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## ARTIFICIAL INTELLIGENCE AS A TOOL FOR TRANSFORMING THE TEACHING OF ENGLISH FOR SPECIFIC PURPOSES IN THE TRAINING OF SPECIALISTS IN INTERNATIONAL RELATIONS

*The article substantiates the role of artificial intelligence (AI) as a dynamic and multifunctional tool for transforming the teaching of English for Specific Purposes (ESP) in the training of future specialists in the speciality of International Relations. The study is devoted to the analysis of the possibilities of integrating generative AI technologies into the pedagogical process of higher education with the aim of improving the quality of professional communicative competence formation among future diplomats. The theoretical foundations of AI application in higher education pedagogy are revealed, including the evolution from traditional Computer-Assisted Language Learning (CALL) to modern AI-assisted ESP, as well as the compliance of these technologies with the principles of constructivism and the learner-centred approach. Particular attention is paid to the specifics of teaching ESP to students of specialisation S3 "International Relations". The paper presents practical methods and tools for applying generative AI. The advantages of the technology are analysed, including personalisation of the learning process, the possibility of continuous practice without psychological pressure, immediate feedback, time savings for teachers, and increased authenticity of learning scenarios.*

*Special emphasis is placed on the risks and ethical challenges of AI integration, particularly students' overreliance on generative tools, threats to academic integrity, algorithmic bias, data confidentiality issues, and the potential loss of live pedagogical interaction. Based on the analysis of domestic and foreign literature, recommendations are formulated for the balanced integration of artificial intelligence into curricula. The prospects for further research are associated with conducting empirical experiments in Ukrainian higher education institutions and developing methodological recommendations for the effective use of generative AI in the training of international profile specialists.*

**Key words:** *artificial intelligence, English for Specific Purposes, International Relations, diplomatic communication, personalised learning, pedagogical interaction, transformative learning, ethical aspects of AI in education.*

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## ШТУЧНИЙ ІНТЕЛЕКТ ЯК ІНСТРУМЕНТ ТРАНСФОРМАЦІЇ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У ПІДГОТОВЦІ ФАХІВЦІВ З МІЖНАРОДНИХ ВІДНОСИН

*У статті обґрунтовано роль штучного інтелекту (ШІ) як динамічного та багатофункціонального інструменту трансформації викладання англійської мови за професійним спрямуванням (ІМПС) у підготовці майбутніх фахівців спеціальності «Міжнародні відносини». Дослідження присвячене аналізу можливостей інтеграції генеративних технологій ШІ в педагогічний процес вищої школи з метою підвищення якості формування професійної комунікативної компетентності майбутніх дипломатів. Розкрито теоретичні засади застосування ШІ в педагогіці вищої освіти, зокрема еволюцію від традиційного комп'ютерно-опосередкованого вивчення мов (Computer-Assisted Language Learning, CALL) до сучасного ШІ-підтримуваного викладання англійської мови за професійним спрямуванням (AI-assisted ESP), а також відповідність цих технологій принципам конструктивізму та студентоцентрованого підходу. Особливу увагу приділено специфіці викладання ІМПС для студентів спеціалізації СЗ «Міжнародні відносини». У роботі представлено практичні методи та інструменти застосування генеративного ШІ. Проаналізовано переваги технології, серед яких персоналізація навчального процесу, можливість безперервної практики без психологічного тиску, миттєвий зворотний зв'язок, економія часу викладача та підвищення автентичності навчальних сценаріїв.*

*Окремий акцент зроблено на ризиках і етичних викликах інтеграції ШІ, зокрема надмірній залежності студентів від генеративних інструментів, загрози академічній доброчесності, алгоритмічній упередженості, про-*

*блемах конфіденційності даних та потенційній втраті живої педагогічної взаємодії. На основі аналізу вітчизняної та зарубіжної літератури, сформульовано рекомендації щодо збалансованої інтеграції штучного інтелекту в навчальні плани. Перспективи подальших досліджень пов'язані з проведенням емпіричних експериментів в українських закладах вищої освіти та розробленням методичних рекомендацій щодо ефективного використання генеративного ШІ у підготовці фахівців міжнародного профілю.*

**Ключові слова:** *штучний інтелект, англійська мова за професійним спрямуванням, міжнародні відносини, дипломатична комунікація, персоналізоване навчання, педагогічна взаємодія, трансформаційне навчання, етичні аспекти ШІ в освіті.*

