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CHALLENGES AND TRENDS OF TEACHING LSP (LANGUAGE FOR SPECIFIC PURPOSE) IN THE SYSTEM OF NON-LINGUISTIC EDUCATION

The article reveals the peculiarities of mastering a foreign language for specific purposes in the system of non-linguistic training. The concept of «a foreign language for specific purposes» is studied. «Specific purposes» mean learning based on the students' needs regarding learning a foreign language, on the characteristics of the profession or specialty. The basic principles of professional language and the goals of professionally-oriented study of foreign languages are examined. An overview of the components of the relevant training program is provided. The importance of a foreign language for specific purposes in Master students training is actualized. The experience of European governments on understanding the importance of a foreign language in the professional activities of a specialist is studied. The article summarizes the actualization of tasks in mastering communication skills in a foreign language regarding specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking.

Key words: professional training; non-linguistic institution of higher education; foreign language; foreign language professional communication; language for specific purposes; language for specific academic purposes.

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ВИКЛИКИ ТА ТЕНДЕНЦІЇ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ В СИСТЕМІ НЕМОВНОЇ ПІДГОТОВКИ

У статті обґрунтовуються особливості оволодіння професійно-орієнтованою іноземною мовою в системі немовної підготовки. Уточнюється поняття «професійно-орієнтована іноземна мова». Під професійно-орієнтованим розуміється навчання на основі врахування потреб тих, хто навчається, у вивченні іноземної мови, що диктується особливостями професії або спеціальності (оволодіння професійно-орієнтованою іноземною мовою; знання культури країни мови, що вивчається; набуття спеціальних навичок на основі професійних і лінгвістичних знань). Зокрема, під іншомовною професійною комунікацією розуміється цілеспрямований процес взаємодії фахівців – представників різних лінгвокультур – під час вирішення діяльнісних професійних завдань на основі інтерактивності. Іншомовна професійна комунікація передбачає пошук та аналіз інформації, необхідної для вивчення зарубіжного досвіду, роботу з відповідною фаховою літературою і документацією іноземною мовою з застосуванням засобів інформаційних та комунікаційних технологій, безпосереднє спілкування з використанням сукупності знань, умінь, навичок, здібностей і досвіду, які необхідні для здійснення іншомовної професійної діяльності.

Розглядаються основні принципи мови професійного спрямування та цілі професійно-орієнтованого вивчення іноземних мов.

Надається огляд компонент відповідної програми підготовки.

Актуалізується значення іноземної мови професійного спрямування у підготовці здобувачів 2-го магістерського рівня.

Окремо розглядається іноземна мова для академічних цілей.

Вивчається досвід урядів країн Європи, які демонструють своє розуміння значення іноземної мови у професійній діяльності фахівця.

Підсумовується стаття актуалізацією завдань не тільки оволодіння навичками комунікації іноземною мовою, а й набуття спеціальних знань за фахом. Наголошується, що на сьогодні особливої актуальності набуває професійно-орієнтований підхід до навчання іноземної мови в закладах вищої освіти, який передбачає формування у здобувачів здатності іншомовного спілкування в конкретних професійних, ділових, наукових сферах і ситуаціях з урахуванням особливостей професійного мислення.

Ключові слова: професійно-орієнтоване навчання; немовний заклад вищої освіти; іноземна мова; іншомовна професійна комунікація; мова професійного спрямування; мова академічного спрямування.

Постановка проблеми. In modern societies, the demands on specialists' competence (an integral part of which is knowledge of a foreign language) are increasing rapidly. A clear social order for their possession of foreign languages at the B2 level in accordance with the Common European Framework of Reference for Languages [9] has been forming. As a result, there is a need for a radical change in the strategy and tactics of education in non-linguistic institutions (e.g. agricultural higher education institutions); the search for innovative approaches and methods in teaching a foreign language.

