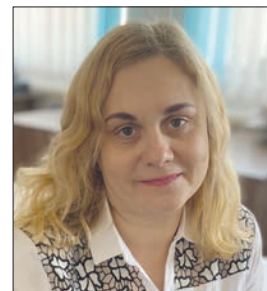


UDC 373.5.016:37.02:811.111 (477.82)

DOI <https://doi.org/10.52726/as.pedagogy/2021.1.6>

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**DIDACTIC FOUNDATIONS OF STRUCTURING THE PHILOLOGICAL KNOWLEDGE
CONTENT IN FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

The article deals with the didactic foundations of structuring the content of philological knowledge in Foreign Language for Specific Purposes (ESP). Structuring the content of philological knowledge is a process that consists in the systematic construction of the educational process and is aimed at processing, targeting scientific information and adapting it to educational conditions. It is stated that the philological training of a future specialist provides the compulsory study of the discipline “Foreign language for Specific Purposes”. The principles and methods of teaching ESP are considered in the article. It is reported that there are inconsistencies in the curricula regarding to the duration of studying the discipline and the corresponding course for the successful implementation of the principles of continuity, intersubject coordination, as well as intersubject relations regarding to the study of ESP and disciplines of the cycles of fundamental and professional training. A brief description of our manuals in the discipline “Foreign Language for Specific Purposes” is given in the scientific piece of writing.

Key words: structuring the content of philological knowledge, intersubject relations, the future specialist, Foreign Language for Specific Purposes (ESP), principles of training.

1. Problem statement

The current economic, political, and scientific situation in the world makes it necessary to train a future specialist who can properly represent the country in the international arena and protect its interests within the framework of international cooperation. Training a qualified specialist in the higher education institution involves not only the formation and development of various professional skills, but also requires him to speak a foreign language at a professional level.

The content of language disciplines should be structured, that is, logically constructed. The presentation of educational information in this way will give us the opportunity to provide a scientific

and philological understanding of the presented terms; taking into account intersubject connections in the structure of educational and cognitive activities; psychological and pedagogical bases for solving cognitive problems in the process of learning Foreign Language for Specific Purposes. An urgent problem remains the constant revision of the structuring of the content of didactic materials in the foreign language for students of non-philological specialties.

2. Analysis of recent studies

The works of E. N. Aksenova, V. F. Antonov, L. B. Borysov, T. O. Krylova, B. N. Kozmin-Sokolov, Z. P. Kozlovskaia, N. M. Livintsov, A. M. Sokhor and others are devoted to the problem of structuring

knowledge. D. I. Blumenau, M. P. Vashchekin, S. V. Vladimirov, V. A. Gerasimenko, M. A. Karev, L. D. Kvirtia, and E. T. Korobov studied the issue of determining the volume of educational information., V. I. Orlov and others didactic features of the presentation of educational information were considered by P. Ya. Galperin, V. V. Davydov, L. V. Zankov, D. B. Elkonin, P. M. Ilniev, L. R. Kalapusha, O. Yu. Kandrashina, B. S. Kaplan, V. A. Krutetsky, I. A. Levina, M. M. Levina, A. P. Martynyuk, M. Minsky, A. S. Medvedeva, D. O. Pospelov, N. F. Talyzina, L. M. Friedman, M. A. Choshanov, V. F. Shatalov, Klimova B., Donesch-Jezo E. and others.

The formation and implementation of intersubject relations in the process of professional training of future specialists are covered in the works of such scientists as V. Avramenko, A. Muzalev, L. Kovalchuk, I. Malafik, etc. The problem of intersubject integration can be attributed to the traditional problems of pedagogy that have already become classical. Modern scientists also thoroughly analyze the problem of intersubject coordination and intersubject relations, in particular S. Batsyshev, H. Bibik, S. Honcharenko.

The purpose of the article is to analyze the need to structure the content of philological knowledge in ESP for students of non-philological specialties, to consider the main methods, principles and principles of developing materials in "Foreign language for Specific Purposes".