**Problem statement.** In modern society, the organisation of the educational process plays an important role, taking into account the rapid development of digital technologies and the demands of the global labour market. Traditionally, the acquisition of professional competence by future specialists occurs through the interaction between teacher and student. However, with the development of society, the demand is changing for highly qualified specialists capable of acting effectively in the conditions of international relations, diplomatic negotiations, and intercultural communication. Therefore, a new approach to managing pedagogical interaction in the process of teaching English for Specific Purposes (ESP) enables a positive impact on the system of training specialists in the speciality of International Relations and opens new prospects for the formation of competitive diplomats. The issue of education quality is currently key and is highlighted in normative documents regulating educational activities. An important problem of the present day is the transition to European standards of specialist training and the departure from outdated teaching models, which do not always ensure authenticity, personalisation, and simulation of real diplomatic scenarios. The process of transforming the teaching of English for Specific Purposes with the help of artificial intelligence is becoming one of the most important areas for study in the context of higher education, especially for students of specialisation S3 “International Relations”.

The analysis of recent research and publications. The issue of applying digital technologies and artificial intelligence in higher education pedagogy has been considered in the works of contemporary scholars. The theoretical foundations of pedagogical interaction in the process of studying ESP have been formed in the works of Ukrainian and foreign researchers devoted to communicative competence, simulations of professional situations, and the integration of innovative tools into the training of international profile specialists. According to such Ukrainian scholars as Ovchinnikova O.I., Mendruk Yu.M., and Belyakova O.V. (2025): “AI can ensure the automation of assessment, facilitate the work of teachers, and create conditions for more accurate and objective knowledge control”. That is, one of the functions of

artificial intelligence as a tool in education may be checking papers, assessing the quality of task performance, or automated systems for analysing students’ learning activities, which significantly simplifies the work of teachers and potentially does not pose ethical problems.

The American researcher Baker emphasises that the main goal of applying artificial intelligence in education is the creation of intelligent systems that can support the learning process of students and contribute to the improvement of educational outcomes through the analysis of behavioural and academic data (Baker & Smith, 2019). In the context of foreign language learning, it is worth noting the work of Sherstiuik N.V. (2025), where the general idea is the concept that the integration of artificial intelligence into the process of teaching foreign languages for specific purposes in higher education institutions is at an initial stage, but already demonstrates significant potential for a personalised approach and adaptation of materials to the professional needs of students. At the same time, Lisnychenko A.P. (2025) defines artificial intelligence as a trainer, mentor, and tutor: “Thanks to the ability to quickly analyse huge amounts of information, artificial intelligence platforms can identify students’ strengths and weaknesses and accordingly adapt tasks, recommend additional materials, for example, articles, videos or practical exercises, and provide feedback on the completed task.”

However, the role of generative artificial intelligence as a tool for transforming the teaching of English for Specific Purposes for future diplomats has not been sufficiently covered.

The main purpose of the article. The aim of the article is to substantiate the role of artificial intelligence as a tool for transforming the teaching of English for Specific Purposes in the training of specialists in International Relations, as well as to analyse the opportunities, risks, and prospects of its application in the educational process. To achieve this aim, the following tasks are envisaged: to characterise the theoretical foundations of AI integration into higher education pedagogy and the teaching of ESP; to reveal the specifics of professional competencies of students in the speciality of International Relations; to present practical tools and methods of applying generative

AI (simulation of negotiations, generation of diplomatic documents, personalised learning); to assess the advantages, limitations, and ethical aspects; and to formulate recommendations for the effective integration of the technology into curricula.

Presentation of the main material. Currently, artificial intelligence acts not merely as an auxiliary means, but as a dynamic multifactorial tool of mutual correction, aimed at the mutually coordinated action of the subjects of interaction in the educational space on an adaptive basis. The construction of educational activities on parity principles with the help of AI makes the process more flexible, motivated, and oriented towards the formation of diplomatic communicative competence, which corresponds to the realities of the modern international environment. Artificial intelligence is gradually transforming modern approaches to learning. Its integration creates a number of potential issues and contradictions that, one way or another, arise for every teacher or researcher in the field of higher education. The main problems are specific methods that can be applied, their effectiveness and flexibility, as well as issues of ethics and integrity.

