most relevant skills for students in mastering professionally oriented discourse in learning a foreign language are given.

Keywords: lexical and semantic groups, business communication, professional discourse, scientific discourse, foreign language, linguistics, educational process

1. Introduction

In the context of the modern development of linguistics and language groups, it is important to use professionally oriented discourse as a basic element for the professional activity of future specialists trained by High Education Institutions. The use of professionally-oriented discourse helps to improve the quality of the educational process and improve access to the information component of the profession. Due to the spread of digital technologies and the innovation revolution, students have access to a significant amount of information, which is presented mainly in English. Professional-oriented discourse is important for meeting basic communication needs and is used in the business environment. Moreover, it has been introduced into the educational process, which provides opportunities for further research. The analysis of lexical and semantic groups enables students to improve their mastery of business communication and use it to achieve their educational and professional goals. The development of modern HEIs should consider all existing trends in the use of professionally oriented discourse and serve as a key factor in their further development. Such discourse can be used to make the most effective use of the means of communication that are used mainly in the business sphere. Modern university policy is aimed at developing students' special competencies that will help them in their future employment and practical activities. The professionally oriented discourse is a comprehensive complex of cultural development of business professions with a combination of modern innovative technologies and science, which has emerged as a form of professional activity. The importance of using professionally oriented discourse in teaching a foreign language in higher education institutions is also due to the need to integrate into global commodity markets and improve the quality of their human capital. Therefore, highly developed countries use policies to encourage the learning of foreign languages and the spread of their official language. Moreover, many programs encourage students to learn a foreign language, conduct business negotiations, and participate in scientific activities. Therefore, further prospects for professional-oriented discourse in foreign language teaching in HEIs are an appropriate and relevant issue. An important issue is the peculiarities of modern approaches to the use of professionally

oriented discourse in practice and the quality of the organization of the educational process, which led to the conduct of this study.

The issue of improving the quality of foreign language teaching in higher education institutions with a focus on professional discourse is a key task for modern universities. There is a need for specialists who speak a foreign language. This is most important for professional activities, as it allows them to access information in the modern digital world and expand the corporate sector internationally. Under such conditions, (Ageeva & Wang, 2019) notes that the theoretical concept of professionally oriented discourse is a combination of business communication and professional terminology in a given professional field. According to Baguant (2019), professionally oriented discourse is a set of lexical, semantic groups, and speech features in the conduct of scientific activities. According to this approach, the use of professionally-oriented discourse is a key principle of developing students' professional competencies. In the view of Darics (2016) modern High Education Institutions programs need to be significantly improved, as the world is dominated by digital technologies that can be used in foreign language teaching. The scientist suggests focusing on basic grammar and vocabulary skills and focusing more on the actual use of professional speech, which will be useful in employment. Müller (2018) agrees with this and argues that modern foreign language learning at universities is closely intertwined with the study of history, culture, ethics, and philosophy and the possibility of its application to the relevant language group. Moreover, according to Knyazyan (2019), the use of modern tools to improve the quality of the educational process can stimulate the development of the student's linguistic potential and help ensure their practical skills. Improving the quality of professionally oriented discourse, according to Higgs (2016), will serve the development of scientific competencies. According to the scientist, professionally-oriented discourse is mainly used in two key areas: the first is institutional, which includes official representation and the private-public sector, and the second is scientific, in which scientific research is conducted. Moreover, according to practical research Wang (2019), most of the world's language groups have significantly transformed and have characteristic changes in line with the development of information technology. This is due to the emergence of innovative technologies in professional activities that require special skills and abilities from students who want to master a particular discipline. Under such conditions, an important factor in the development of professionally oriented discourse is the use of High Education Institutions, as noted by Yapparova et. al. (2017), as a tool for popularizing a foreign language. Svinhufvud's (2018) research shows that in the current conditions of human development and linguistic groups, English is the most popular and relevant language among others. Under such conditions, the peculiarities of modern professionally oriented discourse are developing rapidly and require some improvements in the theoretical and practical foundations of foreign language acquisition and the implementation of the most appropriate methods of organizing the learning process (Erixon and Erixon Arreman, 2017).

