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FOREIGN LANGUAGE FOR SPECIFIC PURPOSES.

BASIC ASPECTS

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Learning foreign languages is necessary and integral part of scientific personnel comprehensive training. Language proficiency facilitates access to professional and scientific information, the Internet sources usage, helps to establish international scientific contacts, expand opportunities to improve scientist professional level.

It is obvious that learning languages contributes to mutual understanding, a sense of global citizenship and personal commitment. Students learn to appreciate different countries' culture, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages fascinate opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity [2, p.66].

Due to globalization activity, integration processes in science, culture, education are intensifying, which increases the role of a foreign language as a mediator of all integration procedures. It is language that ensures the unity in the processes of communication, cognition and personality formation. In these conditions, the goals and objectives of learning a foreign language are close to the goals and objectives of training and becoming a future scientist. That is, the

language is mastered simultaneously with profession-oriented disciplines, scientific activity, as a form in which knowledge is embodied in terms of professional and scientific communication [1].

It is clear that the role of a foreign language as the main means of international communication is growing. Particular attention is paid to the foreign language for specific purposes, because it allows you to implement all aspects of professional activity, namely, participation in international projects, establishing foreign contacts, exchanging information and experience, making presentations, finding the necessary information on the Internet or any other foreign language. Increasing information flow with each passing day inevitably leads to the fact that higher education institutions graduates will have to face the need for intensive use of a foreign language in professional activities. Therefore, career orientation should be the main feature of foreign language teaching at non-linguistic higher education institutions. The career orientation is based on addressing the needs of future specialists and is the key to success and their rewarding career [3].

Let us consider the syllabus of the academic discipline “Foreign language for specific purposes (English)” for bachelor students of the educational program “Vocational education (Technology of light industry products)” at Kyiv national university of technologies and design.

The aim of the course is ensuring oral and written communication language proficiency in occupational contexts in a foreign language.

Learning outcomes of the discipline

Graduates should know vocabulary necessary for understanding professional oral and written information in English, vocationally-orientated lexical material, basic principles of written translation of a foreign text, grammatical material provided by the program, presentation methods and procedure.

They should be able to read and understand professional foreign language literature, translate subject-matter texts from a foreign language into the native language and vice versa, using dictionaries, express their thoughts orally and in a written form, perceive and understand texts aurally.

Graduates should be able to demonstrate verbal and non-verbal means of communication in professional interaction in order to obtain the information necessary to solve certain tasks.

They should have the skills in profession-oriented English communication and navigate in foreign literature.

When modern languages were first introduced into universities, they were much influenced by the need to achieve academic respectability. And still, it is the most frequent concept of teaching ESP at universities. But the ability to speak the language is not emphasized as much as the ability to write and, above all, the ability to read the language. Language curriculum is therefore dominated by the systematic study of grammar, the regular carrying out of translation exercises into language, the close study of set literary and science texts, the broad study of language philological background.

Modern education needs the teacher who is ready to work in new conditions, is able to adapt to innovations and who quickly reacts to the dynamic processes of socio-economic development of the society.

The main requirement is the professional culture of a person. It concerns what a person knows and how he can do something within the framework of his occupation, taking into account the requirements of the time and the latest achievements and science.

The professional culture of a foreign language teacher consists in interaction with representatives of a foreign language culture, in the ability to carry out pedagogical tasks.

There are some approaches that determine the content, types of work and areas of training for students to improve the methodological training of a foreign language teacher. Education throughout life is the most important factor of not only a foreign language teacher, but of all future teachers in general.

A teacher should not be limited to the knowledge, skills and abilities acquired at a higher educational institution. It is important to acquire such abilities as the constant personal enrichment, the use of theoretical knowledge in practice, share

the accumulated experience in scientific works and design the learning process. The future teacher should receive such knowledge that will help him in pedagogical activity, in defining clear goals of training and upbringing, as well as in the correct educational process organization. The teacher trains successfully when he learns himself [4].

So, we can conclude that to make the process of teaching foreign language for specific purposes successful some pedagogical conditions should be considered. Here we can emphasize the following: selection and structuring of the educational material content in accordance with the cognitive abilities of students, students' awareness of the importance in mastering profession-oriented terminology, implementation of methods and forms of training aimed at the gradual material mastering and constant motivation.

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ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАТИВНИХ ОСВІТНІХ ТЕХНОЛОГІЙ У СИСТЕМІ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ

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