Analysing the concept of artificial intelligence, modern higher education pedagogy defines AI as a complex of technologies that enable computer systems to perform tasks that traditionally require human intelligence: data analysis, decision-making, learning from experience, and adaptation to the individual needs of the subjects of the educational process. As Brutman A. and Naumchuk T. I. note, “AI in education involves adaptive, personalised, interval learning and automatic assessment” (Brutman & Naumchuk, 2023, p. 212). In classes on English for Specific Purposes (ESP), AI performs four main functions: independent assessment of student achievements, assistance in learning, global learning, and an individual approach (Brutman & Naumchuk, 2023).

Adaptive learning involves the dynamic adjustment of task difficulty, pace, and content in real time based on the analysis of student progress, learning style, and level of competencies. Personalised learning provides individual trajectories, material recommendations, and feedback that correspond to the strengths and weaknesses of each learner. Automatic assessment includes the analysis of written works, oral speech, tests, and simulations using machine learning algorithms and natural language processing, which allows for immediate, objective feedback.

AI in education transforms traditional models from a standardised approach to data-driven environments, where instruction adapts to the cognitive and affective characteristics of the student. As modern researchers note, the integration of machine learning, deep learn-

ing, and multimodal analytics makes it possible to create real adaptive systems that increase motivation, engagement, and learning effectiveness.

The evolution of technologies in foreign language teaching has gone through several stages: from Computer-Assisted Language Learning (CALL) in the 1980s–1990s, when computers were used for exercises, audio and video materials, to Intelligent Computer-Assisted Language Learning (ICALL) and the modern AI-assisted ESP (English for Specific Purposes). CALL provided static exercises and multimedia support but did not envisage deep adaptation. With the advent of machine learning and large language models (for example, based on GPT), there has been a transition to intelligent systems capable of generating content, simulating dialogue, analysing errors in real time, and personalising professional content. In the teaching of ESP, this is manifested in the generation of authentic diplomatic texts, simulation of negotiations, adaptation of glossaries to a specific specialisation (for example, International Relations), and automated assessment of pragmatic competence.

This transition from instrumental support to intellectual partnership corresponds to the principles of constructivism (according to J. Dewey, L. Vygotsky, J. Piaget) and the learner-centred approach. Constructivism asserts that knowledge is not transmitted passively but is actively constructed by the learner through interaction with the environment, reflection, and social cooperation. AI acts here as the “zone of proximal development” (ZPD according to Vygotsky), where the system provides support (scaffolding) – prompts, models, feedback – and gradually reduces it, allowing the student to achieve autonomy. In the learner-centred approach, the emphasis shifts from the teacher to the student: AI analyses learning data, adapts material to interests, style, and professional needs, and promotes self-regulation and metacognitive skills.

In the context of ESP for the speciality of International Relations, the constructivist potential of AI is realised through the simulation of real situations (negotiations, document analysis), where the student actively constructs knowledge, tests hypotheses, and receives personalised feedback. This contributes to the formation of not only linguistic but also intercultural and professional competence, making learning more motivated and oriented towards real diplomatic practice. Thus, the theoretical foundations of AI application in higher education pedagogy and the teaching of ESP are based on the synthesis of modern technological capabilities with classical pedagogical theories. AI does not replace the teacher but acts as a dynamic tool of mutual correction, which strengthens subject-sub-

ject interaction and contributes to the transformation of the educational process towards personalisation, adaptability, and a constructivist approach.

However, the issue of integrating adaptive artificial intelligence specifically into the process of teaching a discipline such as English for Specific Purposes remains problematic. In modern higher education pedagogy, the teaching of English for Specific Purposes (ESP) is characterised by a clear orientation towards meeting the professional needs of learners and forming the competencies necessary for effective activity in a specific field. Unlike general foreign language teaching, ESP presupposes a differentiated methodological approach that takes into account the specifics of professional training, globalisation challenges, and the digitalisation of the educational process. As Korolchuk L. notes, the aim of such teaching is to develop “a differentiated methodological approach to studying the discipline that would correspond to the professional needs and specifics of specialist training” (Korolchuk, 2025).

