
VARIANKO T.V.,
IVANCHENKO L.M.,
National Technical University of Ukraine
"Kyiv Polytechnic Institute",
Kyiv, Ukraine

PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE TEACHING AT HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

The present article is devoted to the problem of professionally-oriented foreign language teaching at technical universities and institutes, the actuality of which can not be underestimated at the contemporary stage of the integration of Ukraine into the world community. The aim of the article is a detailed consideration of all the aspects and stages of professionally-oriented foreign language teaching, starting from the choice of textbooks and preparation of teaching materials. The present article gives recommendations which should be taken into account when choosing technical texts and developing sets of exercises. Listening comprehension of professionally-oriented texts is one of the most complicated aspects of foreign language learning. Great attention is paid to the teaching of dialogue and monologue speaking competence. In order to improve the efficiency of teaching process teachers are to develop new organizational forms and methodical techniques. One of these forms is writing a report on a professional subject and its presentation. All the factors which influence the effectiveness of the process of writing a report and which contribute to the improvement of communicative competence of students are considered in the article.

Key words: professionally-oriented foreign language teaching, principle of differential individual approach, communicative competence, kinds of independent reading.

Дана стаття присвячена проблемі професійної спрямованості навчання іноземній мові. Метою статті є детальна характеристика усіх аспектів та етапів навчання професійно-орієнтованій іноземній мові. Дана стаття дає детальні

© VARIANKO T.V., 2016

рекомендації, які повинні бути враховані при виборі та обробці учбового матеріалу. У даній статті розглядаються і даються рекомендації що до об'єму тексту для аудіювання, використання складних граматичних конструкцій, кількості нових лексичних одиниць, насиченості нового інформацією. При навчанні іноземній мові, професійного спрямування важливе місце займає навчання монологічному та діалогічному говорінню. У статті детально розглянуті усі фактори, які впливають на ефективність процесу написання реферату та сприяють підвищенню комунікативної компетенції студентів.

Ключові слова: професійна спрямованість навчання, принцип диференційного підходу, комунікативна компетенція, види самостійного читання.

В данной статье рассматривается проблема профессиональной направленности обучения иностранному языку в технических вузах. Целью статьи является детальная характеристика всех аспектов и этапов обучения профессиональному иностранному языку. Данная статья дает детальные рекомендации, которые должны быть учтены при выборе и обработке учебного материала. В статье рассматриваются и даются рекомендации относительно объема текста для аудирования, сложности грамматических конструкций, количества новых лексических единиц, насыщенности новой информацией. При обучении профессионально направленному иностранному языку важное место занимает обучение диалогическому монологическому говорению. В статье детально рассмотрены все факторы, влияющие на эффективность процесса написания реферата и способствующие повышению коммуникативной компетенции студентов.

Ключевые слова: профессиональная направленность обучения, принцип дифференцированного подхода, коммуникативная компетенция, виды самостоятельного чтения.

Introduction. Modern tendencies of the development of a society and the integration of Ukraine into the European community dictates the necessity to achieve the European standards level of training specialists. As a result, higher educational institutions face new demands to the Ukrainian educational system and to personal

and professional qualities of graduates of higher educational institutions. A qualified specialist must have innovative means of acquiring and transmitting information, generate new ideas, be able of independent decision-making and be responsible for their realization.

The foreign language in the higher technical educational institutions is

taught as obligatory discipline and its teaching is carried out beginning from the first year of study. However, the duration of teaching of a foreign language depends on a curriculum of this or that educational institution and fluctuates from one year to four years. The problem of taking into account a specialisation in the course of training becomes extremely actual, causing the requirement to connect the learning of a foreign language with the future speciality of students. Considering the fact that the process of the European integration strongly influences such an important sphere of life of a society as education and understanding the important role which the knowledge of a foreign language plays in this process, National Technical University of Ukraine «Kyiv Polytechnic Institute» has approved the curricula: Foreign Language (1st-IIInd years of study), Foreign Language for Professional Purposes (IIIrd – IVth years of study), Foreign Language for Professional Purposes (advanced) (Vth-VIth years of study) and provides a continuous foreign language training of students during the whole university course, which lasts six years. These measures definitely provide favourable conditions for the realisation of professionally-oriented foreign language teaching principle.

