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## TEACHING PROFESSIONALLY ORIENTED FOREIGN LANGUAGE COMMUNICATION AT TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENTS

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*The article deals with the basic methods of activation of foreign language teaching process for professional communication. The definitions of concepts «professionally-oriented foreign language teaching», «professional foreign language competence» have been introduced; the motivation area of teaching process has been defined and the importance of close interdisciplinary connections arrangement within the competence formation of future specialists has been underlined. It proves a new professionally-oriented foreign language course development, effective educational technologies use, making it necessary to introduce new methodical decisions into educational process. An effective cycle has been simulated. Its main components are communicative competence, intercultural competence, professional competence, communication at the working place, professional language. Thereby prerequisites for socially active education, joint activities and dialogical communication of subjects of educational and teaching process are created.*

**Keywords:** *professionally-oriented teaching, professional language, professional communication, intercultural competence, communicative competence, professional competence, professional foreign language competence.*

At the beginning of XXI the need for a major upgrade of Ukrainian education has become evident. Processes taking place in the global social and economic system, led to a paradigm shift in education. As traditional education is no longer valid, we need new forms of didactic training organization in modern education system. There was an urgent need for a new look at the process of learning in general, and learning a foreign language, as the main purpose of today's higher education. And today, for a successful career in the new information society modern young professional

is required professional and personal qualities such as the ability of professional approach to solving technical challenges, the use of modern information technologies in the development of new equipment, and computer graphics ownership culture, the ability to identify problem solving priority based on the moral aspects of activity, capacity for creative professional self-development.

The aim is to distinguish different approaches to teaching professionally oriented foreign language communication at technical higher educational establishments. Foreign language becomes a means of increasing the level of knowledge within their speciality and formation of student's professional orientation. Today foreign language for special purpose is increasingly becoming a language for the speciality. Thus, when only foreign language are not sufficient for most specialists and modern professionals need a definite language level, it is required to specify and update the goal of professionally-oriented foreign language teaching; the goal which would take into the formation of ability to professional communication in a multicultural society and would focus attention on the professional-business component of a specialist foreign language learning.

State standard of higher education requires professional specifics accounting while learning a foreign language, its focusing on the implementation of the future professional activity tasks of graduates. As a result, it becomes particularly relevant professionally - oriented approach to learning a foreign language in technical higher educational establishments, which provides the formation of the students' foreign language communication ability in particular , professional, business and academic areas and situations, taking into account professional thinking, that is - professionally - oriented education. Professionally -oriented training means training based on the needs of students in learning a foreign language, peculiarities of their future profession or occupation, which, in turn, require its study. The term" vocational- oriented training" refers to the foreign language teaching process in not language -based high school oriented on reading literature in their speciality, study of professional language and terminology, and more recently, communication in the professional field [1].

The essence of professionally-oriented foreign language teaching lies in its integration with special disciplines in order to obtain additional professional knowledge and formation of professionally significant qualities of the person [2]. Training of specialists in technical higher educational

establishments is the formation of communicative skills that would permit professional contacts in a foreign language in various fields and situations, willingness and ability formation to generate a future specialist to function as a strong democratic language personality having high linguistic competence in the field of not only Ukrainian, but also English, professionally significant speech events of different types, in different modes, registers, forms, styles, types, and professionally oriented language activity.

The sphere of communication is defined as a set of homogeneous communicative situations characterized by uniformity of speech stimulus relations between students and communication decor [3]. Foreign communication can occur in both the formal and informal forms during individual and group contacts, in the form of presentations at conferences, in the discussion of contracts, projects, preparation of business letters.

The purpose of foreign language teaching in technical higher educational establishments is to achieve a level sufficient for practical use of foreign languages in the future professional activity.

Practical mastery of a foreign language is only one aspect of professionally -oriented learning object. Foreign language can become not only the object of assimilation, but also a means to develop professional skills. This involves the expanding of the notion of professional orientation of foreign language teaching, which includes another component, it this professionally - oriented educational material content. Professionally - oriented training provides professional direction not only of educational content, but also activity, which includes methods and techniques that form the professional skills. Professional orientation of activities requires the integration of foreign language with discipline majors. A foreign language teacher is set a task to teach a future specialist on the base of intersubjective connections to use a foreign language as a means of regular replenishment of their professional knowledge, as well as a means of formation professional skills. It involves the use of forms and methods capable of forming the necessary professional skills of the future specialist [4].