The main features of ESP are the maximum approximation of learning content to real professional situations, the use of authentic materials (official documents, analytical texts, press conferences), the development of integrated skills (reading specialised literature, writing official genres, oral communication in a professional context), and an emphasis on practice-oriented methods (case studies, role-playing games, simulations). The teacher acts not only as a carrier of knowledge but also as a facilitator of subject-subject interaction, ensuring the formation of not only linguistic but also intercultural and professional competence. Such an approach requires the teacher to have a deep understanding of the students’ professional field, constant updating of materials, and flexibility in organising the learning process. In the context of modern requirements of the Bologna Process and the labour market, ESP becomes a key tool for increasing the competitiveness of graduates, as it allows combining language training with the acquisition of practical skills necessary for international communication. For students of specialisation S3 “International Relations”, the teaching of ESP acquires a special specificity, as it requires mastering diplomatic vocabulary, negotiation skills, analysis of official documents (notes, memoranda, press releases, UN resolutions), and participation in intercultural communication in conditions of conflicts, crises, or multilateral diplomacy. Students must demonstrate language competencies for “argumentation, conducting negotiations, and participating in debates related to international relations” (Hariyanti, 2024). Unlike other non-linguistic specialities (economics, engi-

neering, or medicine), the emphasis here is on the simulation of real diplomatic scenarios – meetings of the UN Security Council, trade negotiations, peace-keeping missions, or press conferences. This requires not only linguistic accuracy but also an understanding of the geopolitical context, cultural nuances, and ethical aspects of communication.

The problematics of teaching lie in the need to combine linguistic training with a deep understanding of international processes, which is often complicated by limited classroom time, large groups of students, different levels of basic language training, and insufficient motivation due to the abstract nature of certain topics. In addition, there are objective difficulties associated with differences in language systems, a shortage of specialised vocabulary, and the passivity of students who do not always realise the direct connection of the discipline with their future professional activities. As empirical studies show, only about half of graduates meet employers’ requirements regarding the level of ESP proficiency, which is due to outdated methods, poor-quality materials, and overcrowded classes (Hoa, 2016). An additional problem is the lack of a sufficient number of authentic materials adapted specifically to the diplomatic context and the limited cooperation between foreign language teachers and specialists in international relations, which leads to a gap between theoretical training and real professional requirements.

The analysis of the difficulties of integrating artificial intelligence into the process of teaching ESP for future specialists in International Relations reveals a number of significant barriers that require separate consideration. First, students’ overreliance on generative tools (for example, ChatGPT or Gemini) leads to the weakening of key skill development: “over-reliance on AI tools negatively affects language skill development, engagement, academic integrity, contextual understanding, and collaborative learning” (Avsheniuk et al., 2025). In the diplomatic context, this is particularly dangerous because AI often ignores cultural nuances, idiomatic expressions, pragmatic features of official communication, and the subtleties of diplomatic etiquette, which leads to a loss of authenticity and critical thinking during negotiation simulations.

Second, ethical and academic problems arise: students often submit AI-generated content without proper revision, which threatens academic integrity and reduces independence in creating diplomatic texts. Third, technical and pedagogical barriers – insufficient readiness of teachers to work with new technologies, lack of appropriate infrastructure, the risk of losing live interpersonal communication, and

the difficulty of assessing the originality of AI-generated materials – significantly complicate the effective integration of AI precisely into the discipline where the key element is the formation of real communicative competence in conditions of multilateral diplomacy. An additional difficulty is the subject factor: the teacher must constantly balance between using AI as a support tool and preserving traditional pedagogical interaction so as not to allow a loss of student motivation and degradation of live communication skills. Thus, AI integration requires not only technical solutions but also a revision of the teacher's role as a facilitator who ensures a balance between technological capabilities and the preservation of subject-subject pedagogical interaction adapted to the specifics of diplomatic training. Despite the significant potential of artificial intelligence (AI) as a tool for transforming the teaching of English for Specific Purposes (ESP), its integration is accompanied by a number of substantial risks and ethical challenges that require careful analysis and regulation. In the context of training specialists in specialisation S3 “International Relations”, these problems acquire particular acuteness, since the discipline involves the development of not only linguistic but also diplomatic, intercultural, and ethical competencies, where accuracy, authenticity, and the human factor are decisive.

