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DEVELOPING ECONOMIC LINGUOCULTURE IN HIGHER EDUCATION THROUGH PROJECT-BASED LEARNING AND INTERLINGUAL INTERACTION

Summary. The article examines the theoretical and methodological foundations of developing the economic linguoculture in higher education in the context of integrating project-based learning and interlingual interaction into the educational process. The aim of the study is to analyse the specific features of developing students' economic linguistic culture through the implementation of project-oriented activities and interlingual interaction. The content of key conceptual categories is clarified, in particular the notion of linguocultural competence, which is interpreted as a set of knowledge, representations, value orientations and communicative practices that ensure the individual's effective functioning within foreign-language and intercultural economic discourse. It is demonstrated that its structural components comprise linguistic, cognitive, pragmatic and sociocultural dimensions, whose interaction determines the effectiveness of professional communication.

The study substantiates the significance of core linguistic and cultural units, including terms, collocations, phraseological constructions and precedent texts, as carriers of nationally and culturally marked economic meanings, the acquisition of which contributes to the development of economic thinking and the formation of an integrated linguistic consciousness. The relevance of project-oriented analytical and research-based tasks is justified, particularly those involving contrastive, semantic and discursive analysis of English-language economic terminology, interpretation of the pragmatic orientations of utterances and identification of culturally conditioned differences in the conceptualisation of economic processes.

The article highlights the potential of interdisciplinary integration, a multicultural approach and the use of authentic sources as means of enhancing foreign-language professional training. It is argued that the implementation of individual and group projects, case analysis, communicative situation modelling and the creation of students' own professional products fosters the development of critical thinking, communicative flexibility, interlingual mediation skills and readiness for interaction within a globalised economic environment.

Key words: economic linguoculture, linguocultural competence, professional training, higher education students, project-based learning, interlingual interaction, economic discourse, communication, foreign-language training.

Statement of the Problem. A key objective of contemporary language education is to ensure the integration of students' professional competence with the development of their intercultural communicative ability. Despite significant advances in method-

ological approaches to foreign language teaching in an economic context, there remains a need for integrated methodologies that combine the acquisition of specialised terminology, analytical skills and the capacity for interlingual interaction. In this respect, project-based learning is of particular significance, as it enables the modelling of authentic professional situations, stimulates critical and strategic thinking, and fosters the ability to communicate effectively with representatives of diverse cultural and professional communities.

Review of Recent Research and Publications. An analysis of recent research and publications indicates a growing scholarly interest in issues related to foreign language teaching and the development of linguistic and communicative competences within the educational process. Torosian, O. emphasises that linguoculture constitutes an essential component of foreign language instruction as it ensures the integration of linguistic meaning and cultural sense within language units [1]. Andrieva, M. and Sosna, K. highlight the importance of foreign language learning in the field of economics to develop students' professional linguistic competence [2]. Hnatenko, Y. focuses on intercultural competence as a crucial factor in the effective professional training of future economists [3]. Lysa, N. and Krychivska, O. elaborate on conceptual approaches to form intercultural communicative competence [4]. Umanets, V. and Podlisovskyi, V. underline the significance of the activity-based approach in developing linguocultural competence [5]. Ryzhenko, K. points to the role of business communication modelling in higher education institutions [6]. Kostiuk, M. considers project-based learning as a method for developing speech skills and fostering multicultural interaction [7]. Liulka, V. and Nazarenko, M. stress the relevance of the project method to organise students' independent work in professionally oriented English language courses [8]. Morentsova, A. argues that the project method contributes to develop language skills among students of non-linguistic specialisations [9]. Khamaziuk, O. and Kustovska, I. examine the practical implementation of project-based methodology in foreign language teaching [10]. Oliinychenko, O. highlights the importance to activate the educational process through interactive methods and tasks [11].

Despite these scholarly contributions, the need for an in-depth analysis of the specific features to develop economic linguoculture in higher education through project-based learning and interlingual interaction remains relevant.

Purpose of the article is to analyse the characteristics of developing the economic linguoculture in higher education through the implementation of project-based activities and interlingual interaction.

Theoretical and Methodological Framework. Within the framework of examining the issue of developing economic linguoculture in higher education, a decisive role is played by the clarification of the basic categories that ensure the theoretical coherence of the analysis. One such category is linguocultural competence, which integrates the linguistic and cultural dimensions of professional training.

