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PRINCIPLES OF ENSURING LANGUAGE COMPETENCIES OF A HEAD OF A HIGHER EDUCATION INSTITUTION, TAKING INTO ACCOUNT EUROPEAN EXPERIENCE

Abstract. *The purpose* of the article is to develop principles for methodological support of language competencies of the head of a higher education institution in Ukraine, taking into account European experience. **Research methodology** – a general systematic approach to the study of phenomena of objective reality, the application of theoretical and empirical methods (analysis and synthesis, observations, typological classifications, surveys and expert assessments), holistic philosophical ideas about the priority of the value sphere of the individual and the introduction of European standards and a new educational paradigm in Ukraine, based on leading national documents and international experience in the study of language as a system of phenomena, the nature of speech, communication and interaction, the essence of the communicative act, speech culture, as well as scientific and methodological foundations of the formation of a highly cultural personality of a modern specialist. **The scientific novelty of the work** lies in the fact that for the first time in the context of European experience in language training for Ukrainian higher education institutions: methodological principles for acquiring and developing language competencies of a head of a higher education institution have been formulated; methodological directions for self-training and advanced training in language competencies of heads of higher education institutions in Ukraine have been proposed. **Conclusions.** Domestic organizational-institutional, regulatory, infrastructural and relevant scientific-methodological components of the development of competencies of heads of higher education institutions represent an urgent need for innovations, new formation and formation. The linguistic and communicative competence of a manager to manage the development of a domestic higher education institution requires two interrelated multi-component competencies – language national competence and foreign language linguistic and cultural competence. They must be ensured by adhering to the following basic methodological principles: the principle of professional orientation of language training; the principle of lexical and semantic commonality, or unity of the thesaurus of the language environment of a higher education institution; the principle of individualization

of learning; the principle of continuity of self-training and learning; the principle of humanitarian diversity of advanced training in language competencies.

Key words: *European experience, higher education institutions, language competences, principles, management.*

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ПРИНЦИПИ ЗАБЕЗПЕЧЕННЯ МОВНИХ КОМПЕТЕНТНОСТЕЙ КЕРІВНИКА З УПРАВЛІННЯ ЗАКЛАДОМ ВИЩОЇ ОСВІТИ ІЗ УРАХУВАННЯМ ЄВРОПЕЙСЬКОГО ДОСВІДУ

Анотація. *Метою* статті є розроблення принципів методичного забезпечення мовних компетентностей керівника з управління закладом вищої освіти в Україні із урахуванням європейського досвіду. **Методологія дослідження** – загальний системний підхід до вивчення явищ об'єктивної дійсності, застосування теоретичних і емпіричних методів (аналіз і синтез, спостереження, типологічні класифікації, опитування й експертні оцінки), цілісних філософських уявлень про пріоритетність ціннісної сфери особистості й запровадження європейських стандартів і нової освітньої парадигми в Україні з опорою на провідні національні документи та міжнародний досвід дослідження мови як системи явищ, природи мовлення, спілкування й комунікації, сутності комунікативного акту, культури мовлення, а також науково-методичних основ формування висококультурної особистості сучасного фахівця. **Наукова новизна** роботи полягає в тому, що вперше у контексті європейського досвіду мовної підготовки для українських закладів вищої освіти: сформульовано методичні принципи набуття й розвитку мовних компетентностей керівника з управління закладом вищої освіти, запропоновано методичні напрями самопідготовки й підвищення кваліфікації з мовних компетентностей керівників закладів вищої освіти України. **Висновки.** *Стан* вітчизняних організаційно-інституційних, нормативно-правових, інфраструктурних та відповідних науково-методичних складників розвитку компетентностей керівників закладів вищої освіти свідчить про нагальну потребу інновацій, нового формування й становлення. Мовно-комунікативна

компетентність керівника для управління розвитком вітчизняного закладу вищої освіти потребує двох взаємопов'язаних багатокомпонентних компетентностей – мовної національної компетентності й іншомовної лінгвістично-культурної компетентності. Їх необхідно забезпечувати дотриманням таких основних методичних принципів: принцип професійної спрямованості мовної підготовки; принцип словниково-сислової спільності, або єдності тезаурусу мовного середовища закладу вищої освіти; принцип індивідуалізації навчання; принцип безперервності самопідготовки та навчання; принцип гуманітарної різноплановості підвищення кваліфікації з мовних компетентностей.

