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PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TEACHING OF FUTURE SPECIALISTS

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Introduction. One of the main goals of foreign language education is the formation of the students' professional foreign language competence necessary for their future development as specialists in their field. Being fluent in foreign languages extends the possibilities to modernize the content of modern education, makes it possible to implement the competence-based approach taking into account specialty requirements and provides students with mastering theoretical and practical skills while using a foreign language. In the course of studying a foreign language, it is important to focus on the future profession, develop foreign language communication skills in different situations, including those required during business, scientific and professional negotiations.

Research methods. During the research, the following theoretical methods were used (analysis and synthesis of psychological, educational, methodical literature on the issue), empirical (pedagogical observation, questioning, survey).

Results and discussion. The main purpose of professionally oriented foreign language training of future specialists is an ability to solve communication tasks in the sphere of their professional activity, to search and analyze the information for the study of foreign experience and work with the technical literature and documentation (Feschuk, 2016).

It should be noted that foreign language fluency is one of the components of academic competence for non-linguistic students. Thus, a student is able to work with various educational and scientific sources, reference literature (both printed and electronic); it gives access to professional information through the Internet in libraries of foreign universities and public professional libraries; enhances the quality of communication in professional communities and social networks, etc.

One of the main methodological principles in studying a foreign language is the principle of professional communicative orientation. Its realization is possible only if students are actively involved in communication activities throughout the course of study. It is important to pay attention to both oral and written communication, develop the ability to clearly formulate the purpose and clarity of expressions. Thus, professionally oriented texts, which trace the peculiarities of foreign scientific discourse (common language expressions combined with special terminology, principles of the scientific text structure), may be regarded as sources and examples of such expressions.

Motivation is the key to successful implementation of foreign language studying: student's academic awareness to acquire foreign language skills and the need for professional communication. These utterly practical things give good results as a student understands his or her self-interests: successful career development, self-presentation, ability to make contacts, analyze current scientific achievements and use them in order to build business plans and projects, as well as present personal achievements and ideas within the professional community. Therefore, a student requires such language material to be taught taking into

account the professional key features and language competence jointly aimed at meeting his or her professional needs. A teacher must deal with the fact that, in addition to the student's professional realization request, the educational material must also contain other elements of language competence, as well as to realize the educational goals of general and professional components. At this stage, we need a cooperation of foreign language teachers with a teaching staff of technical departments, correlation of their interdisciplinary connections, where a foreign language is a means of mastering professional knowledge for students studying non-linguistic specialties.

It should be emphasized that the texts that are extracted from the textbooks of the disciplines or teachers' lecture materials (lecture texts) taught in this course work effectively. Working on several texts (the so-called series of texts) combined by a common theme has also proven as effective. At the first stage, such work makes it possible to distinguish linguistic concepts, set expressions, appropriate specific vocabulary and understand the principles of their usage. At the second stage, students acquire skills of making complete logical statements according to the purpose and tasks.

With regards to the acquisition of lexical skills by an individual and the ability to use them, we give preference to the works by E. Passov (2011), who suggests the three-step formation of skills – working with lexical material, improvement of the lexical base, usage of lexical units in speech activity.

Conclusion. The study of languages for specific purposes covers the elements of general theoretical linguistic knowledge and skills in the process of mastering grammar, lexicology, stylistics, professional terminology, etc., as well as acquiring communicative skills according to the type of speech activity (reading, writing, listening, speaking). The purpose of developing basic skills is to understand the text while reading and listening, understand and analyse basic semantic concepts, comment on the text, use information from the text to reinforce comments or for other purposes. The series of post-text tasks is aimed at understanding the logical and semantic structure of texts, step-by-step formation of speech skills, learning of new terms and their active usage in oral and written communication.

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