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DIFFICULTIES IN FOREIGN LANGUAGES TEACHING TO PHD STUDENTS

Foreign language teaching of PhD students is of great importance nowadays as modern scientists cannot do without using foreign languages, especially English, for both effective communication in a professional environment and while solving the research tasks. PhD students must have such foreign language communication skills that help them to present clearly and discuss the results of their research in oral and written foreign language speech, as well as to understand properly the scientific texts in their field of study [2].

The course of foreign language teaching to PhD students is communicatively and professionally oriented and is realised in the process of organizing practical classes and individual work of postgraduates (6 ECTS credits). For example, the PhD students of Igor Sikorsky Kyiv Polytechnic Institute use a foreign language to write an analytical literature review in their field of study, prepare the reports and participate at conferences, webinars and foreign-language projects, write an article for publication in a foreign scientific journal, etc. Indeed, they cannot do without studying authentic literature, searching and selecting electronic resources necessary for their research.

The organization of the process of teaching a foreign language to PhD students differs significantly from the work with undergraduates. First of all, it concerns the difficulties a teacher may face, namely: different age and experience of graduate students; insufficient amount of time allocated for practical classes at university; weak skills of PhD students in performing the tasks independently; low level of linguistic and cognitive motivation [1].

It is important to remember that PhD students are adults with their own experience in learning languages, so the principles of andragogy must be followed in order to succeed in fulfilling educational tasks. The practical orientation of training, formation and support of motivation in languages, as well as the importance of an individual approach in organizing the process of foreign language training must be emphasized. The effective training of PhD students can be realised by introducing blended learning technology, which involves a combination of traditional and distance courses using the Internet.

It should be noted that there are difficulties in supporting linguistic cognitive motivation in PhD students. They may claim they have a high level of language skills to fulfil scientific and professional tasks and, if necessary, expect the Internet and electronic translation software to help them. The teacher must help PhD students develop clear understanding of practical significance of learning a foreign language for writing and defending the dissertation, as well as for further achievements in the their life. In fact, teaching practice shows that the students even with strong foreign language communication skills may have serious gaps in the knowledge. There is always a need in vocabulary extension, terminology learning, and study academic discourse. At the same time, the scientists [4] note that the student-centered approach with considering educational needs is often ignored in teaching graduate courses.

We are happy if PhD students are motivated enough. However, this impose additional difficulty to a teacher as he/she has to constantly support this motivation at the appropriate level, which is a separate task. Firstly, the teacher should be more responsible to select materials and prepare for classes, since such students are usually more demanding and ask more complicated questions to which it is sometimes difficult for a teacher to give a quick answer. This can be time consuming for the teacher. In addition, more time is required for thorough check of students' tasks done, for giving comments and advice on compilation of scientific texts of different genres.

Preparation to teaching graduate students is a key, as an individual approach should be maintained. It is necessary to think of and prepare more teaching materials because revising vocabulary and grammar structures can take much less time. On the

other hand, the complexity of the content can increase the duration of discussions in classes, which allows changing the activities less frequently [3].

In order to gain PhD students' respect, the teacher needs to constantly prove his/her professionalism demonstrating high qualifications and the desire to fulfil teaching tasks. As a rule, PhD students have their own experience of practising with different foreign language teachers and native speakers, so they assess teachers' work and their level of language proficiency more critically.

To conclude, successful in foreign language teaching to PhD students are those teachers who are ready for self-development and eager to improve their own professional level.

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