Аналіз останніх досліджень і публікацій. Such scholars as N. Bilan, A. Bilotserkovets, B. Gridneva, O. Digtyar, O. Matveenko, Z. Osada, T. Tantsura, O. Timofeeva studied various aspects of teaching foreign languages in non-linguistic institutions. Among the numerous studies devoted to the issues of agricultural education the following scientific publications (in which certain aspects of foreign language training of future professionals are revealed) can be distinguished: works by A. Kuznetsova on improvement of professional foreign language training; Yu. Nikolayenko on teaching of students in agricultural specialties for professional communication in foreign language environment; T. Ridel on motivation to teach students of agricultural universities in the process of foreign languages learning, etc.

Мета статті. The article aims to examine the specific features of foreign language learning in non-linguistic higher education institutions.

Виклад основного матеріалу дослідження. Aiming to analyze and evaluate, interpret and use complex information, any specialist in any professional area needs to develop professional and language skills in a specific disciplinary context. Such skills can be developed by means of the methodology of teaching a foreign language for professional (specific) purposes – LSP as Language for Specific Purposes, foreign language for special academic purposes (for example, English for specific academic purposes – ESAP – English for Specific Academic Purposes) [5]. This area has recently become important, as it significantly determines the future teaching of foreign languages within non-linguistic faculties and programs.

Profession/vocation-oriented education means learning based on the needs of learners in a foreign language, dictated by the characteristics of the profession or specialty, which, in turn, require its study [1].

The key principles of LSP are as the following (see [10, p. 30-35]): priority of independent learning; the principle of joint activities (those who teach and those who study, act together while planning, implementing, evaluating and improving the learning process); the principle of taking into account the experience of the learner (knowledge of the learner, his/her life experience regarding domestic, social, educational, professional issues which are used as a source of learning); individualization of training (involves the development of a curriculum that takes into account the individual needs and interests of students, as well as experience and level of training, their psycho-physiological, cognitive and affective features); systematic training (involves compliance with the relevant objectives, content, forms, methods, teaching aids and evaluation of its results); contextual learning (learning pursues goals that are perceived by students as vital, such as those focused on the implementation of social roles and personal development). It is organized on the basis of students' current needs or future professional, social and other activities); the principle of relevant learning outcomes (the students use the obtained knowledge and acquired skills, abilities in real life); the principle of elective (selective) learning provides students with the freedom to choose goals, content, forms, methods, sources, means, time of learning, its duration, ways to assess the results of the learner, and the teacher); the principle of educational needs' development (which form the basis of the further objectives); the principle of learning awareness (of all the parameters of the learning process and the corresponding actions in its organization).

LSP has justified goals of professionally-oriented study of foreign languages. Following the example of English [4]:

- getting special education in a foreign language (English for academic purposes),
- implementing successful career in the chosen profession (English for occupational purposes),
- solving personal life objectives (English for individual purposes).

The goals, methods and content of language training of specialists in a particular specialty are changing in the direction of professional demands in communication, differentiation of language material by areas of application, including scientific, business, everyday vocabulary with simplification of grammar structures [3].

The basic approach is the competency (competence) approach. Competency (competence) approach includes a set of principles for determining the goals of training, which are expressed in self-determination, self-actualization and development of the individuality of learners [2].

A typical program of the discipline LSP («Foreign language» of professional orientation) includes the following components:

- grammar of the selected genre (genre syllabus),
- required types of language activity (skills syllabus),
- special areas of application of a foreign language (field syllabus),
- areas of interest (interests syllabus),
- communication task (task syllabus).

The criteria for evaluating the training material also differ significantly. In the textbooks (manuals) used to study foreign languages for professional purposes the following components can be traced:

- clarity of purpose and structure;
- adequacy of the level of complexity;
- professional value of the content;
- motivating tasks;
- formation of competencies;
- development of the personality of a student [7].

Teaching a foreign language to specialists in the field of agriculture involves the development of study programs in the disciplines «ESP (English, German)», «Foreign language for Specific Academic Purposes (English, German). Their goal is the development of professional communicative competence in a foreign language and some other competencies, the set of which varies, depending on the specifics of professional activity and stages of training.

The advantage of ESAP (English for Specific Academic Purposes) is special training compared to other, more general, basic or traditional approaches.