Various linguists have defined English for Specific Purposes differently. Many definitions can be counted, and a lot of linguists have defined them. These definitions appeared to cover various characteristics of this approach. Anthony (1997) mentioned the “clear differences in how people interpreted the meaning of ESP” [6, p.1]. Hutchinson and Waters (1987) have defined ESP as an “approach” rather than a “product” [7, p.2]. Robinson (1980) has defined it as the teaching of English to the learners who have specific goals and purposes [9, p.2]. Mackay and

Mountford (1978) have defined it as the teaching of English for “clearly utilitarian purposes”. These purposes are academic, professional or scientific. An ESP program should be aim-directed, learner-directed and situation-directed [8].

In NTUU «KPI» the principle of the professional orientation of foreign language training is the leading methodological principle which must necessarily be considered and realised in teaching and educational process. In the first and second years of study the discipline Foreign Language consists of two credit modules - Introduction to Foreign Language for General Engineering and Foreign Language for General Engineering as students have not received special professional knowledge yet. Beginning from the third year of study students start to master special professional disciplines and the necessity of teaching such a discipline as Foreign Language for Professional Purposes arises. The foreign language becomes a means of professional knowledge acquirement by students through the acquaintance with foreign sources of information.

There are recommendations to start taking into consideration the specialisation of students in the course of a foreign language training as soon as possible and to carry it on regularly during the whole period of study at the university. The professional orientation is realised through speech activity: reading and speaking. But at first it is important that students learn and know professional terminology in a foreign language. For the purpose of the successful solution of this problem a teacher of a foreign language screens lexical material taking into account the specialisation of students [5]. Here the necessity of close cooperation of foreign language teachers with a teaching staff of technical departments in order to get acquainted with all the spe-

cific features of the future professional work of students must be emphasised. The terminology on a speciality should be acquired by students both for oral and written communication [1]. The selection of terms is more often based on the following aspects: the speciality name, the equipment name, the name of materials, the name of processes and operations. The knowledge of special terminology is necessary for students to read texts on speciality and to speak both on the basis of the texts which have been read and to carry on a professional dialogue.

Stages of work. Teaching of Foreign Language for General Engineering in the first and second years of study at NTUU «KPI» assumes a choice of the basic textbook which contains texts of general engineering character and corresponds the general profile of the faculty or institute. For example, at Power Engineering faculties the texts under the titles "Electric current", «Types of power stations», «Electric power transmission» are used. In the IIIrd – VIth years of study when students start getting acquainted with the future speciality in more details and the discipline Foreign Language for Professional Purposes is taught, a foreign language teacher comes across the main difficulty – the absence of foreign language textbooks on a narrow specialisation. Taking into consideration the fact that the faculty trains specialists in several specializations, the foreign language teacher should prepare a teaching material for each specialisation. In close cooperation with teachers of technical departments, a foreign language teacher works on a considerable number of scientific articles in a foreign language, textbooks on specialities, materials of international conferences. Having selected texts on specialities, the teacher develops a set of exercises to each text which is directed at the development of different aspects

of the speech competence. The volume and the number of texts are defined by the working curriculum of the discipline. These technical texts and sets of exercises are issued in the form of methodological textbooks which are used by teachers for training students of this or that speciality. The complexity of texts should also be taken into account. At the beginning of work they should be small in volume and should contain only familiar to a student language material. It is advisable to include only a small amount of new lexical material in them. In due course, when students acquire a certain experience in reading, more complicated texts can be used.

At the first stage of work, the teacher can give all the students of the group the task to read and to translate the same text, then different texts, but they should be approximately of the equal degree of complexity taking into account individual capabilities. In this way, the principles of a professional orientation of training and the differentiated individual approach are simultaneously realised [4, p.26]. The work with the text is carried out by the students at first under the guidance of the teacher and then independently. It is recommended to give the most difficult specific terminology to students before or after the text. To check understanding of the read material different forms of control are used. They are tests, answers to questions to the contents of the text, writing summaries or abstracts. At the next stage each student of the group receives a different text and a definite time is given for working with it. A student should read, understand and retell the contents in the written or oral form. The independent work of students with texts on speciality is necessary and useful. It will prepare them for reading and understanding engineering specifications and service maintenance

of the equipment during their future professional work.