Linguocultural competence may be defined as a set of fundamental knowledge and conceptual representations that are activated by individuals in the course of their social and professional activity and that reflect a system of values, norms and regulatory principles inherent in a particular language and culture. This knowledge is materialised in stable linguocultural units that represent the linguistic culture of a society and ensure its reproduction in communicative practice. In this context, basic linguocultural units are understood as core components of the language system, namely key words, collocations, phraseological constructions and precedent texts that accumulate nationally and culturally marked meanings shaped by a dominant system of social values. Their acquisition contributes to the development of individual cognitive abilities, the formation of a holistic world-view and value orientations and the creation of a foundation for meaningful participation in socio-economic life [1, p. 54].

On the basis of this premise, the integration of project-based learning into the training in higher education becomes particularly significant, especially when it is oriented towards the analytical processing of economically marked linguistic units in an interlingual dimension. Within the framework of a learning project, students may be offered tasks involving the contrastive analysis of specialised economic terminology such as market efficiency and human capital and their Ukrainian equivalents. The completion of such tasks requires the identification of semantic equivalence as well as culturally conditioned differences in the conceptualisation of economic processes. This approach makes it possible to trace the specific features of economic thinking across different linguistic cultures and to develop students' skills of interlingual mediation.

The expansion of the content of linguocultural competence presupposes its consideration as a complex construct encompassing interrelated cognitive, communicative and sociocultural components. Accordingly, within the scholarly tradition, the key elements of this competence are understood to include linguistic knowledge, cultural awareness, pragmatic skills and intercultural sensitivity. The linguistic component is associated with the acquisition of the structural features of a language, whereas the cultural component involves an understanding of the shared beliefs, norms, and practices of a speech community. The pragmatic dimension ensures the ability to use linguistic resources appropriately in specific communicative situations, taking into account discursive conventions, politeness strategies, and contextual relevance. At the same time, intercultural sensitivity plays a crucial role in recognising cultural differences, preventing communicative breakdowns, and fostering a tolerant attitude towards linguistic and cultural otherness [6, p. 319].

Within the framework of forming economic linguoculture, the above-mentioned components are most effectively integrated through project-based tasks of an analytical and research-oriented nature. For instance, higher education students may be asked to carry out a discourse analysis of economic statements such as "*Government intervention may distort market incentives*". The

completion of this task involves identifying the pragmatic intention of the utterance, analysing the evaluative component of the lexeme "*distort*" and comparing its use with Ukrainian equivalents in academic economic discourse.

In the educational process, linguoculture should therefore be regarded as a functionally active model within which the linguistic sign, its meaning and its cultural sense are mutually interdependent. Such an integrated representation facilitates the interpretation of linguistic units as carriers of socially and economically marked meanings that are actualised in real professional communication. From this perspective, linguoculture functions as a mechanism for interpreting economic concepts embedded in language and serves as a foundation for the formation of a coherent economic linguistic consciousness among higher education students [1, p. 56].

In practical terms, linguistic and cultural competence may be developed through project-based tasks that involve the semantic and cultural analysis of economically marked lexical units. In particular, higher education students may be offered a task requiring the analytical examination of such terms as "*value creation*", "*economic efficiency*" and "*market failure*" within the framework of a mini-project. Completion of the task entails identifying their dictionary meanings, analysing contexts of use in English-language economic texts and comparing them with their Ukrainian equivalents in terms of conceptual content. The interpretation of the results is presented in the form of a short analytical report, which facilitates awareness of culturally conditioned differences in economic discourse.

Further enhancement of linguistic and cultural training may be achieved through tasks focused on the contextual interpretation of economically marked collocations. For example, students may be required to interpret the constructions "*government intervention*" and "*free market mechanisms*" within a group project. In doing so, they analyse the pragmatic functions of these collocations in journalistic and academic texts and determine how cultural and socio-economic factors shape their evaluative dimensions.

It is also methodologically appropriate to employ tasks aimed at the contrastive analysis of sentences in an interlingual context. Such a task may involve examining the sentence "*Investment in human capital drives long-term economic growth*", followed by a comparison of the ways causal relationships are expressed in English and Ukrainian. Completion of the task presupposes the identification of culturally specific patterns of argumentation and an explanation of their influence on the formation of economic thinking.

Tasks aimed at the discursive interpretation of utterances within project-based interaction are of particular importance for the formation of economic linguistic and cultural competence. For example, students may be asked to analyse the sentence "*Market liberalisation may exacerbate social disparities*" from the perspective of lexical evaluation. In the course of the task, they explain how specific lexical units contribute to the author's economic stance and how these meanings are transformed in the process of translation into Ukrainian.