The purpose of the article is to analyze the modern aspects of professionally oriented discourse in foreign language teaching at higher education institutions and the quality of the educational process organization to improve the quality of students' professional competencies. The main task of the study is to consider theoretical approaches to professionally oriented discourse and the quality of its development in the context of modern digital realities and to outline the key principles of building an educational process for students learning foreign languages. With this approach, higher education institutions can improve their policy of conducting educational activities for students wishing to learn a language. This is most important for professional activities, as it allows them to access information in the modern digital world and expand the corporate sector internationally. A foreign language is not only a separate discipline but also an important tool for diplomatic relations and strengthening the corporate sector with a focus on the global market. Therefore, conducting a study on the professionally oriented discourse of foreign language learners is appropriate.

2. Method

To conduct the study, theoretical and methodological materials on the essence of professionally oriented discourse were used. Based on the materials presented, the author has formed positions on the use of professionally oriented discourse in the context of foreign language learning, as well as its division into types and kinds, and description of the characteristic directions of its direction. Using the methods of search analysis, the quality of teaching of university programs in foreign languages was studied and the key principles for the development and organization of the educational process were outlined. Given the current trend, the most important point for modern university policy is to use qualitative approaches to the formation and development of students' professional activities and to implement them following generally accepted standards. Abstraction is used to outline the key areas of use of professionally oriented discourse and to divide addressees into groups, characteristic forms of communication, and the use of semantic groups in sentence construction. The article uses the methods of deduction and induction to outline the prospects for the further development of universities offering foreign language education services, putting into account modern education and the needs of specialists. Given these provisions, some recommendations are made to improve the quality of the policy of implementing the educational program for students learning a foreign language. Thus, the presented research methodology allows to present some theoretical and methodological results of the peculiarities of professionally oriented discourse in foreign language teaching at High Education Institutions.

3. Results

The issue of developing professionally oriented discourse in foreign language teaching at High Education Institutions is the most pressing in today's globalized world. Effective mastery of vocabulary and the ability to apply it in professional activities significantly improves the qualifications of a specialist. Nowadays, when learning a foreign language, attention is paid to several factors of language distribution - business, every day, and professionally oriented. Each of the available components is used in communication under certain circumstances and in a special social environment, which has its own ethical and cultural norms and peculiarities. When learning a foreign language, it is essential to focus on the quality of using modern means and tools for realizing business communication as a method of achieving a

professional communicative goal. In most cases, professionally-oriented discourse is aimed at exchanging technical information and using terms that are used exclusively in a professional environment.

For instance, in modern universities of certain specialties, it is customary to divide foreign language learning into two formats: the first is the use of tools for learning basic communication skills, grammar, sentence construction, and everyday usage; the second is communication exclusively in the program of the main specialties of students who use their language to improve business communication, etc. In a professionally oriented discourse, most of the words for everyday use are present, as well as many of those used to enhance understanding of the quality of a person's performance in a chosen segment of his or her professional activity. Learning a foreign language for professional discourse consists of lexical phrases, the use of vocabulary when working with tools of professional activity, and practical terms. The issue of vocabulary in terminology is the most difficult to study since such language groups as Anglo-Saxon and Germanic are the most widely used in the world community. Therefore, in these two groups of languages, most terms for certain industries may be common. The problem of studying and the origin of terms is a separate in-depth topic that is partly taught to university students to understand the history of the chosen profession, as well as the origin of keywords that can be directly implemented in professional activities. Moreover, in the context of modern development, the key principles of using quality education are to increase the emphasis on learning a foreign language, as it provides access to a wide range of information through the emergence of the Internet, as well as the use of special software applications, digital platforms, etc.

The emergence of information technology has become a new stage in the evolution of any science and the educational level of a person due to the availability of information that can be mastered at will. Given this trend towards the emergence of special digital tools used in professional activities, the most important thing for university students is the ability to use these tools in their practical activities, as well as to stimulate their professional activities to an optimal position. The emergence of digital technologies has led to the expansion of professional discourse, as well as the ability to navigate digital technologies. Due to the emergence of innovative technologies and the constant development of speech, the key to further teaching professional-oriented discourse is the study of special terms that are mainly used by students or teachers during lectures and seminars. Digital tools have created conditions not only for improving professional performance, but also some potential opportunities for information exchange, as well as the emergence of semantic groups of complexes of basic professional vocabulary words used in the activities of any person who wants to implement these measures as part of their professional activities. With the use of such methods and materials, any modern student can receive a quality education in the context of globalization and the spread of information technology.