Professionally - oriented language training for not language based faculties of universities requires a new approach to the selection of content. It should be focused on the latest achievements in this or that sphere of human activity, in a timely manner to reflect scientific advances in areas directly touching the professional interests of students, to provide them with

the opportunity for professional growth. Thus, it is reasonable to regard the content of teaching a foreign language at not language-based faculties of universities as the totality of what students should learn during educational process, in order the quality and level of foreign language to correspond with their needs and goals, as well as the goals and objectives of this level of education. Content selection contributes to the formation of a holistic and versatile personality formation of a student preparing him for his future career[5].

Considering the foreign language as a means of a professional orientation forming of the future specialist, it should be noted that while the studying professionally - oriented language material there is installed a two-way communication between student striving to acquire the expertise and success language mastery.

Taking into account the foregoing, it's possible to highlight the structural elements of a meaningful component of the professionally - oriented foreign language teaching model; communicative skills for all types of speech activity (speaking, listening, reading and writing) on the basis of general and professional vocabulary.

Teaching monologues is the formation of skills to create monologue texts of different genres: report of information of a professional nature, presentations, statements in the extended debate, discussions both with the preparation and without it. Teaching of listening includes skills formation of perception and understanding the person you are talking to statements in a foreign language in monologue form or in the process of dialogue in accordance with certain real professional sphere, situation. The ultimate goal of professionally - oriented training dialogue speech is the developing of ability to converse, exchange professional information purposefully nature on a particular subject.

Education is the formation of listening skills of perception and understanding companion statements in a foreign language generated in monologue form, or in the process of dialogue in accordance with certain real professional sphere situation.

Teaching of reading is to form all kinds of proficient reading skills publications of different functional styles and genres, including special literature.

Teaching of writing is to develop communicative competence necessary for professional written communication, manifested in the ability

of the abstract presentation, annotation and professionally meaningful text translation from foreign languages into Ukrainian and from Ukrainian into foreign languages.

1. Business communication in intercultural cooperation is carried out through oral and written business communication genres. Such genres used within oral business contacts are presentation, business talks and negotiations. Written business interaction of partners in this area is implemented using different types of business correspondence (business letter, telefax message , telex, e-mail message ) and documentation (agreement, contract, protocol, etc.).

2. By virtue of its designation and functioning, the listed genres of oral and written business communication can be attributed to the business style of speech. Accordingly, these genres are characterized by stylistic features that are inherent in official style of speech in general. These stylistic features are official, stereotype and accuracy.

Linguo-stylistic characteristics underlying these traits make up something in common that unites these oral and written genres of business foreign language communication. Differences of each genre are reflected in the specific purposes and functions, peculiarities of structure and sets of structure and sets of employed linguistic resources.

3. Pragmatic aspect of global objectives business foreign language communication learning is associated with the formation of the students verbal skills, the possession of which will enable them to carry out oral and written speech interaction with other communicators in the business professional communication situations, generation and perception abilities of the abovementioned texts genres of business communication.

Particular emphasis in the course of a foreign language in high school of the appropriate profile should be made on the development of productive skills of the business foreign language communication. They include skills, functioning in all speech genres and necessary for a) formulation of the objectives and speech genre functions, b) development of a framework of a speech genre structure, c) using of stereotypical phrases and speech communication formulas specific to each genre of business communication.

4. Technique of these skills formation should be based on a single technology in the work plan, both appropriate stages of preparation, and optimal instruction sequences.

One of the prior tasks of not language-based high school in linguistics is a qualitative training of future specialists capable of performing practically oriented communication that facilitates possible to facilitate the tasks solving in diverse areas of chosen profession. "Business Foreign Language" which in many non-linguistic universities became an elective course is designed to resolve this problem.