3. Presentation of the main material. To compete in the labour market, future specialists must have certain skills that would characterize the level of their professional and communicative competence, including: knowledge of terminology of professional disciplines, the ability to conduct conversations, prove their own opinion, solve all communication problems in the process of professional communication. These skills are formed under the influence of certain pedagogical conditions, among which there are: – selection and structuring of the content of educational material in accordance with the cognitive capabilities of students; – students' awareness of the importance of mastering professional terminology; – implementation of teaching methods and forms aimed at step-by-step mastering the material; – constant motivation [Vadaska : 2016].

By structuring the content of philological knowledge, we understand the process that consists

in the systematic construction of the educational process and is aimed at processing, targeting scientific information and adapting it to educational conditions. This is the provision of specific content and form of construction by the teacher of educational material offered to students. To the greatest extent, this applies to structuring the content of philological disciplines as a system-forming component of their professional training [Martyniuk : 2008].

Philological training of students is provided in the process of studying the discipline "Foreign language for Specific Purposes". This opinion is shared by foreign researchers. They also believe that Preparing a student to function effectively in his/her present or future work depends on a well-designed and properly conducted course of ESP (English for Specific Purposes). Designing and conducting an ESP course for students at a university level is a challenge for English language teachers since they have to face a number of tasks related to the organization of ESP courses, such as: the determining of the aim of the course, the choice of the course content, as well as the choice of suitable teaching methods and techniques that will facilitate the acquisition of specialist vocabulary and language structures required for the target situations [Ewa Donesch-Jezo : 2012. p.2].

Clarity, conciseness and clarity of the structure of educational materials, especially in the process of teaching a foreign language in a professional direction, is an important problem [Blanka Klimova]. Moreover, the author believes that learning materials should be an intellectual challenge. This issue is highly topical nowadays since many of these study materials, and particularly for the ESP students, are also used online and students can use them for their self-study as well.» [Klimova : 2015. p.106].

Teachers play an important role in the process of structuring the content of philological knowledge. When choosing the main approaches and principles for developing ESP materials, they should take into account the specific characteristics of their students, among which the following are distinguished: - ESP students use English to fulfill their discipline-specific needs; – the use of authentic materials is much more widespread in ESP than ELT because authentic materials can show students how real-

world tasks are understood and approached in their subject disciplines; – ESP students have greater opportunities to use technologies than other students of English since ESP is at the forefront of using technologies for language teaching; in particular, technical universities and faculties play an important role in the implementation of ICT in the teaching of foreign languages; – team-teaching is a distinctive principle of ESP, but not of other ELT situations [Klimova : 2015. p.105].

We believe that teachers of "Foreign language for Specific Purposes" should take a responsible approach to structuring the content of the discipline. First of all, it is necessary to have the level of knowledge and communication skills of students at the beginning of training, to know the needs of students in a particular specialty, to clearly formulate the competencies that students can achieve as a result of studying the discipline. With this in mind, Ewa Donesch-Jezo considers that the teacher must decide on: • the teaching content, the texts and the various linguistic elements to be studied during the course; • the syllabus; • the teaching methods; • the teaching materials; • the extent to which particular skills should be acquired [Donesch-Jezo : 2012. p. 3].

In our opinion for structuring philological knowledge teachers should be proficient in the approaches, methods and strategies of content teaching, that is, content-based teaching. In addition, you should carefully choose the exercises for classes. We believe and share the opinion of foreign scientists (Ewa Donesch-Jezo, Blanka Klimova) as the effective exercises as follows: exercises, such as those involving problem-solving, simulations, observations, role-plays, case studies, discourse analyses should reflect real situations and cases which the students encounter or will encounter in their everyday work [Donesch-Jezo : 2012. p. 4].

One of the most important issues of teaching "Foreign language for Specific Purposes" in Ukrainian education, in our opinion, is compliance with the principles of continuity, intersubject coordination, intersubject relations, and professional orientation of training. It is extremely important to coordinate the content of academic disciplines of the training cycles of future specialists with each of the stages of their training. For example, the content of the academic discipline "Foreign language for Specific Purposes" should be term-

by-term consistent with the content of cycles of fundamental and professional disciplines, corresponding to the principles of consistency and intersubject relations.