The need for a commonly used foreign language as a means of communication is obvious, its acquisition occurs not only through educational but also non-educational means, that is games, movies, music, news, forums, as well as through the use of information resources and databases. As a result, the combination of new information and educational technologies develops foreign language skills (quite effectively and motivated) long before entering a higher education school.

The concept of «technology» in training can be considered in three aspects:

- scientific – as part of pedagogical science, which studies and develops the goals, content and methods of teaching and designs pedagogical processes;
- procedural – as a description (algorithm) of the process, a set of goals, content, methods and means of achieving the planned learning outcomes;
- activity – the implementation of technological (pedagogical) process, the functioning of all personal, instrumental and methodological tools [8, p. 24].

Within the competency-based approach to teaching a foreign language to agrarian students, the following technologies are actively used: project method, development of critical thinking through reading and writing, debate method, game technology (language games, role-playing

games), case studies, problem discussions, interactive learning technologies (in pairs, small groups), portfolio.

Thus, the project method, for example, is used to form such competencies as informational, communicative competencies, personal self-improvement competencies, and so on. Some works note the effectiveness of such methods and technologies as the use of language portfolio, reliance on the peculiarities of the native language, cooperation with teachers of specialized departments [6, p. 47-49].

In particular, the specifics of Master students training is that they have to fill the gaps in common foreign language learning. It is LSP (language for special purposes) that acquires its relevance for a Master's degree. Various textbooks and manuals are based mainly on a commonly used foreign language, the only emphasis is on adult orientation: the only difference is that instead of correspondence with a friend, they offer written correspondence with colleagues, senior management, and instead of a tourist trip – business trip. In addition to banking and work negotiations, the textbooks and manuals address the topics of leisure, tolerance, and health, but are not focused on the academic community. Knowledge of a commonly used foreign language can not help in working with academic literature, in communication within the professional environment or in the provision of quality research and papers. This is the prerogative of another direction – a foreign language for academic purposes.

Foreign language for academic purposes (LAP) is a component of training in Ukrainian higher education institutions. LAP (or EAP – English for academic purposes) programs and individual courses are increasingly used by higher education institutions, although the process is still slow, despite the wide range of authentic textbooks, and the growing popularity of international test systems that examine the level of academic foreign language (e.g. academic English) – IELTS Academic Module and TOEFL tests).

Interdisciplinary language programs (language across the curriculum) and EAP textbooks are divided into groups of competencies as: separate textbooks/manuals on academic writing, reading, vocabulary, listening (for example, «English for general academic purposes» – EGAP). Unlike EGAP, ESAP is a field of EAP focused on a specific disciplinary field (language in discipline). Programs based on this principle develop the skills and competencies needed to master the specialty of study.

It should be noted that ESAP programs have common components that are related to reading special scientific literature, working with terminology and glossaries, structuring academic texts and preparing oral presentations in the specialty by means of literate and explicit foreign language. This academic, interdisciplinary component distinguishes ESAP from another area called Foreign Language for Specific Purposes (for example, English for Specific Purposes – ESP) and includes specific (not academic) language training. (for example, a foreign language for agronomists).

ESP, which has 30 years history, often includes a business foreign language. An innovative foreign language program, which aims to develop competencies (knowledge, skills and abilities) necessary for participation in international academic and scientific communication, can be based on academic foreign language, i.e. EAP as a complex of interdisciplinary (EGAP) and intra-disciplinary (ESAP) programs. At the same time, EGAP programs are optimal for Bachelor's programs, and ESAP programs, due to the specifics of the discipline, are optimal at the Master's level, when the students have already general academic competencies and need a more professional approach.

EAP programs develop the language skills needed by all students for successful training in higher education system: the ability to work with various literature, analyze and interpret scientific information, write essays and other academic texts, participate in seminars and lectures in foreign languages.

