

Culturological aspects of teaching professional English to non-philological students

*Artyukhova Olena Victorivna, PhD, associate professor,
Chairwoman of Foreign Languages,
Mykolaiv National Agrarian University,
Mykolaiv, Ukraine*

О.О. Заболотська вважає, що «професійна компетенція викладача іноземної мови, підґрунтям якої є блок інтегрованих знань, навичок і вмінь з професійно спрямованих навчальних дисциплін, своїм професійним корінням проникає як у культуру країн виучуваної мови, так і в культуру рідної країни».

In Ukraine the strategy of teaching foreign languages was formulated by prof. G. Kryuchkov who represents Taras Shevchenko Kyiv National University. This strategy is based on the following general principles:

- humanistic perspective of learning foreign languages which supposes comprehension of peace as the main world value, support of international mutual understanding, development of a person's scientific, cultural & educational potential;
- constant language self-perfection;
- language is the best instrument for communication & intellectual development of a personality;
- holistic approach to teaching languages in order to better understand different peoples & their cultures.

Teaching translation is based on didactic & methodical principles. The didactic principles are: visuality, capability, activity, comprehension, scientific approach, strength of knowledge, individualization, accessibility, systematic & successiveness, problematic & developing teaching.

According to Leontiev, in modern didactics such principles are becoming more & more important: activity, creativity, individualization, meaningfulness, problematic & developing teaching.

The fact is that teaching foreign languages & translation differs from teaching other academic subjects because the main goal here **is not storing & summerising knowledge but teaching students to communicate in a foreign language.** In teaching how to reach an adequate translation it is very important to remember that the main task of a translator is to transmit the content of the text, its idea, & the spirit of the time when it was created. Cultural peculiarities of both languages are to be taken into consideration because they help to better understand & interpret the text.

Methodical principles of teaching professional English are as following:

- practicing students in oral & written translation in situations close to real life;
- proper understanding & usage of language everyday phrases, patterns of addressing, apologising, asking for something ect;
- communicativeness;
- dominant role of excercises;
- interconnected teaching of different kinds of speech activity (listening, speaking, writing & reading);
- taking into account students' native language;
- interactivity;
- integration;
- contextual approach;
- internationalism & pluralinguism;
- variability;
- taking into account cultural differences.

All these principles should be taken into consideration in order to reach adequacy in translation & interpreting different texts from one language into another. In the process of teaching translation students' tolerancy & willingness for mutual cooperation should be constantly developing.

References translated and transliterated

1. Kryuchkov, H.H. (2012). *Stratehiya navchannya inozemnykh mov v Ukraini* [Strategy of teaching foreign languages in Ukraine]. *Inozemni movy v navchal'nykh zakladakh – Foreign languages in educational establishments*, 1-2 [in Ukrainian].
2. Hryshkova, R.O. (2015). *Metodyka navchannya anhliys'koyi movy za profesiynym spryamuvanniam studentiv nefilologichnykh spetsial'nostey* [Methodology of teaching English in the professional direction of students of non-philology specialties]. Mykolayiv : Vyd-vo CHDU im. Petra Mohyly [in Ukrainian].
3. Zabolot's'ka, O.O. (2010). *Metodyka vykladannya inozemnykh mov u VNZ* [Methods of teaching foreign languages in higher educational institutions]. Kherson: Aylant.
4. Nikolayeva, S.Yu. (Eds.). (2003). *Zahal'noyevropeys'ki Rekomendatsiyi z movnoyi osvity: vyvchennya, vykladannya, otsinyuvannya* [All-European Recommendations on Language Education: Study, Teaching, Evaluation] [in Ukrainian].
5. Bakayeva, H.Ye., Borysenko, O.A., Zuyenok, I.I. (2005). *Prohrama z anhliys'koyi movy dlya profesiynoho spilkuvannya* [English language program for professional communication]. K.: Lenvit [in Ukrainian].
6. Samoilenko, N.B. (2013). *Mizhkul'turna kompetentnist' maybutnikh fakhivtsiv humanitarnoho profilyu* [Intercultural competence of future humanitarian specialists]. Sevastopol: Ribest [in Ukrainian].
7. Sura N. A. (2012). *Profesiyna inshomovna pidhotovka maybutnikh fakhivtsiv z informatsiyno-komunikatsiynykh tekhnolohiy u tekhnichnykh universytetakh* [Professional foreign language training for future specialists in information and communication technologies in technical universities] Luhans'k : SNU imeni V. Dalya [in Ukrainian].
8. Gryshkova R.O. *Quality of Higher Education and State Educational Standards in Ukraine*. Science and Education a New Dimension. – Budapest: Society for cultural and scientific progress in Central and Eastern Europe, 2014. – p.15-19 [in English].