Ключові слова: європейський досвід, заклади вищої освіти, мовні компетентності, принципи, управління.

Formulation of the problem. In the current trends of international cooperation, academic mobility and cross-border development of higher education institutions (HEIs), the language competences of the heads of such institutions require, in addition to perfect knowledge of the national literary language, also knowledge of foreign languages, proper understanding of the foreign language environment. The diversity of issues of development of the institution and the educational industry in general, the complexity and novelty of the tasks that the management of modern HEIs faces daily, require the uniqueness of decisions, quick response to changes or adjustments to work plans, and at the same time – almost constant public communication, including in a foreign language environment. To maintain the competitiveness of domestic HEIs, it is necessary to ensure language competences in the management of institutions, which requires the development of scientific and practical foundations for further methodological developments for self-training and advanced training of managers.

In Ukraine, the system of training highly qualified scientific personnel until the beginning of the 21st century was aimed at achieving certain theoretical and scientific-practical results, for which scientific degrees were awarded, on a general philological-linguistic basis of training aimed at the ability of scientists, first of all, to perceive and compose professional texts in a foreign language. Currently, the processes of European integration with the inherent multiculturalism and human-centricity of approaches, other trends of global importance [5] determine the need for language competencies of a qualitatively higher level. This is especially relevant for heads of domestic HEIs.

Ukrainian society, experiencing significant and diverse deformations associated with political and economic changes and conflicts of recent decades, faces many systemic problems that also affect the development of higher education. In terms of the preparedness of the leadership of HEIs, the dependence of human resources on a number of

negative factors is observed. At the national level, the defining problematic phenomenon remains the insufficiency of a targeted state innovation policy, especially in comparison with foreign experience. The weakening of state and state-building managerial influence, together with destructive trends in many industries, among which education has already appeared at the epicenter of crisis contradictions, indicates the pseudo-market, largely imitative nature of market-innovation mechanisms in Ukraine [12]. Integration into foreign structures with the introduction of new industry standards, fundamentally different methodologies and practices requires a completely different innovative level of reforms [17], which is not provided in Ukraine in terms of institutional, infrastructure, and personnel parameters. The system of language training in higher education as such, which is directly linked to the organization of the educational sector, has not yet acquired the necessary structural completeness. In Ukraine, despite the development of models of foreign language teaching by non-philologists and the development of foreign language teaching programs in non-language HEIs, it has not been possible to implement a single, holistic system of language training by levels (borderline, advanced, autonomous, competent), as provided for by the recommendations of the Council of Europe of 2001 and 2020 [2].

Analysis of sources and recent research. The total volume of theoretical and scientific-practical achievements of world science in the field of management, in particular, on the issues of managers' competencies, constitute a large corpus of various studies, the problematic content of which, when applied topically today, does not always fully meet the challenges faced by modern institutions, especially higher education, in the conditions of growing globalization. The world is changing extremely quickly. It is no coincidence that in foreign studies, competence is increasingly considered to be a dynamic system of knowledge, skills, abilities, which has a value orientation and is a function of

the motivated abilities of the individual. In Ukraine and abroad, studies have been published on the formation of the communicative competence of a manager in the field of public administration, on the issues of an individual-personal approach to the development of communicative competence; theoretical and methodological foundations of the linguistic and communicative competence of the individual and its comprehensive development in the conditions of globalization [1; 5]. But the specific issues of the relevant competencies of the head of HEIs in the literature are not specifically considered. At the same time, in recent years, the need for the heads of Ukrainian HEIs to acquire new managerial competencies in terms of structure, content, and philosophy has been proven [4], and it remains generally recognized that the speech of the head is an indicator of his managerial culture, as well as one of the main means of self-expression and self-affirmation of his personality; the speech communication of the head is the basis of his professional skills, the most important communicative tool for solving various managerial tasks [9, pp. 11–19; 10, pp. 112–117; 13, pp. 231–246; 15, p. 26].

The activation of independent creative work of students, the formation of new professionally significant knowledge, skills and abilities in foreign language proficiency has become a modern requirement for practical classes with managers in foreign language teaching [6; 14].