In the context of developing the linguistic and cultural competence of future specialists in economics, interdisciplinary integration becomes especially significant, as it is conditioned by differences in the content of academic courses and the objectives of professional training. Traditionally, the teaching of specialised economic disciplines is oriented towards the acquisition of theoretical knowledge and practical skills within the field, whereas the use of information

technologies in language education is aimed at developing linguistic and communicative competence, as well as skills of searching for, analysing, and processing professional information in a foreign language [5, p. 435].

An essential prerequisite for effective foreign language learning within the professional training of higher education students is an integrative approach to the organisation of the educational process. Students' engagement in a foreign-language linguistic and cultural environment and the use of its informational potential in future professional activity are ensured through the combination of various forms of integration, including interdisciplinary, multicultural, organisational, and methodological integration. Consequently, the application of developmental educational technologies within such an integrated framework creates conditions for the holistic formation of linguistic, communicative, and culturally oriented competence, which is particularly relevant for students of economic specialities [11, p. 128].

From a practical perspective, foreign language learning may be implemented through project-based tasks focused on the analytical processing of economic lexical units. For instance, one task may involve the study of the terms "*economic integration*" and "*global market*" within an educational project. Higher education students provide semantic interpretations of these units, analyse their contexts of use in English-language sources and compare them with their Ukrainian equivalents.

Equally important are tasks aimed at the contextual interpretation of economic collocations in an interlingual dimension. Such tasks may include the analysis of constructions such as "*cross-cultural communication*" with regard to their functioning in academic and public discourse. Students explain how cultural factors influence the semantic content of these collocations and substantiate their translation choices into Ukrainian.

A distinct group of tasks comprises activities aimed at the discursive interpretation of economically marked sentences within a multicultural context. For instance, students may be asked to analyse the statement "*Economic inequality poses a challenge to social cohesion*" from the perspective of its ideological load. In the course of this task, students explain how particular lexical units shape the author's economic position, which in turn fosters the development of critical thinking and the ability to engage in intercultural interpretation of economic discourse.

Within the framework of the multicultural paradigm, developing cross-cultural communicative competence among future economists contributes to the development of skills for effective interaction with representatives of diverse ethnocultural communities and to the acquisition of experience in sociocultural communication. Students' engagement in such experiences provides a foundation for integration into the global economic and cultural space, which is accompanied by transformations in modes of thinking, professional activity and value orientations. In this regard, the implementation of a multicultural approach in the process of developing cross-cultural communicative competence among future specialists in economics is of particular relevance under contemporary social conditions [4, p. 42].

Continuing the analysis, it should be emphasised that the multicultural approach, in combination with project-based learning, creates favourable conditions for the systematic development of economic linguistic and cultural competence among higher education students. Specifically, through interlingual interaction

and collaborative project work, linguistic knowledge is integrated with economic concepts and cultural meanings, thereby ensuring a deeper understanding of the specific features of professional communication.

The principles of multicultural education in the context of developing cross-cultural communicative competence among future specialists in economics significantly transform the target orientations of professional training in higher education institutions. Accordingly, the aim of foreign language education shifts towards the development of communicative ability and readiness to engage in foreign-language interpersonal and cross-cultural communication with native speakers in professionally relevant situations. As a result, in the course of professional training, students acquire new models of communicative behaviour that provide direct access to the values of world culture, including the cultural and economic meanings of foreign-language communities [4, p. 42].

The implementation of the above principles in the educational process presupposes the introduction of project-oriented tasks aimed at the analytical interpretation of economically marked lexical units in the English language. For instance, one instructional task within a group project may involve the examination of the terms "*economic value*", "*competitive advantage*" and "*global competitiveness*". Higher education students are expected to conduct a semantic analysis of these units, identify the specific features of their use in economic texts and explain differences in the conceptualisation of the respective notions in comparison with Ukrainian economic terminology.

Summarising the above, it should be emphasised that a key objective of contemporary higher education is the development of cross-cultural competence as a factor in enhancing the professional proficiency of future specialists in the field of economics. In the implementation of the cultural approach, a leading role is assigned to the foreign language teacher, who directly ensures the realisation of multicultural educational objectives. This entails consideration of the cultural and educational interests of diverse national and ethnic groups, the adaptation of future specialists to systems of economic values under conditions of cultural diversity, an orientation towards intercultural dialogue and readiness for professional interaction in a multicultural environment [3, p. 56].