Independent reading. Students of higher educational institutions should master two kinds of independent reading:

1. Reading to yourself with the purpose of obtaining the basic information of the text
2. Reading to yourself with the purpose of obtaining the full information of the text

These kinds of independent reading differ in the volume of the received information. The task of the first kind is to train students to receive the information during the reading, getting round language difficulties and basing on familiar word-formation elements and contexts. As a rule, reading of scientific texts for getting the basic information is used at the lesson.

The tasks of the second kind of reading is to teach students to receive the full information from the text with certain language complexity which it is impossible to guess from contexts. In this case it is necessary to use a dictionary. Reading professionally-oriented texts for the purpose of getting full information occurs in the course of doing homework. Such texts, as a rule, have pre-text and post-text tasks. Pre-text tasks include answering general questions, highlighting the main idea of the text. Post-text tasks concentrate students' attention on details which allow them to get more detailed information. These tasks include making up a plan to the text, writing headings to text parts, dividing the text into parts according to the contents. Some tasks should be aimed at the formation of the ability to express the attitude to the read information [2, p.28].

Great attention is paid to the professionally-oriented texts for auditing which are prepared by a foreign language teacher. Work with them will contribute to the

development of understanding skills of students. The preparation of such texts demands from the teacher the consideration of the following requirements: texts should be small in volume; they should not include a considerable number of new lexical units; they should contain completed information and the amount of new information should not be too big. Before listening to the text, it is necessary to introduce the new terminology without knowledge of which students will not understand the contents. Students are offered to listen to the text two times and then to do exercises which check the understanding of the heard information.

Dialogic and monologic speech. The development of students' habits of dialogical speech begins with orders, requests and questions which include professional terminology. Then tasks become more complicated and students are offered to make up dialogues concerning their professional work. The effective means for the development of speech competence are the role-plays which are preceded by a careful preparatory work.

The important place in the professionally-oriented foreign language teaching belongs to the development of monologic speech habits. Students learn to tell about their future speciality, about sphere of their future professional activity and about the problems connected with it.

The students' speech should be motivated, caused by a specific situation of a dialogue. This will definitely contribute to the development of informative activity of students. A problematic situation is a good stimulus for the monologic speech. It is necessary to create such conditions which compel students to think, to analyse, to compare.

In the professionally-oriented foreign language teaching writing is used rather limited. It is used for recording professional terminology, keywords and

expressions, for making notes of presentations, for writing letters, requests, recommendations, summaries and scientific articles.

Innovative technologies. Fulfilling the social order of the society, namely, to train specialists who have a good command of a foreign language, the teacher should use not only traditional, but also innovative technologies, such as Internet resources in the course of training. The Internet represents an unlimited source of the newest materials in a foreign language covering different professional spheres. A student has possibility to get acquainted with the latest researches, inventions, results of experiments in various branches of science and technology, thus enriching his vocabulary of professional terminology. He can use these materials for preparations of his reports at scientific conferences.

Writing a report. The considerable increase of efficiency of teaching of a foreign language for professional purposes can be reached by developing more appropriate organizational forms and methods of training. One of the most effective forms is writing a report on the subjects of the future professional work of the student and its presentation in a foreign language. The purpose of such forms of work is an association of practical foreign language skills with formation of professionally-oriented speech habits. Working fruitfully with technical departments, teachers of a foreign language give the students of the III^d – Vth years of study a list of themes for writing a report. Writing a report based on a subject of a year project or a thesis and its presentation are welcomed. In this way full originality of work will be guaranteed.

Independent work of a student on writing a report on a professional subject is preceded by a careful preparatory work of the teacher aiming at training

students to work with the original, authentic technical literature, at enrichment of students' vocabulary and at mastering presentation skills. At the foreign language lessons students expand and improve their knowledge of terminological vocabulary on a speciality, practise grammatical structures which are characterised for technical texts. For the purpose of effective mastering a technique of presentation of professional subjects in a foreign language teachers offer students to do a set of exercises on developing the foreign language communicative competence of oral professional dialogue speaking. All this preparatory work contributes to making a presentation at a high level.

