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THE FEATURES OF A PROFESSIONALLY – ORIENTED TEACHING ENGLISH LANGUAGE TO TECHNICAL SPECIALTIES STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS

Annotaion. The formation and development of communication skills and abilities of technical specialties students that are necessary for effective activities in the field of professional foreign language interaction are considered in the article. The basic principles of the organization of teaching students of non-linguistic universities in the framework of a system active approach based on the communicative acts used in professionally-oriented teaching of the English are proposed here. Teaching special English is based primarily on taking into account the needs of students in learning a foreign language, dictated by the characteristic features of profession or specialty.

The transformations that take place in all spheres of our lives provide professionals with new opportunities for self-realization, which can be carried out not only through individual cases of communication with foreign colleagues and partners, but also in the process of professional activity in a foreign-language society. In this connection, it is necessary to direct students' training in the development of abilities to solve problems related to the future specialty and to present their results by means of a foreign language, that is, the formation of a foreign language professional communicative competence.

Keywords: technical university, professionally-oriented training, communicative skill, system-activity an approach, intercultural communication, modern requirements, communication technologies, professional interaction.

Problems. The development of intercultural communication, the change in the socio-political situation in the country, the development of international business contacts, the creation of numerous joint ventures, the expansion of international cooperation in various fields of activity set the task of using English for intercultural communication of specialists of any profile based on the characteristics of profession or specialty nowadays. Teaching special English is based primarily on taking into account the needs of students in learning a foreign language, dictated by the characteristic features of profession or specialty.

A new level of intercultural communication among specialists has led to the need to transform non-linguistic universities in the vocational training system of students, and to introduce multidimensional sociocultural teaching of a foreign language for special purposes. The formation of modern specialists in technical specialties (mechanics, electricians, builders, train conductors, locomotive drivers etc.) who own modern advanced domestic and foreign technologies, the need for communication at the border and outside of Ukraine necessitates professionally-oriented teaching of English.

Analysis of recent studies and publications, highlighting the unresolved part of the problem. In recent decades, more and more attention has been paid to the issues of teaching a foreign language as a language of professional interaction. The problem of professionally oriented teaching of English to students of technical specialties has been studied by many authors (N. D. Galskova, T. Yu. Zagryazkina, G. A. Kitaygorodskaya, O. E. Lomakina, R. P. Milrud, O. G. Polyakov, T. Hutchinson; A. Waters and others), however, its relevance is still actual at present due to the fact that the level of foreign language proficiency by graduates of non-linguistic universities does not always meet modern requirements. There are many reasons to believe that the methodology of teaching a foreign language by memorizing lexical units for translating text in a specialty in technical universities has exhausted itself. Thus, the relevance of this article is ensured by a number of factors, including:

- high requirements for the level of formation of the interactive competence and ability to speak in professional English for graduates of technical specialties of non-linguistic universities;
- insufficient level of English proficiency by students;
- unclear awareness by most students that a foreign language is a necessary professional skill for them;
- the necessity to determine a model for organizing classes in the English language, taking into account the specifics of the profession, to systematize teaching methods and tools aimed at the formation and development of speaking skills, contributing to effective foreign-language professionally oriented interaction.

The purpose of the article is to substantiate theoretically the linguodidactic model of optimizing profile-oriented teaching of English and develop certain techniques aimed at teaching students of technical universities.

Statement of the main material. Any professionally oriented teaching of English, according to T. Hutchinson, is based on a simple question: “Why does this student need to learn a foreign language?” and involves the active interaction of all participants in the educational process, in which a mutually enriching common exchange of information in a foreign language, acquisition of communication skills to solve professional problems [8].

When teaching special English, the content of the training and methods are consistent with the reasons for learning English, and three basic principles are taken as the basis for training: a comprehensive aspect approach to learning; professional orientation; motivation to master a foreign language. Moreover, motivation is one of the most important elements for improving professionally-oriented teaching of the English language. [6] The theoretical construct, that is, the concept of motivation, is based on **six** human aspirations or needs: the need for study, the study of the unknown; the need for environmental impact and change; the need for activity, development and manifestation of abilities, both physical and mental; the need for stimulation by the environment, by other people or by ideas, thoughts and feelings; the need for knowledge, its processing and internalization of the results of the study; impacts, activities and stimulation, resolving contradictions, finding solutions to problems and

self-consistent knowledge systems; the need to increase the significance of his "I" (ego), his recognition and approval by others [7]. There are other factors that explain motivation, but it is precisely six needs that convey the essence of the most general categories of needs and are relevant to the study of a foreign language. If the above principles of teaching special English are not observed, the educational process boils down to the translation of texts from a foreign language into the native language and to the analysis of grammatical phenomena.