When defining the key concepts of professional competence, Western researchers, as a rule, call success, achievement and efficiency in work, adequate productive behavior and personal characteristics that correspond to communicative competence. Linguistic competence is usually considered as the central, main link of communicative competence (although not systematically identical to the latter): from a scientific and psychological point of view, communicative competence is defined as situational adaptability and free command of verbal and non-verbal means of social behavior, a set of skills and abilities necessary for effective communication [15]. Communicative competence is characterized by linguistic competence (knowledge of the “language code”, i.e., the original meanings within which communication is actually carried out, mastery of all levels of language, stylistics, and rules of linguistic transformation), in particular, mastery of an appropriate thesaurus (a stock of words most acceptable for communication in

a certain socio-communicative situation on a certain topic, in a broader sense – the presence of an open and flexible system of meanings stored in the individual’s memory), cultural competence – orientation in the basic elements of culture, value systems; and in addition, communicative competence also includes representative communicative competence – mastery of verbal, non-verbal, behavioral, and other technologies [15]. Ukrainian science considers foreign language communicative competence as an integrated construct consisting of a number of system-forming components, such as: linguistic, speech, socio-cultural, subject-professional competence. By innovations in teaching methodology, domestic scientists understand didactic innovations that optimize the existing conditions for implementing the educational process, while innovative technologies for teaching foreign languages are considered to be original, innovative methods, techniques, pedagogical actions and means that contribute to improving the mastery of foreign languages and the effectiveness of qualitative mastery of them [14]; however, methodological attention has not been paid to the training of heads of higher education institutions in foreign language communicative competence, taking into account their managerial and sectoral subject-professional specifics.

Objectively assessed by researchers, the clear interdependence of language competence on the general cultural communicative level of the manager prompts us to single out as a problematic phenomenon the instability or absence of a certain communicative style in the organization – in our example, in an educational institution. In this context, it is necessary to bear in mind the general problems of communicative competence as a flexible system that develops under the influence of various social and psychological factors [13; 15, pp. 27–30].

Since, in general, competence, as modern research proves, is a function of motivated abilities of the individual, the development of language competencies of the management of HEIs can be an applied aspect of the theory of motivation, which, in turn, allows to reveal a number of relevant problems – motivational. From this point of view, given the complexity of the subject of organizational management, in which personal and collective elements are combined, the very existence of the institution’s need to increase the general

communicative level, in particular, in terms of language competencies of the management of HEIs, can appear as a problematic, difficult goal. After all, specifically targeted linguistic improvement is really possible with a certain motivation for such training or self-training. On the other hand, in this context, the fact of the head of HEIs increasing his language competencies, which is a priori motivated, can indirectly indicate the communicative development of the institution, and therefore the general developmental orientation of personnel policy and communicative style.

Individual characteristics, personal shortcomings and "management pathologies" of the modern leadership of domestic HEIs are amplified by the deepening crisis impact of most of the general problematic factors of management in the conditions of permanent modern reform of the economically weak, infrastructurally underdeveloped educational sector against the background of Ukraine's European integration aspirations. At the same time, the language competencies of HEIs leaders as such, which depend on the aforementioned processes and simultaneously model them, constitute dialectically important systemic areas for overcoming this complex issue.

The purpose of the study is to develop principles for methodological support of language competencies of the head of a higher education institution in Ukraine, taking into account European experience.

Presenting main material. The basis for effectively overcoming the problems and solving the tasks of Ukraine's integration into the European cultural and economic space, including the educational one, remains a competency-based methodological approach to the professional training of competitive specialists. This applies to personnel policy in general, but is especially relevant for management.

According to many researchers in the field of public administration, including civil service, the key to the success of managerial activity is a high level of general education and culture of managers. In the structure of their training, language and generally communicative competencies, without exaggeration, constitute the most important core of knowledge, skills and abilities [18]. The implementation of the competency approach in the dimensions of education is associated by scientists with those civilizational challenges that face

a person in the 21st century – with spiritual, informational, environmental, ethnocultural challenges, etc. A modern manager is constantly faced with various problems: it is necessary to continuously update their knowledge, learn to predict the development of events, change their plans according to circumstances, rejecting those that have not stood the test of experience and time. In order to adapt in conditions of constant change, to have freedom of choice, a manager must be able to effectively apply knowledge in their own managerial activities, to master the technology of decision-making. And then the problem of competencies arose as the ability to use knowledge to solve various practical situations, to find optimal solutions to management problems under conditions of accelerated information exchange, significantly increased transport accessibility, when distances ceased to be an obstacle to trade, exchange of experience, communication, and learning. Globalization necessitates the need for strategic thinking and the implementation of fundamental changes in society, especially in the field of communication and related management processes [8].