One of the most common risks is students' overreliance on generative tools (ChatGPT, Gemini, etc.). As Avsheniuk et al. (2025) note, “overreliance on artificial intelligence tools negatively affects the development of language skills, engagement in learning, academic integrity, contextual understanding, and collaborative learning”. In the diplomatic context, this leads to the weakening of critical thinking, the loss of the ability to independently formulate arguments, and the analysis of cultural nuances of official communication. Students may perceive AI-generated text as a finished product, bypassing reflection and in-depth processing of the material. This is particularly dangerous during negotiation simulations or the preparation of notes of protest, where originality and pragmatic accuracy are required.

The second serious risk is the violation of academic integrity. Generative AI facilitates plagiarism and appropriation of authorship, which undermines the principles of scientific honesty. According to Derić (2025), ethical problems are associated with copyright, transparency, responsibility, and academic integrity, and students often submit AI-generated content without critical revision. In the teaching of ESP, this complicates the assessment of genuine writing skills for diplomatic documents and may lead to a decrease in the quality of professional training. Bal-

alle (2025) emphasises that even with good intentions, students' use of AI often violates basic rules of academic integrity, since the content does not reflect the author's own ideas. An important ethical aspect is algorithmic bias and lack of transparency. Alifras et al. (2025), in a systematic review, identify five key areas of ethical risks of generative AI in education: privacy and data protection, algorithmic fairness and bias, transparency and explainability, student well-being, and accountability through human oversight. In the context of international relations, bias in training data may reproduce stereotypes regarding cultures, countries, or conflicts, which distorts intercultural communication and forms incorrect diplomatic models. The lack of explanation of how exactly AI generates text (explainability) complicates control over the reliability of information, which is particularly critical when working with official documents or crisis simulations.

No less significant are the problems of data confidentiality and rights protection. The European Artificial Intelligence Act (EU AI Act, 2024–2025) classifies educational AI systems as high-risk, requiring strict compliance with data protection standards (GDPR), prohibition of emotional recognition, and mandatory human oversight. Vieira and Mesquita (2025) emphasise that without clear institutional policies and ethical recommendations, AI may create risks of leakage of personal data of students and teachers, as well as exacerbate the digital divide. In the training of future diplomats, this threatens not only learning but also the formation of ethical awareness of specialists who will work with sensitive international information in the future.

Finally, the risks are associated with the change in the teacher's role and the loss of live pedagogical interaction. Excessive automation may turn the teacher into a “monitor” instead of a facilitator of subject-subject interaction, which contradicts the principles of constructivism and the learner-centred approach. Deroncele-Acosta et al. (2025) note that excessive use of AI reduces students' critical thinking and creativity, and also weakens the socio-emotional aspects of learning, which are key to diplomatic communication.

However, the application of artificial intelligence in the teaching of English for Specific Purposes (ESP) has significant advantages that contribute to the transformation of the educational process and the improvement of the quality of specialist training. Among the main advantages, it is worth highlighting the personalisation of learning, the possibility of continuous practice without psychological pressure, immediate feedback, time savings for the teacher, and the creation of authentic professional scenarios. Artificial

intelligence allows adapting materials to the individual needs and level of language competence of each student, which is particularly important for students of specialisation S3 “International Relations”, who may have different levels of English proficiency. In addition, generative tools make it possible to conduct simulations of diplomatic negotiations, press conferences, and meetings of international organisations in a safe virtual environment, which significantly increases student motivation and contributes to the formation of practical skills. As modern researchers note, AI contributes to increasing student engagement, developing autonomy in learning, and more effective formation of professional communicative competence (Vieira & Mesquita, 2025). Thus, the advantages of applying artificial intelligence in the teaching of ESP can be realised only under the condition of a conscious and balanced approach to risks and ethical aspects. This requires not a ban on the technology, but the development of clear institutional policies, mandatory training of teachers and students in the ethical use of AI, regular auditing of tools, and the preservation of human oversight. Only under such conditions will AI remain a powerful tool of transformation rather than a threat to the formation of competitive and ethically responsible specialists in International Relations. The application of artificial intelligence in the teaching of English for Specific Purposes (ESP) allows moving from traditional forms of work to dynamic, personalised, and authentic methods that bring the learning process as close as possible to real professional situations. Generative tools (ChatGPT, Gemini, Claude) and specialised platforms enable the teacher to quickly generate materials, conduct simulations, and provide immediate feedback while preserving subject-subject pedagogical interaction. The experience of teachers from higher education institutions in the USA, Great Britain, and the countries of the European Union confirms the effectiveness of such approaches specifically in the training of international profile specialists.