There are various theories and teachings aimed at mastering new knowledge, keeping in mind, at the psychological organization of knowledge. However, teaching will only occur when students see the point in what they have to learn. Since the student is not only a thinking creature, but also an emotional one, the student's emotional reaction to the educational experience and attitude to learning predetermine the initiation of the cognitive process. At the same time, the purpose of teaching English to students of technical specialties will not be to equip them with an established set of linguistic knowledge, but to learn how to use them skillfully for conducting business conversations on professional topics, for processing documents during transportation of various types of cargo, for understanding and giving commands in certain operations, for negotiating with representatives of the customs and other services [9].

The organization of classes in the English language for special purposes should be based on certain principles underlying the teaching-oriented methodology. Firstly, the developmental nature of the teaching. Learning English for special purposes is a development process [4]. Students use their existing knowledge to understand new information. This is the way learning takes place. Student knowledge is the most important factor in the success or failure of the learning process. Secondly, the activity and activity character of the teaching. Learning a foreign language is an active process. In this case, it is necessary to distinguish between psychomotor, that is, external, speech activity that can be observed, and speech-thinking, that is, internal, which is impossible to observe. It is the activation of speech-thinking that is the most important factor in successful learning. Therefore, it should be judged not by how much students have to talk and write, but because how much they have to think, that is, apply their cognitive

abilities and knowledge about the surrounding reality in order to draw meaning from the stream of new information [8].

Thirdly, autonomy. According to this principle, the study of a foreign language is associated with decision-making by the students themselves. When making independent decisions, students have the right to make a mistake. This principle also changes the attitude of the teacher to students' mistakes, since they are natural in the process of development and operation of the knowledge system. This process consists in making students many decisions: "What knowledge is new to them? How are they related to their knowledge? What information is significant and which is not? " etc. Further, the principle of the balance of linguistic and non-linguistic knowledge. In teaching English for special purposes, there is a significant gap, on the one hand, between fairly mature conceptual and cognitive abilities and, possibly, rich knowledge of the specialty and, on the other hand, a fairly low level of proficiency in the language being studied, which the teacher must take into account.

In addition, the principle of positive emotionality. Since learning a foreign language is an emotional process, the teacher should take care of creating positive emotions among students, for which he can: encourage pair and group work on the basis of the existing social relations between jointly studying students; Do not rush students, give them time to think and allow them to work at an individual pace; Do not require students to immediately receive the correct answer, but pay more attention to the process of receiving an answer; to value the student's attitude to learning no less than his inclination and ability; when developing materials and choosing a technique, first of all, take into account "interest", "pleasure" and "diversity" [8];

We also note the principle of the balance of conscious study of a foreign language and unconscious mastery of it. Learning a language does not mean solving language problems. Students can learn different units of the language, as it were, by the way, reflecting on something else. Solved problems do not have to be linguistic. They should challenge students to use the language and thereby introduce language units into the knowledge matrix in their memory [3]. And the last - the principle of internal consistency. Although we learn a foreign language by systematizing knowledge, the learning process itself is not systematic. Systematic planning of information does not

guarantee learning. Students must create an internal system. An external system may be useful, but nothing more.

To implement the principles of profile-oriented teaching of the English language listed above, a number of factors should be taken into account. The following points can be considered the most significant of them [5]. Techniques related to the restoration of gaps. When everything is clear and understandable, then there is no need to think, and teaching, as you know, is a thought process. All kinds of gaps create the need for thinking. There are several tricks associated with filling in the gaps.

Consider the first trick - information inequality: a student, locomotive driver, who has returned from a voyage, faced with professional problems in practice, has some information that other students do not yet have; this creates the need for communication in order to share knowledge.

Transfer of information related to a change in the type of speech activity: read - make notes - discuss using notes - fill in the blanks in the text.

Argumentation (evidence): identify unknown factors from the available data, pieces of information.

Recovering from memory: students receive some information at some stage of the lesson, later they must recover it from memory; students listened to a dialogue about loading, stacking and unloading general cargo; later they are invited to pair up and hear replicas from the previously listened dialogue, which they must now restore.

Establishing an opinion: "What is important and what is not? What is relevant and what isn't? "

Establishing a degree of certainty and confidence: "What is known for sure? What can be assumed? What can be predicted? What is completely untrue? " It is the gaps, missing pieces of knowledge, that capture our attention and cause thought processes [8].

Let us analyze the following trick – variability. Repetition will contribute to the study of a foreign language if you use techniques that provide variety, for example: changing the environment in which language units are repeated (teacher's speech - reading text - audio recording); organization of work of students of the whole group, in

small groups, individually; a variety of roles for students (train conductor, passenger, the head of the train, etc.).