The problem is that Master's programs lack of qualified language training and of textbooks of this kind. In addition, the development of ESAP programs is a complicated task, which can be solved only through a comprehensive analysis of the materials of the discipline in collaboration

with the experts. This is facilitated by the proper selection of EAP methods and technologies that can be optimally used to transform the materials of the discipline into the materials of a specialized academic language course. The goals and objectives of such a course, as well as its methodological framework, reflect the needs of the discipline and students' professional activities.

The experience of European governments is relevant in this regard as, implementing foreign policy, they establish and maintain relations with other countries and international organizations, demonstrate understanding of their history, intentions, respect culture and political systems, in order to conduct effective diplomatic activities and support national security.

Governments establish and maintain centers for teaching their national language in other countries. Such centers also work with government officials, NGOs, the media, and businesses to provide quality linguistic support for successful engagement with foreign partners.

The ability to speak a foreign language is a key element in building relationships, mutual understanding of culture, trust and the functioning of networks that promote cross-border interaction and cooperation.

The level of foreign language proficiency (level of foreign language skills) should be considered as a key indicator of how well the state and government are ready to work effectively within the framework of global interaction.

Regarding language needs and the importance of language skills:

1. European governments recognize that language skills are an important asset that enables them to achieve their goals. However, many government agencies and ministries believe that they can operate effectively without the language skills of their officials. They see language skills as complementary (optional) to other important competencies, and therefore not of «exceptionally» importance. However, there are signs of growing recognition of the need and importance of languages among departments and ministries.

2. Investment strategies. Language learning is an intensive process. The process of mastering language skills differs between governments. Thus, for example, security, defense, and intelligence agencies organize long-term investments in foreign language training. Other bodies involve widely specialists and translators on a contractual basis (temporarily to perform a specific task). Investing in foreign language learning is in the following areas: support for the already acquired high level of language proficiency; interdepartmental exchange of skills; retraining and advanced training; language scholarship – a long-term investment (as the responsibility of the direct employer).

3. Active use of native speakers. There is a general awareness of the dividends that «flow» from this aspect of multiculturalism (in particular, the involvement of native speakers). Besides, the vast majority of European countries have a diverse population that provides a valuable range of language resources. In addition, much work is done on intensifying the involvement of native speakers into the training of specialists (development of spoken language skills).

4. Career growth and incentives. Language skills are not a key criterion in the process of evaluating specialist's performance. However, it is recognized that they should be included in the evaluation and description of functional responsibilities, thus demonstrating their importance and necessity in performance evaluation systems.

5. Strategic approach. The approach in determining the language requirements of specialist is becoming decentralized, and as a result, there is a lack of government coordination to identify current language needs, the lack of a common strategic approach to meeting future needs.

6. Support of language ability. The infrastructure to support language learning within universities and specialized institutions is expanding. However, the needs of governments and ministries do not meet current university regulations; public authorities often do not have information about university opportunities; in the universities there has been a decline in the provision of many language services that are of a strategic nature and importance.

Висновки. Today there are problems with the recognition of the role and importance of foreign languages, in particular, in the career development of specialists. These challenges are

addressed through clear policies, strong leadership, and defined incentives that recognize and support language learning. Today the task is not only to master communication skills in a foreign language, but also to acquire special knowledge in the specialty. Therefore, it is important to consider a foreign language as a means of forming the professional orientation of a future specialist. Foreign language professional communication means a purposeful process of interaction of specialists – representatives of different linguistic cultures – in solving professional activities on the basis of interactivity. Foreign language professional communication involves the search and analysis of information needed to study foreign experience, work with relevant professional literature and documentation in a foreign language using information and communication technologies, direct communication using a set of knowledge, skills, abilities and experience necessary for implementation of foreign language professional activity.

One of the ways to overcome various contradictions and difficulties in the practice of professional training is to use models of collective interaction (communication), which allow the students to improve their language practice, ensure differentiation of learning, their level of training and professional interests.

A professionally-oriented approach to foreign language teaching in higher education institutions means learning based on the needs of learners, dictated by the characteristics of the profession or specialty (mastery of vocation-oriented foreign language; knowledge of the culture of the country of the language being studied; acquisition of special skills based on professional and linguistic knowledge).

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