The theoretical notion of modern scholars, as well as their approaches to defining professional discourse, is focused on the characteristic types, types, and addressees of the received message, because when learning a foreign language, it is important to direct the vector of discourse used to achieve the goal of communication. The key components of professionally oriented discourse are shown in Figure 1.

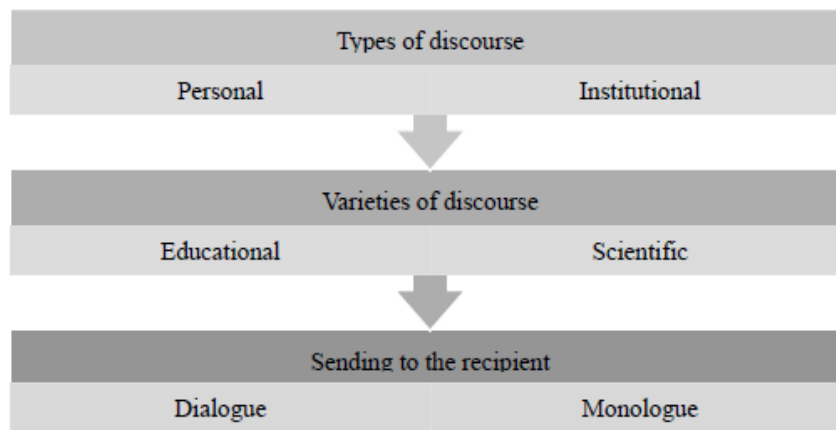


Figure 1. Characteristics of the varieties, types, and focus of professionally-oriented discourse

Source: compiled by the author

Based on Figure 1, scholars divide professionally-oriented discourse into personal discourse, which is aimed at developing personal learning processes, communication using digital platforms, and individual communication; institutional discourse, which is used in specialized institutions, social environments, etc. Institutional professional-oriented discourse is the most popular among all the others, as it includes the environment of technological professions, political professions, any highly specialized areas, etc (Zabala, 2011; Belligh and Willems, 2021).

In addition, it is customary to use the terminology used in the institutional environment to refer to the business environment when practicing their knowledge in enterprises or any other legal private companies or organizations. Therefore, for students studying foreign environments, attention is paid to the quality of using their professionally-oriented discourse in these areas, which can improve the quality of perception of the material and the ability to master the lexical and semantic features of sentence construction. Such principles of

professionally oriented discourse are usually referred to as a section of its typology (Haken, 2019).

Apart from the types, the scientific literature distinguishes certain types of professionally oriented discourses. Educational - most typical for higher education institutions that provide access to knowledge of a special subject. Scientific - used directly in the scientific community, in specialized research and development. The difference between the two types is that in the first case, it is mastering the material and studying the peculiarities of the semantic, lexical, and word-formation foundations of this discourse, and in the second case it is the ability to operate with the available materials and knowledge, which can be useful in scientific activities. Thus, in the case of foreign language learners, attention is paid to the development of two types and the main two types of professionally oriented discourse. However, only scientific discourse is used in a deeper study of the discipline for possible further philological or linguistic research. Therefore, this approach can improve the quality of using professionally oriented discourse in foreign language teaching and optimize the student's level of knowledge to meet the current needs of the labor market.

A characteristic feature of modern universities is the use of specialized technologies and information environments, which can improve the quality of foreign language learning. Through their use, students can improve their skills in using professional speech and ethics of communication in a professional environment, and improve grammatical and lexical knowledge. To improve students' professional skills, it is customary to introduce a distance education format that will be aimed at assessing the quality of knowledge gained and will further contribute to the development of students' professional competencies. Therefore, the development of digital technologies also creates an additional field for the dissemination of terminology that can be used as tools for their professional activities. Students who use digital technologies in their professional activities are more competitive in the labor market compared to their colleagues. The issue of information technologies in foreign language learning is one of the most popular principles of the current development of the educational process and discussions about their use to enhance the quality of perception of educational material, as well as its possible further use following linguistic professional needs. The terminology of modern information technologies is mostly similar in terms of basic concepts. However, in different areas of professional activity, such as engineering, architecture, or philology, it will differ significantly. Therefore, in such conditions, the most important thing for university students is the ability to operate existing digital libraries and digital materials that can improve the student's level of knowledge and help them carry out their professional activities. The current policy of universities in the use of information technologies is to gradually integrate distance education and strengthen the role of specialized software for the formation of digital literacy for future philologists and students of foreign languages.

