

PROFESSIONAL-ORIENTED TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION INSTITUTIONS

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***Abstract:** The article highlights the problem of professional-oriented teaching, which is based on the needs of students in learning a foreign language for the future professional activity.*

Key words: foreign language, professional-oriented teaching, integration of disciplines, communicative competence, communicative skills.

The state educational standard of higher vocational education requires the consideration of professional specificity in the study of a foreign language, the focus on the realization of the tasks of graduates' future professional activity. Vocational-oriented teaching means learning a foreign language, based on the needs of students and dictated by the characteristics of the future profession or specialty. The training involves the acquisition of vocational-oriented foreign language with the acquisition of special skills based on professional and linguistic knowledge.

M. M. Bakhtin, V. S. Bibler, N. D. Galskova, V. P. Zinchenko, O. Yu. Ivanova, E. A. Loktyushina, P. I. Obraztsov, N. S. Sakharova, V. V. Safonova have made a huge contribution to the development of the theory of vocational-oriented teaching foreign languages. From the point of view of these scholars, considering the specificity of the profile specialties should be carried out in the following directions: work with special texts, study of special topics for the de-

velopment of oral speech, creation of manuals for the activation of speech activity of students on the basis of vocabulary in the relevant specialty. N. D. Galskova views foreign language not as a "subject" but as an "educational discipline" that has great potential [1, p. 12]. Her opinion seems to be quite substantiated.

Today, the question of the need to combine all disciplines with a common holistic content and to develop common skills and activities is becoming increasingly common. By integrating several language disciplines with professional disciplines, it is possible to achieve the effective formation of students' professional and communicative competence, which in turn will help to develop a harmonious personality. With an integrated approach, the leading role will be assigned to the professional component, and the language component will be ancillary in the system of foreign language vocational training [2].

The purpose of teaching foreign languages in non-linguistic specialties at universities is to achieve a level, sufficient for

the practical use of a foreign language in future professional activity. Such training involves a professional focus not only on the content of the training materials, but also on activities that include techniques and methods that shape professional skills. The professional orientation of the activity requires the integration of the discipline "Foreign Language" with the profile disciplines, sets the teacher of foreign language the task of teaching the future specialist on the basis of cross-curricular relations to use foreign language as a means of systematic updating of their professional knowledge and formation of professional skills. It also involves the use of forms and methods of training that can ensure the formation of the necessary professional skills of the future specialist.

Vocational-oriented foreign language training in non-linguistic specialties requires a new approach to content selection. It should focus on the latest achievements in one area or another in the field of human activity in order to enable intending craft connoisseur to grow professionally.

Considering the above, we can distinguish the following structural elements of the content component of the model of vocational-oriented foreign language teaching: communicative skills by types of speech (speaking, listening, reading, writing), that are based on general and professional vocabulary. The ultimate goal of professionally oriented teaching of dialogic speech is to develop the ability to converse, to share information of a professional nature on a particular topic.

Training in monologue speech is based on forming the ability to create monologue texts of various kinds: the disclosure of professional information, report presentation, extended statements during the discussion, discussion both with and without prior preparation.

The purpose of vocational-oriented listening training is to develop the ability to perceive and understand the interlocutor in a foreign language, which is generated in monologue or in the process of dialogue in accordance with a specific real professional sphere or situation.

The result of learning to read is to develop the ability to master all kinds of reading publications in specialized literature.

The overall purpose of writing is to develop the communicative competence, which is necessary for professional written communication, that is reflected in the ability to present material of an abstract, as well as translation of professionally significant text from a foreign language into their native language and from native to foreign one.

References

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