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FOREIGN LANGUAGE TRAINING IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

Modern education sets high requirements for the level and content of bachelor’s professional training in foreign language acquisition as a means of intercultural communication, through the development of the self-education ability and readiness to study a foreign language throughout life [4; 8]. Teaching foreign languages to non-linguistic students (future engineers, IT, and technical specialists) in non-linguistic universities have certain difficulties. The traditional way of teaching a foreign language in non-linguistic universities preferred practicing reading and translation of professional texts. Intensification of international cooperation requires modern professionals to develop foreign language communicative competence at a sufficient level for intercultural communication.

Psychologists and linguists (J. Bybee, p. Hopper, V. Evans, H. Goodluck, and others) proved some internal cognitive mechanisms that determine the linguistic processes in an individual mind [1-3]. The problem of cognitive development through a foreign language is considered in the works of such scientists as J. Arnold, E. Kaiser, J. Kahn, E. Levon, I. Buchstaller, and others [5-6].

When new sociocultural images correlate with the images of the native culture, the student develops a new way of reality perception, which improves language mechanisms, developed within the framework of a particular culture. Studying a foreign language means developing the ability to express thoughts and ideas in it, and conduct communication with foreign partners. In the process of communicative activities, the student learns cultural information and people’s lifestyle, develops the ability to analyze, and compare native and foreign cultures, find common and specific, and practices foreign language communication in situations of intercultural communication.

An effective way of cognitive activity development is the techniques of active search for information from the text when the students learn to process graphic and semantic information, and train memory by using foreign language verbal means and applying them to the existing mind-maps. For

example, the students can present the information from the text in the form of diagrams, graphs, and tables, identifying the typical socio-cultural characteristics. The students learn to collect information and share opinions on an issue with other students, present the result of the discussion in a survey verbally as a message or report, or non-verbally as a non-linear text (tables, graphics, diagrams, etc.). Thus, in the process of training, the students acquire the language material in the context of interesting and motivating activities [7].

For instance, in the lessons, the students are presented with materials illustrating such cultural notions as “friendship”, “health”, “luck”, “hospitality”, “time”, “work”, etc. After preliminary work with the texts, the students have to express their opinion within the framework of the following tasks:

- What role does *friendship* play in Ukrainian / American society? Give examples.
- What associations do you have with the word *friendship*? What is *friendship* in Ukrainian culture?
- Find proverbs in English about *friendship*. Do they have Ukrainian equivalents? Compare and contrast them.
- Divide into two groups and make debates on the issue of phony values and false conceptions. How can people resist them?
- In groups of 3-4 students make a project concerning different aspects of *friendship*.

An important part of language teaching is the organization of the student’s independent work, where they look for different resources, learn to evaluate the information reliability and objectivity, interpret and present information, and as the result, develop their independent learning. Along with the practical goal – improving speech skills and language skills – independent work contributes to the achievement of general educational goals. Independent work should be focused on the student’s personality. Such applications as Google Maps, iSpring; LearningApps, Multimedia Scrapbook; Treasure Hunt; Web-quests, and other various platforms are widely used for self-studying foreign languages.

One more effective way to carry out independent learning activities is project work, which makes a significant contribution to foreign language teaching. The development of independent language skills greatly facilitated project methodology as during the projects work students do several such stages as problem defining, hypothesis formulating, information searching, analyzing and group discussion, information summarizing, and information presentation. This permits the students to study the problem from different points of view, formulate their points of view, and express their position.

The performance of language tasks in lessons and independently is closely connected with linguistic research. The students should understand and find factual information in the texts on different cultural and professional topics; express personal opinions, discuss and compare the information in groups with other students, and provide comments on the studied texts.

Foreign language training in a non-linguistic university requires an integrated approach based on students' sustainable motivation. Modern requirements for foreign languages at a university demand to teach them to be able to communicate and know the rules of intercultural cooperation. The implementation of modern methods in teaching a foreign language permits to develop the communicative competencies in the course of training based on authentic material. This contributes to the extension of academic mobility and studying abroad, as well as facilitates the development of independent work in the process of foreign language learning. It increases the level of future specialist training and develops their ability to communicate in a professional environment.

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ФОРМУВАННЯ МОТИВАЦІЙНОЇ СПРЯМОВАНОСТІ ЯК ПЕРЕДУМОВА ЕФЕКТИВНОСТІ САМООСВІТИ І САМОВИХОВАННЯ ОСОБИСТОСТІ

Розвиток концепцій освітньої парадигми та конструктивне вхідження студентської молоді у сучасні суспільні процеси спрямоване на активне досягнення нею високого рівня самореалізації особистісного потенціалу, професійної компетентності та життєвого успіху.

Науковці визначають перехід до компетентнісного підходу як переорієнтацію з процесу на результат освіти в діяльнісному вимірі, у зміщенні акценту з накопичування нормативно визначених знань, навичок і вмінь на формування й розвиток здатності практично діяти і застосовувати досвід успішних дій у конкретних ситуаціях. Так, перспективність компетентнісного підходу у контексті модернізації освітнього процесу полягає в тому, що він передбачає високу готовність випускника школи до успішної діяльності в різних сферах [5].

Розвиток суб'єктності та реалізація життєвого потенціалу особистості ставить першочерговим завдання навчити особистість самостійно здобувати та ефективно застосовувати набуті знання; прогнозувати, моделювати та контролювати власні дії, приймати ефективні рішення; аналізувати та застосовувати здобутий досвід. ***Ефективність самоосвіти та самовиховання залежить від самоорганізації внутрішніх сил особистості, правильності вибору життєвого та професійного шляху, організації діяльності, що спрямована на акмеологічний результат.*** Так, акмеологічна парадигма вписується у формат компетентнісного підходу в контексті самоосвітньої компетенції як потреба та готовність постійно навчатися (у професійній діяльності та в особистому і суспільному житті), усвідомлене ставлення до майбутньої професії, становлення цілей, мотиваційної спрямованості, здатність до