The value orientation of competencies, in this subject key, namely managerial competencies and among them – language competencies means a significant shift of accents and discourses of management into the sphere of culture and intercultural interaction. Today, culturally diverse, multi-component societies and communities (and HEIs teams are precisely such communities) are managed and developed not only and not so much thanks to state regulation, but mainly – through the value consensus of socio-cultural groups [12, p. 18].

The latest paradigmatic changes in education in Ukraine, which are directly related to the integration trends of the pan-European and global levels, put forward a number of urgent requirements for the heads of HEIs in the socio-cultural, general methodological and cognitive directions at the same time. If the institution is positioned at the level of a competitive provider of relevant educational services, then the management of such an institution a priori becomes part of a complex international, cross-border communication and management process. Under such conditions, the head of a higher education institution must not only be prepared for professional speech communication, armed with the appropriate deep professional, etiquette-psychological and other knowledge, skills and

abilities, such as, for example, the head of a state authority [15, pp. 25–28], which in itself is not at all simple. The head of a higher education institution must be ready for professional communication with foreign and foreign-language partners and students, and therefore, have a personal linguistic and cultural horizon and be able to apply it in a substantive way in his daily work [6; 10, p. 96].

The general trend and scientific and educational discourses of the development of modern post-industrial society as an information society since the 3rd quarter of the 20th century have brought to the forefront the training and retraining of personnel, especially managers, and the formation of their foreign language professional communicative competence. The deepening of its socio-cultural and intercultural linguistic components, in turn, is becoming relevant already in the conditions of the 21st century.

Despite the accumulation of extensive experience and methodologically oriented methods of improving the quality of language education (in the system of multi-level professional education) in Western Europe, this is not yet enough to create conditions for the necessary increase in the level of language competencies of the heads of HEIs themselves. Although there are opportunities to take advantage of the unique advantages of European experience, which consist in the fact that over the past decade, language education in different countries has been increasingly convergent, since international standards have acquired common contours and are formulated in joint developments that are implemented both in European and Ukrainian universities. Various forms of work of representatives of university communities have become means of improving the quality of language and professional education in universities in Europe and the world: the use of international standards in the training of specialists, international guidelines on language and educational policy at different levels, the formation of a common language educational policy. All forms of ensuring the quality of language and professional education are focused on improving educational processes, the content of education, regulating relations between educational entities, updating educational infrastructure, organizing interaction between structural units of the university, and managing educational processes.

A new understanding of the goals of foreign language training for a qualified specialist is

associated with the basic postulates of the modern paradigm of education. Important documents that represent the modern understanding of the goal of foreign language training are documents of the Council of Europe. The above circumstances of the comprehensive introduction of standards and methods of European language training, however, do not directly solve the problems of language, and even more so – linguistic and cultural training, retraining and advanced training of heads of higher education institutions of Ukraine. But the European experience contains methodological and substantive prerequisites for developing approaches to overcoming the aforementioned problems. The language policy of the European Union is normatively enshrined in a number of documents that define its tasks, ways and methods of their implementation. Among other such prerequisites, the “European Language Portfolio” is considered an effective means of managing training and its quality, although its application in the educational space of Ukraine is spreading slowly.

In the field of language training, the EU leadership adopted a number of resolutions and financed a whole group of programs. Pointing to the understanding of the need for knowledge of foreign languages for the growing scientific and social development of each country, the leaders of the European community, with the participation of the best scientists and the involvement of the most modern practices, laid the necessary methodological foundations also for countries that are developing and integrating into global cultural and educational communication [3, pp. 51–54].

In general, the EU language policy is characterized by the following processes and phenomena: multilingualism (all national official languages of the EU member states are also official languages of the EU; all laws, regulations and documents must be drawn up in 24 official languages, while at informal meetings of ministers of states, according to an unwritten rule, only English, French and the language of the host country are usually used); priority of internal language policy (the internal language policy of each country differs from the language policy within the framework of the EU institutions, individual institutions have their own language rules); promotion of the study of foreign languages (in the strategic future, every EU resident, in addition to their native language, should know two more languages of the European Union for better

understanding with representatives of other nations and the elimination of national prejudices, as well as the development of the mobility of social capital). This significantly affects the educational policy of EU countries, which is reflected in the principles of the Bologna Process, a large number of scholarships for studying in other countries, inter-university agreements on student exchange, etc.