It should also be noted that the integration of foreign-language project-based activities into the content of professional disciplines creates opportunities to combine linguistic knowledge with economic concepts and culturally conditioned meanings, thereby facilitating the transformation of terminology into conscious use in professionally significant communicative situations. In this context, the foreign language functions as a tool for interpreting economic reality within a multicultural environment.

Consequently, this approach fosters the development in higher education students the ability to interpret economic phenomena through the lens of different linguistic and cultural models and to engage in effective intercultural mediation. The combination of the teacher's role as a facilitator of cross-cultural interaction with the active participation of students in project work promotes critical thinking, communicative flexibility and readiness for professional activity in a globalised economic context.

Hence, the project method occupies a central position among the tools for organising independent learning activities, as it stimulates students' cognitive engagement and enhances their research potential. Its application supports the development of initiative, cre-

ative thinking and the capacity for independent information-seeking and processing within a defined thematic framework. As a result, students learn to critically evaluate acquired knowledge, anticipate potential outcomes of professional tasks and effectively engage in various forms of collaborative learning with peers and instructors [8, p. 117].

Furthermore, project-based activities in the educational process entail the systematic modelling of problem-solving situations which require participants to undertake investigative efforts and analyse the results obtained. The use of the project method contributes to the development of both linguistic and personal qualities essential for future economics professionals, including the capacity for professional communication in a multicultural setting [7, p. 198].

Within the framework of project work, exercises focused on the semantic analysis of economic terminology in texts are particularly appropriate. For instance, students may be assigned English-language texts containing terms such as “inflation rate”, “fiscal deficit”, “gross domestic product”, “exchange rate”, “public debt”, “economic growth”, “market regulation” and asked to explain their function within the context of economic discourse. Completion of such tasks involves identifying synonyms and semantically related constructions, analysing their role within sentences and justifying the selection of Ukrainian equivalents in accordance with the professional context.

One type of exercise involves the contrastive analysis of word combinations and sentences from an interlingual perspective. The task requires comparing constructions such as “labour market flexibility” and “trade balance” in English-language and Ukrainian economic discourse. Students analyse sentence structure, semantic nuances and the pragmatic functions of these expressions, after which they justify the choice of an appropriate translation and assess its adequacy for professional communication.

Equally valuable are tasks aimed at designing students’ own communicative products through the use of economic terminology. For instance, an assignment may involve preparing an English-language presentation on “Sustainable economic development strategies”, where students apply previously analysed terms, construct logically organised sentences and phrases, explain their lexical choices, and substantiate their economic positions.

Tasks focused on the group analysis of economic case studies are also of particular relevance. Such activities require students to collaboratively examine specific situations, identify key concepts, formulate English-language commentaries and propose Ukrainian interpretations. The completion of these tasks fosters analytical thinking, teamwork skills, the ability to substantiate and defend arguments and effective interlingual interaction within a project-based framework.

The use of project-based learning enables students to experiment, explore alternative approaches and identify non-standard solutions within professionally significant topics. This method promotes developing critical and innovative thinking, creating original products and services and integrating communicative dimension into the learning process. As a result, students are motivated to engage in active cross-cultural interaction in the target language and gain access to the informational potential of foreign economic systems [9, p. 145].

Project-based methodology also stimulates the comprehensive development of professional competences, including analytical and strategic thinking, the ability to anticipate economic risks

and the capacity to identify effective solutions. The integration of language skills with professional tasks, for instance, through the audiovisual translation of economic presentations and the systematic processing of specialised terminology, ensures the practical orientation of learning and fosters students’ immediate readiness for professional activity in a multicultural environment [10, p. 631].

In order to foster economic linguoculture, tasks focusing on discourse analysis and interlingual comparison are particularly appropriate. For example, students may be asked to compare constructions such as “monetary policy instruments” and “economic stabilisation levers” with their Ukrainian economic equivalents and to analyse differences in the verbalisation of causal and evaluative meanings. The completion of such tasks develops the ability to produce adequate translations, engage in cross-cultural interpretation and formulate well-reasoned conclusions within professional economic discourse.

To ensure the effective acquisition of English-language professional vocabulary by students of economics, it is advisable to systematically incorporate authentic economic sources into core academic disciplines. This approach enables students to develop the ability to use specialised terminology accurately and appropriately in English-language professional discourse, while simultaneously stimulating analytical thinking and independent information processing. At the same time, the active involvement of students in individual and collaborative projects contributes to the consolidation of vocabulary and the development of cross-cultural communication skills and professional dialogue [2, p. 165].