The presentation is prepared with the use of Power Point computer program which helps listeners to understand not only the general information presented in the report, but also the specific details. The most difficult technical specifications, classifications and features are presented on the screen in the form of schemes, tables, drawings and schedules. The use of visual support simplifies understanding of a lecturer's speech by students with a low level of foreign language knowledge [3, p.13].

Taking into consideration the fact that the communicative orientation of a foreign language training is dominating, the invitation to discussion of the presented problem or a theme is one of the most powerful elements developing speech habits. The audience can ask questions to the lecturer, give comments or additional information on the subject which is discussed. Such a discussion is an element of unprepared, spontaneous professional dialogue speaking. The student's attitude to speech forms becomes unprevailing, his attention focuses on the content of the utterance. Summing up, it is necessary to underline that writing reports on pro-

fessional subjects and their presentation give practical results that are expressed in the improvement of the communicative competence of students which is the main objective of a foreign language training of students at the higher technical educational institutions.

Conclusion. In summary it is necessary to notice that the problem of professionally-oriented foreign language training is one of the most difficult and remains opened for the further methodical findings and improvements.

RESOURCES:

1. Abramovich G.V. (2005). *The concept of foreign language competence as an aim and result of professional technical education*. Nezhin: Publishing House of NSU after Gogol, 257 [in Ukraine].
2. Varianko T.V. (2012). *Teaching to read scientific technical texts at the nonlinguistic higher educational institutions*. Kyiv, Ukraine: FL, NTUU "KPI", 28 [in Ukraine].
3. Volchenko O.M. (2004). *Peculiarities of students' abilities to master a foreign language*. Materials of VII International scientific and practical conference: Science and Education, 25-26 [in Ukraine].
4. Obraztsov P.J. (2005). *Designing and structuring of a professionally – oriented training techniques*. Orel: 61 [in Russian].
5. Anthony, L. (1997). "ESP. What does it mean?" ON. CUE. Retrieved from <http://www.interserver.miyazakimed.ac.jp/cue/pc/anthony.htm>.
6. Hutchinson, T., Waters, A. (1987). *English for specific purposes: a learning-centered Approach*, Cambridge University Press. Cambridge
7. Mackay, R., Mountford, A.J. (1978). *The teaching of English for Specific Purposes: theory and practice in English for Specific Purposes; A case study approach*. (Mackay, R., Mountford, A.J.) eds: Longman. London.
8. Robinson, P. (1980). *ESP (English for Specific Purposes)*, Pergamon Press Ltd. New York.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ:

1. Абрамович Г.В. Суть іншомовної компетентності як мети та результату професійної технічної освіти / Г.В. Абрамович // Наукові записки. Серія: Психолого-педагогічні науки. - Ніжин: Видавництво НДУ ім. Гоголя, 2005. - 257 с.
2. Варянко Т.В. Навчання читанню науково-технічних текстів у немовних вищих навчальних закладах / Т.В. Варянко // Матеріали V Міжнародної науково-практичної конференції: ФЛ, НТУУ «КПІ», 2012. - 28 с.
3. Волченко О.М. Особливості здібностей студентів до професійного оволодіння іноземною мовою / О.М. Волченко // Матеріали VII Міжнародної науково-практичної конференції: Наука і освіта, 2004 - 25-26 с.

4. Образцов П.И. Проектирование и конструирование профессионально-ориентированной технологии обучения / П.И. Образцов, А.И. Ахулькова, О.Ф. Черниченко // Орел, 2005. – 61 с.
5. Anthony, L. (1997). "ESP. What does it mean?" ON. CUE. Retrieved from <http://www.interserver.miyazakimed.ac.jp/cue/pc/anthony.htm>.
6. Hutchinson, T., Waters, A. (1987). *English for specific purposes: a learning-centered Approach*, Cambridge University Press. Cambridge
7. Mackay, R., Mountford, A.J. (1978). *The teaching of English for Specific Purposes: theory and practice in English for Specific Purposes; A case study approach*. (Mackay, R., Mountford, A.J.) eds: Longman. London.
8. Robinson, P. (1980). *ESP (English for Specific Purposes)*, Pergamon Press Ltd. New York.