The language policy of the European Union affects the language situation in each EU country. At the same time, the corresponding exchange, coordination of structures, procedures and standards takes place on a permanent basis thanks to the mobility of civil servants and mutual interest, because the process of EU enlargement may fail if public administrations are not properly trained and their structures are adapted to address the challenges related to the “*acquis communautaire*” [3; 16].

Thus, the European experience of language and cultural policy and training personnel to improve communicative competence, in particular language competence, represents a number of scientific achievements and a system of guidelines and relevant educational principles, which are characterized primarily by the following features: methodological support for the study of foreign languages; principled multilingualism; significant priority of internal (national) language policy.

Based on European experience and theoretical guidelines, on an interdisciplinary basis, we determine that for modern management in higher education, the head of the institution needs, first of all, the following mandatory systemic elements of language competence: knowledge of the lexical-semantic and syntactic system of the Ukrainian literary language (with regard to its perfect application), knowledge of the professional thesaurus and related linguistic and vocabulary arrays at the level of co-creation of their borrowing and adaptation in the Ukrainian language – terminological lexicons from English, other Germanic, other Slavic languages, Latin and others, depending on the stable communications of this HEI and the prevailing discourses on the current development of the institution, – and knowledge of a foreign language or several languages at the qualification level necessary to support this current discourse on the organization and content of the educational process; the ability to quickly and adequately mobilize one’s knowledge in choosing the necessary language resource, express oneself clearly,

build a strategy and tactics of speech with proper phraseology, sequence of meanings and appropriate sentences, as well as quickly and competently write in Ukrainian and other languages required in this institution’s communication, while also being able to compensate for situational shortcomings with personnel management tools for managing the institution’s communication; skills of quick and competently and intuitively, appropriate to the discourse, perfect – to the point of subconscious automatism – use in communication of the Ukrainian literary language and foreign languages from the environment of permanent communications of this HEI, including the speaker’s skills in using all modern sources of information for speech, as well as the skills of a listener-analyst.

The complexity and responsibility of professional possession of the above knowledge, skills and abilities determine, at first glance, a high degree of uniqueness, even talent of a person; but it should be taken into account that today, in the current global competitive environment, it is precisely extraordinary individuals who can be heads of HEIs. In addition, the above-mentioned international requirements for the development of the pan-European educational and cultural space, which are applied in Ukraine under the appropriate integration course, have already formed and will form an increasingly developed multicultural and multilingual environment.

In such an environment, however, the national speech remains the mental and methodological core; the head of a HEI as a linguistic and cultural personality, possessing knowledge of all levels of a specific ethnic language, culture, flexible role and communicative strategies and tactics of communication, must fully support in a certain thesaurus the linguistic environment established within the framework of a specific national linguistic and cultural community [7; 8], and on the other hand, such a head today must use lexicons and discourses in foreign languages. According to professional requirements, the linguistic competences of a head of management in higher education are divided into national and foreign language components and are partly similar to the linguistic and business competence of managers of the diplomatic corps or civil servants of high ranks (categories). Such a head realizes his potential of linguistic competence at three levels: depending on the maturity of his socio-cultural characteristics, these are the formal,

informational and value-motivational levels. The formal level allows you to produce and interpret meaningful statements built according to the norms and rules of a particular language; according to the terminology established in interlinguistic communication, this is the “level of reflection”. Quite often, a person who possesses communicative skills only at the formal level cannot adapt them to situations of real communication and transfers familiar patterns, for example, interpersonal communication to business or mass communication, but does not get the corresponding effect. The informational level includes the formal one, but involves the ability to build statements and behavior in accordance with the context and situation. This is the level of conscious competence, when an individual models his communicative behavior in order to increase its effectiveness. For example, while working with civil servants in individual consultations and group axiological communicative trainings, it was noticed that during the formation of the information level, the communicative personality of the manager most often overcomes the stage of rejection, which consists in a temporary unwillingness to perceive and analyze the values of the partner in communication. But it is the ability to shift the perspective, to move from one’s own vision of the world to recognizing the equal experience of the worldview of the partner or partners in communication that is one of the most important characteristics of sociocultural competence [15, pp. 27–28].