The study of professional foreign-language vocabulary is particularly effective when combined with the analysis of terminology in specialised texts. For instance, students may be asked to examine collocations such as “supply chain management” and “cost-benefit analysis”, identify their synonyms and semantically related expressions, analyse their syntactic and semantic roles within sentences, and justify appropriate Ukrainian equivalents. The completion of such tasks enhances the ability to accurately reproduce terminology across diverse communicative contexts and fosters skills of professional interlingual analysis.

A distinct category of exercises involves the contextual analysis of sentences containing key economic concepts. Students may be invited to compare constructions such as “macroeconomic regulation mechanisms” and “fiscal tools”, analyse their structural organisation, semantic nuances and functional roles within texts and propose suitable Ukrainian equivalents in a professional context.

Equally effective are tasks based on the collaborative analysis of economically oriented case studies, such as “impact of foreign direct investment on local economies”. In completing these assignments, students identify key terms, compare English and Ukrainian constructions and discuss interlingual and cross-cultural features of meaning transfer. Such activities develop teamwork skills, analytical thinking, the ability to substantiate professional conclusions and cross-cultural communication competence.

Conclusions. Summarising the findings of the present study, it may be concluded that developing economic linguoculture among higher education students through the implementation of project-based activities and interlingual interaction contributes to the holistic development of linguistic and cultural competence encompassing cognitive, communicative and sociocul-

tural dimensions. In this regard, the systematic engagement with core linguocultural units, particularly specialised terminology, stable collocations and precedent texts, facilitates the development of economic thinking, expands interpretative capacities and fosters the ability to engage in adequate interlingual interaction within professional contexts. At the same time, the effective realisation of these objectives requires the application of appropriate didactic tools, among which project-based learning demonstrates particular effectiveness by enabling the analytical application of knowledge in modelled professional situations. The completion of contrastive and discourse-oriented tasks stimulates critical thinking, deepens awareness of culturally conditioned differences in the conceptualisation of economic processes and enhances intercultural sensitivity. Thus, the integration of the linguocultural approach with project-based and research-oriented forms of instruction contributes to develop a coherent model of professional training aimed at preparing future specialists who are capable of effective professional communication in a multilingual and globalised economic environment.

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Безугла І. Формування економічної лінгвокультури здобувачів вищої освіти через проектну діяльність і міжмовну взаємодію

У статті розглянуто теоретичні й методичні засади формування економічної лінгвокультури здобувачів вищої освіти в умовах інтеграції проектно-діяльності та міжмовної взаємодії в освітній процес. Метою дослідження є аналіз особливостей формування економічної лінгвокультури здобувачів вищої освіти через реалізацію проектно-діяльності та міжмовної взаємодії. Уточнено зміст базових категорій, зокрема поняття лінгвокультурної компетентності, що інтерпретується як сукупність знань, уявлень, ціннісних орієнтирів і комунікативних практик, які забезпечують адекватне функціонування особистості в іншомовному та міжкультурному економічному дискурсі. Показано, що її структурними компонентами виступають лінгвістичний, когнітивний, прагматичний і соціокультурний виміри, взаємодія яких зумовлює ефективність професійної комунікації.

У дослідженні обґрунтовано значення базових лінгвокультурних одиниць, зокрема, термінів, словосполучень, фразеологічних конструкцій і прецедентних текстів, як носіїв національно й культурно маркованих економічних смислів, засвоєння яких сприяє розвитку економічного мислення та формуванню цілісної мовної свідомості. Доведено доцільність використання проектно орієнтованих завдань аналітико-дослідницького характеру, що передбачають зіставний, семантичний і дискурсивний аналіз англійської економічної термінології, інтерпретацію прагматичних настанов висловлювань і виявлення культурно зумовлених відмінностей у концептуалізації економічних процесів.

У статті висвітлено можливості міждисциплінарної інтеграції, полікультурного підходу та застосування автентичних джерел як засобів поглиблення іншомовної професійної підготовки. Зазначено, що виконання індивідуальних і групових проектів, аналіз кейсів, моделювання комунікативних ситуацій і створення власних професійних продуктів забезпечують розвиток критичного мислення, комунікативної гнучкості, навичок міжмовного посередництва та готовності до взаємодії в глобалізованому економічному середовищі.

Ключові слова: економічна лінгвокультура, лінгвокультурна компетентність, професійна підготовка, здобувачі вищої освіти, проектна діяльність, міжмовна взаємодія, економічний дискурс, комунікація, іншомовна підготовка.

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