However, from the research of scientists and from own experience it becomes obvious that in the higher educational establishments there are inconsistencies in the curriculum regarding the duration of studying the discipline and the corresponding course for the successful implementation of the principles of continuity, intersubject coordination, as well as intersubject relations for learning ESP and disciplines of cycles of fundamental and professional training.

Forexample, the curricula of professional training of Bachelors of economic and technical specialties in most higher educational establishments provide for students to study ESP in 1-4 (sometimes in 1-2) academic terms, and most professional disciplines – from the 5th term. There is a situation in which students learn certain realities, phenomena and definitions in a foreign language faster than they get acquainted with this educational material in their native language when studying relevant professional disciplines.

The main problem facing teachers of ESP in higher education institutions is the number of weekly hours (2 hours/week) and the duration of the course of study (two terms), which is almost half as much as recommended by the English for specific purposes program.

So, before the system of foreign language education in the higher educational establishments of Ukraine, there is the following problem: in the first year, the connections "student – professional disciplines" have not been formed, which makes it impossible to professionally oriented learning of the foreign language, and in the third or fourth years of study, when these connections are formed yet, the connection "student – foreign language" has already been lost, and the language itself begins to gradually be forgotten [Redko : 2013. p. 27]. This complicates the process of mastering language material, types of speech activity, and socio-cultural competence. Therefore, the activity of teachers is aimed at finding effective forms of motivation of students, special techniques and means of teaching a large amount of material in such a way as to form the necessary professional knowledge of certain terminological vocabulary

and the ability to use them within their professional activities over a limited period of time.

At the same time, in our opinion, there is a contradiction between the need to pass the compulsory entrance exam in the foreign language for the Master's program and the lack of educational opportunities for learning the foreign language during the Bachelor's degree, and therefore the low level of foreign language proficiency of students.

For example, at Lutsk National Technical University, not all students of the Master's program study the discipline "Business English". Some universities do not provide hours for learning a Business Foreign Language at all. However, according to the new requirements, from the very beginning of studying the course, students must have professional foreign language competence at least at an Advanced Level – B2. Too limited number of hours and non-compliance with the principles of consistency, continuity in the study of the disciplines "Foreign language for Specific Purposes" do not contribute to the development of a sufficient level of formation of professional foreign language competence. Thus, students cannot enroll in Master's and postgraduate studies (PhD), since an exam in ESP is a compulsory condition for admission. Consequently, the significant didactic principles of organizing foreign-language professional training of future specialists violated, and the educational opportunities of students are limited.

In the process of mastering professional terminology, it is necessary to combine different learning tools. Most often, a textbook and visual learning tools are used in the classroom. Given the significant amount of terminology, definitions and the number of academic hours for a foreign language course ESP, the question arises about optimizing and intensifying the learning process.

Taking into account the above-mentioned problems, based on the didactic principles of structuring the content of philological knowledge and taking into account the principles of continuity, intersubject coordination, intersubject relations, professional orientation of training, teachers work on creating their own intellectual products to ensure the educational process. So, for example, we created a textbook for students of computer specialties "Dealing with Computers" within the framework of the discipline "Foreign language

for Specific Purposes". The concept of the textbook provides for a practical and communicative orientation in the formation of professionally directed foreign language competence, as well as a focus on the consistent, step-by-step development of students' independent work skills. Taking into account the specifics of the specialty and getting acquainted with the didactic materials on the profile disciplines, we have selected authentic material that is not only relevant to the topic of this specialty, but also contributes to the creation of situations of foreign language communication that can occur in the course of professional activity of future specialists. All these materials formed the basis of communicative-oriented speech exercises. The manual consists of 8 modules, each of which contains 4 or 5 topics, which include a basic text (designed to consolidate the active vocabulary of a certain topic) with an active thematic dictionary and a text (for individual work of students) for independent study, which clearly illustrate the functioning in the language of lexical units that are being studied; conditional-communicative and communicative training exercises for mastering the vocabulary and grammar of an active dictionary [Martyniuk : 2008].