Forecasting techniques exploit student knowledge. In addition to the obvious significance for using the language and its teachings, the use of forecasting has a number of other advantages that are important for the educational process: it helps students become aware of their potential knowledge, strengthens their confidence in how much they really know about the language, communication, or topic; activates memory and prepares for learning; promotes the development of motivation.

The integration of communicative skills (types of speech activity) expands the range of activity tasks, while maintaining students' interest in classes and provides more opportunities for the repetition of the studied and reinforcement.

The next trick is logic (consistency). It should always be clear in which direction the lesson is moving. Each stage should flow from the previous stages and naturally lead to the next.

Classes should reflect the dynamism of the language, providing for the opportunity for students to choose their own answer options, to search and find their own way to solve the problem. Such tasks will contribute to the development of creativity, the ability to search for a new, original, atypical.

The latest technique - creating an atmosphere of cooperation and social partnership in English classes for special purposes – is one of the key factors for effective learning.

T. Hutchinson and A. Waters, who were at the forefront of a new approach to profile-oriented teaching of English, said: “We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it. If that were so, we would need to do no more than read a grammar book and a dictionary in order to learn a language. A truly valid approach to ESP must be based on an understanding of the processes of language learning” [8, p. 14].

Thus, the following conclusions can be made.

1. Profile-oriented teaching of the English language allows you to organize active interaction of all participants in the communication process, in which there is a mutually

enriching exchange of authentic, professionally significant information in a foreign language and the acquisition of professional communication skills.

2. A feature of the profile-oriented teaching of English to students of marine specialties at a non-linguistic university is the maximum consideration of the specifics of the professional sphere: its concepts and terminology, the format of oral and written texts, and situational features.

3. Profile-oriented English teaching for students of technical universities is based on thematically and grammatically worked out material that reflects modern and professional problems of technical workers and methods for their practical solution, as well as the situation of possible communicative interaction with foreign representatives of a foreign railway.

4. The main requirement of professionally oriented teaching of the English language is the need to bring the content and methods of its teaching to the practical needs of the students, with the obligatory consideration of their interests and motivation.

Further research prospects. The considered aspects of professionally-oriented teaching of English to students of technical universities represent the initial stage of the study. Learning English for special purposes is a development process. Further study of the problem should help to increase the content base of professionally-oriented teaching of English to students of technical universities; mastering a foreign speech in its genre, style and subject varieties, which is an indicator of a fairly high level of knowledge of a foreign language.

Professionally-oriented teaching of English in modern conditions provides for the real use of the Internet as a resource (information) base. A great advantage of information and communication technologies for professionally oriented teaching of English to students of technical universities is the ability to obtain the necessary information on a specialty (congestion of foreign railways, weather conditions, the need for certain types of trains, etc.) for several hours [1, 2]. The reduction of information and communication technologies will help to meet the high requirements for the level of formation of interactive competence and the ability to speak professional English at graduates of technical universities.

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Дніпро

ОСОБЛИВОСТІ ПРОФЕСІЙНО - ОРІЄНТОВАНОГО НАВЧАННЯ АНГЛІЙСЬКІЙ МОВІ СТУДЕНТІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Анотація. Трансформації, які відбуваються у всіх сферах нашого життя, дають професіоналам нові можливості для самореалізації, які можна здійснити не лише через окремі випадки спілкування із закордонними колегами та партнерами, а й у процесі професійної діяльності в іншомовному суспільстві. У зв'язку з цим необхідно спрямувати навчання студентів на розвиток вмінь вирішувати проблеми, пов'язані з майбутньою спеціальністю, та представляти їх результати за допомогою іноземної мови, тобто на формування професійної комунікативної компетенції іноземної мови. У статті розглянуто формування та розвиток комунікативних навичок та вмінь студентів технічних спеціальностей, необхідних для ефективної діяльності у сфері професійної іншомовної взаємодії. Тут запропоновані основні принципи організації навчання студентів нелінгвістичних університетів в рамках системного активного підходу, заснованого на комунікативних актах, що використовуються у професійно орієнтованому викладанні англійської мови. Викладання спеціальної англійської мови ґрунтується насамперед на врахуванні потреб студентів у вивченні іноземної мови, продиктованих характерними особливостями професії чи спеціальності.

Ключові слова: технічний університет, професійно-орієнтоване навчання, комунікативна майстерність, системно-діяльнісний підхід, міжкультурна комунікація, сучасні вимоги, комунікаційні технології, професійна взаємодія.