The development of professional-oriented discourse has been formed throughout a long civilization of cultures and humanity as a whole. The peculiarities of using specialized terms under the types of activities are a key priority in carrying out an effective type of activity. With the help of such tools, it is possible to operate as best as possible with a set of materials that are used directly in practical activities. The problem of forming a professionally oriented discourse in teaching a foreign language at universities is to find an effective methodology for considering key segments of a foreign language and the quality of lexical use in the world and the teaching process. Pedagogical practice shows that modern students need as many practical skills as possible. Due to the global competitive environment in the world, the ability to use one's skills to obtain and disseminate knowledge is a key advantage for students. Moreover, foreign language proficiency opens up access to a wider range of information, which improves a student's competence. A foreign language is a tool for carrying out scientific, every day, and professional activities. It opens up more opportunities, but the use of modern technologies is a priority for university teaching staff. Therefore, modern universities are increasingly paying attention to the quality of the educational process and the development of assessment methods, and the use of software to improve students' linguistic or grammatical skills.

The problem for higher education institutions providing foreign language education is the high competition with the presence of the corporate sector in this market. Due to the development of private educational institutions, which are more affordable and provide exclusively practical material in a shortened program, the level of use of such services and services of enterprises is gradually increasing. According to the Center for European Policy Studies, the prospects for the development of such institutions by 2027 will become increasingly important for European universities. Therefore, philological universities need to emphasize foreign language learning in the context of further research, which includes the study of culture, ethics, features of dialectical word formation, distinguishing semantic origins, and using professional skills to analyze the contiguity of cultures of several language groups. For any other universities, it is important to introduce foreign language learning through the use of professionally oriented discourse, which will include only personal and institutional direction, taking into account the peculiarities of its implementation. This approach will help students to master the basic skills of communicating in a foreign language according to the basic principles of grammar and lexis and to use them directly in their practical activities. From this perspective, it follows that quality teaching requires not only the use of the basic features of the formation and teaching of the educational program but also the improvement of the professional competence of teachers who work directly in the field of student discipline. This approach is important due to the emergence of significant digital technologies used as a tool for its implementation. Today, for any profession, many technological solutions can improve the level of professional activity. With this in mind, it is important to develop students' lexical competencies in line with their digital literacy.

As a rule, professionally-oriented discourse is characterized by several means of realization based on hierarchical, democratic, and equal communication, as described in more detail in Table 1. Based on the data in Table 1, the use of professionally-oriented discourse in modern conditions is the realization of democratic, equal, and hierarchical communication, each of which is present in the student's professional activity. For teachers of modern higher education institutions, it is mandatory to create a curriculum that would focus on mastering students' practical skills following the available ones, as well as stimulate the development of grammatical and lexical skills

concerning market needs. The process of learning foreign languages should consist of assessing basic skills and concepts for further delving into professional discourse. The most difficult issue of professional-oriented discourse is engineering and technical specialties. It is common in the world to use English terminology as the key lexical group that is popular in use. However, despite this, the use of terminology may differ significantly depending on the degree of dialects and regional peculiarities of speech. Given these peculiarities, the priority of any university, regardless of the chosen specialty, when studying any language is to make important comparisons with English and ensure that key phrases are understood in English. Such an approach can improve the quality of students' learning and encourage them to use key means of communication since in the modern sense, a lot of semantic and terminological phrases need to be used for professionally-oriented discourse.

Table 1. Peculiarities of using professionally oriented discourse in communication

Communication element	Democratic communication	Equal communication	Hierarchical communication
Priority communication	Reverse	Cyclic	Direct
Recipient	Any person	Colleague	Subordinate
Communicative action	Assurance	Evaluation	Order
Communication type	Dialogue	Dialogue	Monologue
Text and speech	Multifactorial	Agreed upon	Single
Terminology	Adjacent	Specialized	Narrow-profile
Ethicality	High	High	Moderate

Source: compiled by the author

Thus, based on the results of the study, it can be concluded that for an effective policy of developing educational services of higher education institutions, it is necessary to improve the peculiarities of foreign language teaching, as well as gradual modernization of the organization of the educational process. The theoretical provisions on the use of modern professionally oriented discourse can improve students' basic skills in grammatical and semantic aspects of the language. However, to ensure the development of effective language proficiency, it is necessary to introduce up-to-date teaching tools, including digital tools, and special software, and to emphasize learning a foreign language in the context of professional activities, as well as using it in various situations. Listening, testing, and live speaking are the key means of assessing a student's modern skills in professional discourse and using them in their activities.