It should be borne in mind that the speech side of communication is a complex polyphony of remarks, answers, questions, evaluative judgments, objections, remarks, and emotional reactions. After all, the created atmosphere is the result of the behavior of the head of the institution’s management and the communicators-partners. At the same time, multilingualism or, at least, bilingualism of the language environment of a modern HEI and its external communications, especially cross-border ones, creates a specific, a priori high intellectual level of the management sphere for the development of the institution and this direction (branch) of higher education in general, when the heads of higher education institutions must develop multicomponent language competence, or more precisely, language competences, namely: language national competence; foreign language linguistic and cultural competence. Accordingly, the necessary components of these language competencies

of a HEI management manager are language knowledge, skills and abilities of the speaker and listener in both areas of management communication – in the national language environment and in the cross-border language environment.

Transformations of the national sphere of public communications and education in Ukraine, including the introduction of innovations in Ukrainian spelling, have increased the level of ideological demands and rhetorically colored complexity of management processes concentrated around leaders. The general ideological direction of the national language policy positions a linguistically competent person as a nationally conscious person, and the development of linguistic competence as a means of forming national consciousness [7; 11, p. 19]. The paradoxical complexity of these current requirements lies in the need for each HEI, which claims to have promising development, to enter the global educational space and reach such a level of communicatively sound competitiveness, which is made possible by language competences in both the national and linguistic-cultural foreign languages.

According to the principle of humanitarian diversity, based on the priority of the internal (national) language policy of states adopted in the European Union and taking into account the decisive influence of national language competence on self-awareness, spiritual identity and worldview, it is important not only to position the Ukrainian language as the native and source language for the continuity of the linguistic and cultural environment of Ukrainian HEI. It is important to consider native vocabulary and speech as the core of the original meanings of all related cultures.

Conclusions. Compared with the European experience of language education and advanced training of managers, on the example of the issue of developing the competencies of heads of higher education institutions, domestic organizational-institutional, regulatory, infrastructural and relevant scientific-methodological components of training are in urgent need of innovation, new formation and development. The main communicative tool of the head of the institution remains language (language-communicative) competence, which for managing the development of a domestic higher education institution requires two inter-related multi-component competences, which are: language national competence (in particular,

in-depth knowledge and stable skills in using the Ukrainian literary language, new Ukrainian spelling, skills and abilities of language co-creation, its feeling, the formation of an atmosphere of creative inclusion of interethnic communication into the domestic language environment); foreign language linguistic and cultural competence (in particular, in-depth knowledge of the syntactic structure and poetics of a given language environment, professional and professional-situational lexicon, skills and abilities to take into account ethnic and cultural traditions in a given stable language environment of the institution and its cross-border developing ties). The linguistic competence of the head of a higher education institution must be ensured by adhering to the following basic methodological principles: the principle of professional orientation of language training, which implies preferential consideration of the professional specificity of the lexicon, knowledge, skills and abilities in language and speech of the correct lexical, syntactic, semantic form; the principle of lexical and semantic commonality, or unity of the thesaurus of the language environment of a higher education institution, which implies a certain stable unity of the professional lexicon of this language environment of the institution and its cross-border developmental ties; the principle of individualization of training, which implies a personal approach, orientation on the personal cognitive and motivational traits of the head; the principle of continuity of self-training and training, which implies constant improvement of

qualifications in language and speech knowledge, skills, and abilities; the principle of humanitarian diversity of advanced training in language competencies, which provides for a broad cultural framework and content of linguistic-cultural, ethnic-cultural, general philological classes and trainings in the context of cross-border ties and academic cooperation of the near and far abroad. For successful management of the modern development of a higher education institution in self-training or training of a manager in language competencies, the following areas are of paramount scientific and practical importance: an in-depth philological level in the development of language co-creation skills of this professional thesaurus; general didactic and professionally directed test control, self-control (language national competence); dialogic trainings based on the realism of situations (case method); an in-depth philological level of knowledge, skills and abilities in the analysis and adaptation of foreign-language terminological borrowings; in-depth cultural and ethnic-psychological level of knowledge, skills and abilities in moderating a sustainable cross-border language environment of a given institution (foreign language linguistic and cultural competence). Ensuring language competences of heads of higher education institutions of Ukraine as such managerial qualities that have great national-cultural, image and worldview significance requires modern methodological scientific and practical development taking into account the proposed systemic components, principles and directions.

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