

METHODOLOGY OF THE PROCESS OF LEARNING A FOREIGN LANGUAGE BY FUTURE SPECIALISTS DURING WAR TIME

МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ ПРОЦЕСУ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ МАЙБУТНІМИ ФАХІВЦЯМИ ПІД ЧАС ВІЙНИ

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The ideas of the language policy of the Council of Europe are being increasingly recognized in our state: the number of languages that are being studied is increasing: the number of people speaking at least one foreign language is being grown: language;, the number of academic hours for studying foreign languages at universities is being increased; in some higher educational establishments, a foreign language is considered as a second working language [1].

Practice proves that a specialist who is fluent in a foreign language, who widely uses it in his professional activities, has better prospects and significant advantages in employment. And this is of great importance in conditions when graduates are not guaranteed employment after graduating from higher educational establishments, and they face the problem of finding a job on their own. Today's reality is that specialists are usually hired on the competitive basis, one of the requirements of which is the knowledge of a foreign language, which indicates the growing social importance of a foreign language in modern socio-economic conditions. This alone is the way to create healthy competition and encourage university students to get a better foreign language education.

Personal experience of working at a higher educational establishment shows that the foreign language skills of a future specialist implies that he has communicative competence, namely, the ability to communicate in the language under study according to the situation. Communicative competence undoubtedly includes linguistic competence but its main focus is intuitive understanding, the perception of social and cultural rules and the meanings that a message carries. Communicative competence also implies that the teaching of a foreign language should include social, interpersonal and

cultural aspects. On the other hand, the complexity of the entire system of rules is that it may not be possible for all students studying a foreign language at a higher educational establishment. This fact encouraged – to improve technology of foreign language training for weakly motivated students.

We believed that the idea of language learning as a straightforward process does not stand up to criticism, since «we do not march at different speeds along the same road towards a common goal», but encourage students to achieve «consistent, coherent, but limited goals, which meet their communication needs [3, p. 56].

The problem in teaching foreign languages is how to help the student reach a level of knowledge that is effective (useful) according to the student's own assessment, and how not to get stuck, not to stop at the level at which the foreign language is not suitable, that is, when it is impossible use due to lack of knowledge.. Therefore, we keep the didactic position that future specialists' knowledge of foreign languages can be described on four levels: formal learning, semantic learning, communicative ability, and creativity.. It is assumed that these four stages provide a sequence of learning foreign languages: first, the form is studied, then it is connected with the meaning, then communication skills are developed, and finally the student uses a foreign language fluently.

This process can be divided into two stages: the acquisition of skills and their use in the practice of foreign language communication [2]. At the first stage, the student is engaged in learning a foreign language as a system (form and meaning), communication at this stage is difficult and strictly limited. The student depends on assistance, both in learning the language system and in using it to communicate. This stage ends as soon as the student feels confident that he can use the foreign language for his own purposes, for listening, speaking, reading or writing. Then the student moves to the stage of independence. Sometimes students talk about some «breakthrough» when real communication in a foreign language suddenly becomes more practical.

In general, a successful solution to the problem of learning foreign languages by students involves solving three main problems:

- the discrepancy between the dominance (predominance) in the process of thinking of the student's native language and the inadequacy of knowledge of the language under study, which can be conditionally classified as a «connection»;

- the discrepancy between the conscious learning of foreign languages and the subconscious automated or more intuitive way of learning foreign languages, which we classify as «external-internal»;

- the discrepancy between the level of mastery of a foreign language, when it is necessary to cope with the difficulties of mastering a new language as a code, namely to pay attention to linguistic forms and at the same time

communicate using this language, which has the conditional name «code-communication» [3].

Teaching a foreign language to future specialists in war conditions proves that even in artificial conditions (situations), the study of foreign languages can be an effective teaching tool, since it creates “field” conditions in the audience, namely close to natural conditions for learning foreign languages based on communication.

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INSTITUTIONAL SUPPORT IN THE TRAINING OF THE TOURISM SPECIALISTS

ІНСТИТУЦІЙНЕ ЗАБЕЗПЕЧЕННЯ ПІДГОТОВКИ ФАХІВЦІВ ДЛЯ СФЕРИ ТУРИЗМУ

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Практична реалізація в Україні нової законодавчої бази освіти, що корелюється з оновленими економічними та суспільними пріоритетами розвитку країни, відповідає європейським устремлінням, працює на подальшу інтеграцію до європейського освітнього простору. Актуальними на часі є розроблені проекти стандартів освіти на основі компетентнісного підходу, місією, якого є приведення освіти у відповідність до потреб здобувачів професійної освіти та ринку праці.