4. Discussion

The results of the conducted research indicate the need to improve the professionally oriented discourse in higher education institutions, since improving the quality of practical skills, as well as the ability to use a foreign language in professional activities, will serve as a means of developing not only language competencies but also the qualification component. Trends in the development of digital technologies and information platforms can improve not only the organization of the educational process but also provide modern assessment tools (Khabibullina et. al., 2019). Given these features of modern comprehensive tools, an important promising area is the introduction of tools for assessing students' skills and professional knowledge in a foreign language (Kochemasova and Voronina, 2018). Moreover, identifying the key means of development and formation of professionally-oriented discourse can become a factor in the formation of professional competencies of a student (Karlsson and Nikolaidou, 2016).

Prospects for further research should be theoretical studies of the modern concept of professionally oriented discourse and its further development in the context of modern global digitalization since it is a key aspect of the development of professional knowledge. In addition, professionally-oriented discourse is transforming following the development of professions and the change in the paradigm of its implementation (Dressen-Hammouda, 2008). Under such conditions, it will be useful to study the peculiarities of the development of professional discourse in different specialties, humanities, and technical (Luchaninova et. al., 2019). Conducting such research can be promising in the context of using the results to improve university curricula and create a quality curriculum for students of higher education institutions. The problem of organizing the educational process will be formed based on the use of foreign experience of European universities that attract foreign students to study and include the multicultural practice of learning a foreign language (Parodi, 2014). A typical example of such a format is the German practice of attracting students with compulsory German language courses, which are used mainly in professional activities (Makleeva et. al., 2018). However, considering the peculiarities of lexical groups of technical specialties, English is taught in parallel with the official language.

Under such conditions, an important factor for the development of professionally oriented discourse may be the study of the use of English in various professions and analytical research on the peculiarities of teaching methods and the implementation of modern programs for students who want to master it. The popularity of the English language is historically determined, so the most popular language for information literacy and technology in the modern world is English-supported (Montol ó, 2013). In modern universities of the countries, it is necessary to focus on conducting a detailed excursion into the professional dialects of English and outlining the basic terminology of a particular discipline (Karavayskaya, 2017). Using this approach will not only improve the level of English proficiency among students but also ensure their high competitiveness as specialists in the labor market. In today's digital environment, the importance of business English is a priority for employment (Tlekhatuk, 2015).

The outlined results of the study make it necessary to develop a higher education program and create state programs for retraining teaching staff that can provide modern teachers with the necessary knowledge. First and foremost, such a university should be supported by the state because of the strategic importance of developing the country's human capital and supporting the field of science. Teachers must have a

professional discourse of a particular discipline that takes into account information products as they are used in students' practical activities. Thus, the current features of foreign language teaching aimed at professionally-oriented discourse are effective but need to be improved.

5. Conclusion

Thus, it can be concluded that professionally oriented discourse in its theoretical essence consists of a set of linguistic means, semantic groups, and terminology used in professional activities. When learning foreign languages, attention is paid to the study of basic forms of grammar, word formation, and perception. For modern universities, professional-oriented discourse is an important development factor, as most companies in the European market and around the world use English. Therefore, improving the quality of teaching and the organization of learning should be based on the use of digital technologies. There is a need for further development of educational services to improve the quality of student's activities in the learning process.

The notion of professionally oriented discourse consists of several types, kinds, and directions. First of all, it is customary to divide professionally oriented discourse into personal and institutional types. In personal discourse, attention is focused on personal speech, while the other type is used in specialized institutions that conduct commercial activities or are representatives of official authorities or any other organization that requires knowledge of certain rules of etiquette and communication culture. Professional-oriented discourse is used in teaching and research. Therefore, it is mainly used as a factor in learning. At the same time, the educational process is a product of the results of research, and professionally oriented discourse is most often used in this segment. For students wishing to improve their knowledge not only in grammar and vocabulary but also to conduct full-fledged philological research, it is important to distinguish between the modern peculiarities of language group formation, the adjacency of these languages, and the possibility of using them as a key tool for achieving a communicative professional goal. An important factor in the further development of professionally oriented discourse in higher education institutions will be the use of this format to achieve the university's own and set practical goals.

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