There is a contradiction between the urgency and relevance of the introduction course, on the one hand, and the training quality in terms of the minimum hours, on the other.

To our mind, there are a lot of ways of addressing this conflict. However, the most significant is the one which is based on two major components - the careful selection of educational content on the subject and methodological support of the educational process.

While regarding the first component, the following things should be taken into account. First, the breadth of the concept of "business foreign language" makes the teacher while preparing the work program to plan a great variety of themes related to the areas of business and everyday communication. At Poltava National Technical University discipline content is built in such a way that future builders, engineers or economists can perform professionally oriented communication on the basis of the proposed structures.

The comparison of approaches to learning, teaching and assessment from the viewpoint of subject areas on a European wide scale is a new step forward making higher education transparent. This brief overview suggests that although complex, the task is entirely feasible. Any foreign language teacher should use "learn to study principle". The content of the academic material should be the base for student's further self-education.

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## **ОБУЧЕНИЕ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОЯЗЫЧНОМУ ОБЩЕНИЮ В ТЕХНИЧЕСКОМ ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ**

**Е. І. Комарова**

В работе рассматриваются основные способы активизации процесса обучения иностранному языку для профессионального общения. Доказано необходимость установления тесных междисциплинарных связей, в рамках формирования компетенций будущих специалистов. Аргументировано разработку принципиально нового профессионально-ориентированного курса иностранного языка, использование эффективных образовательных технологий, что делает необходимым внедрение в образовательный процесс новых методических решений. Моделируется эффективный цикл обучения, где в качестве составляющих выступают: коммуникативная компетенция, межкультурная компетенция, профессиональная компетенция, профессиональная коммуникация, коммуникация на рабочем месте, профессиональный язык. Тем самым создаются предпосылки к социально-активному обучению, совместной деятельности и диалогическому общению субъектов образовательно-воспитательного процесса.

**Ключевые слова:** профессионально-ориентированное обучение, профессиональный язык, профессиональное общение, межкультурная компетенция, коммуникативная компетенция, профессиональная компетентность, иностранно языковая профессиональная компетентность

## **НАВЧАННЯ ПРОФЕСІЙНО-ОРІЄНТОВАНОГО ІНШОМОВНОГО СПІЛКУВАННЯ В ТЕХНІЧНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ**

**О. І. Комарова**

В роботі розглядаються основні способи активізації процесу навчання іноземної мови для професійного спілкування. Доведено необхідність встановлення тісних міждисциплінарних зв'язків, в рамках формування компетенцій майбутніх фахівців. Аргументовано розробку принципово нового професійно-орієнтованого курсу іноземної мови, використання ефективних освітніх технологій, що робить необхідним впровадження в освітній процес нових методичних рішень. Моделюється ефективний цикл навчання, де в якості складових виступають: комунікативна компетенція, міжкультурна компетенція, професійна компетенція, професійна комунікація, комунікація на робочому місці, професійна мова. Тим самим створюються передумови до соціально-активного навчання, спільної діяльності та спілкування суб'єктів освітньо-виховного процесу.

**Ключові слова:** професійно-орієнтоване навчання, професійна мова, професійне спілкування, міжкультурна компетенція, комунікативна компетенція, професійна компетентність, іншомовна професійна компетентність.

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**INNOVATIVE TENDENCIES IN SEARCH FOR THE MODEL OF  
HIGH QUALITY PEDAGOGICAL EDUCATION IN THE LATE XIX  
- EARLY XX CENTURIES (EXPERIENCE OF KHARKIV  
IMPERIAL UNIVERSITY)**

**Serhiy M. Kulish**

*This research focuses on the activities of Kharkiv Imperial University faculties in the late XIX – early XX century in search for innovations and contribution to the development of teacher training and science.*

**Key words:** *Kharkiv University, professor, pedagogy, teacher training, the Ministry of Education, methodology.*

The processes occurring in the society in all spheres of life and with the entry of Ukraine into the European educational space call for rethinking and analyzing traditional approaches to organization of university pedagogical education. Solving the problems of teacher staff training, we are increasingly often turning to the history of universities and looking for innovations in the pedagogical education of the past.