For students of pedagogical non-philological specialties in the higher educational establishment, we have compiled methodological recommendations for practical classes in "Foreign language for Specific Purposes" for students of the specialty Primary education. The methodological development consists of 12 professional topics, each of which contains an authentic text that performs informative and educational functions. Pre-text and post-text exercises have been developed for each topic to consolidate lexical material and develop communication skills in the specialty. Individual topics contain tables and diagrams that reflect the basic concepts, terms, and structure and can be used as a visual handout in practical classes. The content of methodological recommendations is aimed at deepening knowledge not only in foreign language, but also in the specialty, form the ability to use a foreign language as a means of communication in a multicultural environment for professional purposes, develop orientation skills and proficiency in up-to-date information on the profile. [Tryndiuk : 2020].

Conclusions

Didactic foundations of structuring the content of philological knowledge in ESP by students of non-philological specialties in higher education institutions provide for the implementation of intersubject relations, that is, the coordination of the content of educational and working programs of teaching a foreign language and term plans with the content of training courses of fundamental and professional disciplines on a thematic principle; the implementation of didactic principles of consistency, continuity and consistency, requiring the use of well-structured textbooks; well-coordinated cooperation of teachers of all academic disciplines.

Teachers need to take into account the specific features and needs of students in accordance with the specialty. When selecting the content being studied, it is necessary to clearly formulate the goals, methods, techniques and types of exercises to achieve effective results of teaching a Foreign Language for Specific Purposes”, which is a system-forming component of the process of obtaining a specialty.

The prospect of further research may be an analysis of the types of activities, forms of work and exercises in the discipline “Foreign language for Specific Purposes” in a mixed learning environment.

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ДИДАКТИЧНІ ЗАСАДИ СТРУКТУРУВАННЯ ЗМІСТУ ФІЛОЛОГІЧНИХ ЗНАТЬ З ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

У статті розкриваються дидактичні засади структурування змісту філологічних знань з іноземної мови за професійним спрямуванням. Під структуруванням змісту філологічних знань розуміємо процес, який полягає в системній побудові навчального процесу і є спрямованим на обробку, цільову орієнтацію наукової інформації та її адаптацію до навчальних умов. Наголошується на тому, що філологічна підготовка майбутнього фахівця передбачає обов'язкове вивчення дисципліни «Іноземна мова за професійним спрямуванням».

Чіткість, лаконічність та системність структури навчальних матеріалів, особливо у процесі викладання іноземної мови за професійним спрямуванням є важливою проблемою наголошують як вітчизняні, так і зарубіжні науковці. Важливу роль у процесі структурування змісту філологічних знань відіграють викладачі. Вони, вибираючи основні підходи та принципи розробки матеріалів ESP, повинні враховувати індивідуальні особливості своїх студентів та їхньої галузі знань. Насамперед слід володіти рівнем знань та комунікативних навичок студентів на початку навчання, знати потреби студентів з певного фаху, чітко сформулювати компетентності в результаті вивчення філологічної дисципліни.

Розглядаються принципи та методи навчання іноземної мови за професійним спрямуванням. Наголошується на невідповідності та неузгодженості у навчальних планах щодо терміну вивчення дисципліни та відповідного курсу для успішної реалізації принципів наступності, міжпредметної координації, а також міжпредметних зв'язків.

Основною проблемою, яка стоїть перед викладачами іноземної мови за професійним спрямуванням у закладах вищої освіти, є кількість тижневих годин та термін тривалості курсу навчання.

Виникає також суперечність між необхідністю складання обов'язкового вступного іспиту з іноземної мови до магістратури та відсутністю навчальних можливостей для вивчення іноземної мови під час навчання на бакалавраті, а відтак низьким рівнем володіння студентами іноземною мовою.

Подано короткий опис власних напрацювань з дисципліни «Іноземна мова за професійним спрямуванням».

Ключові слова: структурування змісту, філологічні знання, міжпредметні зв'язки, майбутні спеціалісти, іноземна мова за професійним спрямуванням, принципи навчання.

Стаття надійшла до редакції 10.02.2021

The article was received 10.02.2021