One of the most widespread practical applications is the generation of authentic diplomatic texts and materials. Teachers at American universities (in particular, within the framework of public diplomacy programmes at USC) use ChatGPT for the rapid creation of drafts of notes of protest, memoranda, press releases, and speeches. Students first formulate key theses and then jointly refine the text with AI, analysing stylistic accuracy, diplomatic etiquette, and cultural nuances. This saves the teacher time on material preparation and allows classes to be conducted in real time.

In the practice of American universities (Texas A&M), such simulations are combined with AI avatars (for example, SoulMachines), which allows stu-

dents to practise oral speech in a safe environment without fear of making a mistake. The generation of tasks and cases for case-study is also a powerful tool. Teachers from the EU and the USA use AI to create personalised scenarios: from the analysis of climate summits to the resolution of humanitarian crises. For example, a student receives the task “Prepare the position of the Ukrainian delegation at negotiations on the grain agreement” – AI generates a basic case, up-to-date data, and possible counter-proposals. After that, group discussion and critical analysis of the generated material take place. This method, as the experience of American university teachers shows, contributes to the development of critical thinking and allows adapting the difficulty of the task to the level of each student.

The generation of text for video and the analysis of authentic materials is another practical direction. Teachers at British universities suggest that students watch a fragment of a press conference (for example, a speech by the UN Secretary-General) and then use AI to generate subtitles, key theses, or possible journalists’ questions. Students compare the AI version with the original, identify inaccuracies, and offer their own improvements. This develops listening, writing, and intercultural pragmatics skills simultaneously.

Thus, the practical methods of applying artificial intelligence in the teaching of ESP for students of the speciality “International Relations” allow combining high authenticity of materials, an individual approach, and time savings for the teacher. The experience of teachers from higher education institutions in the USA, Great Britain, and the countries of the European Union shows that, provided students have a critical attitude and the teacher’s role as a facilitator is preserved, these tools significantly increase the effectiveness of forming professional communicative competence.

**Conclusions.** The conducted research confirms that artificial intelligence acts as a powerful and dynamic tool for transforming the teaching of English for Specific Purposes in the training of specialists in the speciality of International Relations. The integration of generative technologies allows significantly increasing the authenticity of the learning process, ensuring the personalisation of learning, creating conditions for continuous practice of diplomatic communication, and significantly expanding the possibilities of simulating real professional situations that are difficult or impossible to implement using traditional methods. The theoretical analysis has shown that the application of AI in ESP is based on the synthesis of modern technological capabilities with the principles of constructivism and the learner-centred approach,

transforming the teacher from a transmitter of knowledge into a facilitator of subject-subject pedagogical interaction. Practical examples borrowed from the experience of leading universities in the USA, Great Britain, and the countries of the European Union prove the high effectiveness of using generative AI for creating diplomatic texts, conducting virtual negotiations, developing cases, and personalised glossaries.

At the same time, the research has revealed that along with significant advantages, there are substantial risks: students' overreliance on AI, threats to academic integrity, algorithmic bias, data confidentiality problems, and the potential loss of live interpersonal communication. These risks are particularly dangerous in the context of training future diplomats, where critical thinking, cultural sensitivity, and ethical responsibility are key professional competencies. Therefore, the effective integration of artificial intelligence into the process of teaching ESP is possible only under the condition of a balanced approach, which envisages: clear normative regulation and the development of institutional policies for the ethical

use of AI; mandatory training of teachers to work with generative technologies; systematic formation in students of a critical attitude towards AI-generated content; preservation of the leading role of the teacher as a facilitator of the learning process; and the combination of technological tools with traditional forms of live communication.

The prospects for further research are related to conducting empirical experiments on the effectiveness of different models of AI integration into ESP courses for students of the speciality "International Relations", the development of methodological recommendations for Ukrainian higher education institutions, and the study of the possibilities of combining generative AI with virtual and augmented reality technologies to create the most authentic diplomatic simulations.

Thus, artificial intelligence will not replace the teacher, but under the condition of competent and ethically balanced integration, it can become a catalyst for qualitative changes in the training of competitive, communicatively competent, and ethically responsible specialists in the field of international relations.

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