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## **FOREIGN LANGUAGE AS AN INTEGRAL PART OF BUSINESS PROFESSIONAL COMPETENCE**

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*Professionally-oriented language teaching is currently recognized as updating priority education. There was an urgent need for a fresh look at learning in general and language teaching. Foreign communication becomes an essential component of professional activity, and the role of discipline "Foreign Language" in the non-linguistic trade schools is significantly increased in their professional activities. Analysis of pedagogical and scientific-methodological sources has revealed that there are countless methodological trends and technologies to foreign language.*

*Професійно орієнтоване викладання мов в даний час визнається оновленням пріоритетного освіти. Була нагальна потреба в новому погляді на вивчення в цілому і викладання мов. Іноземна комунікація стає важливою складовою професійної діяльності, і роль дисципліни «Іноземна мова» в нелінгвістических ПТНЗ значно збільшена в їх професійній діяльності. Аналіз педагогічних і науково-методологічних джерел показав, що є незліченні методологічні тенденції і технології на іноземну мову при навчанні нелінгвістических здібностей.*

Nowadays it is necessary to acquire special knowledge in the chosen profession. Motivation at learning a foreign language primarily serves professional needs of pupils who are preparing to become skilled specialists with knowledge of foreign language. Therefore, one of the main features of a foreign language to non-linguistic specialty should be

professionally-oriented nature, reflected in the teaching objectives and content of education.

Goal-oriented professional level of foreign language learning at vocational schools is to give pupils language competence to communicate professionally in all situations where such communication is necessary. Professionally-oriented content of this level is determined by the target installation. This means, firstly, the accumulation on the basis of ownership of the common language lexical and grammatical components, special terminology; secondly, the active exploration of the grammatical (syntactic) features that characterize the scientific style of speech. In this case, it is necessary to draw pupils' attention to the peculiarities of language namely the specialty they are studying. Thirdly, it is necessary to learn principles of structuring a scientific statement as written and spoken: refers to methods of commenting, analysis, synthesis, argumentation and discussion. The pupil must acquire the skills to work with the sources of information - the definition of the main idea of the text, the logical framework statements, isolation of different types of information, compression techniques of text and, of course, be able to activate these skills in oral speech. In this case, the question of what types of work - the oral speech or writing - should prevail and are solved differentially as a supplement to each specialty.

Learning a foreign language means to achieve the goal of improving the level of education, erudition in its specialty. Such specificity of major specialties should be conducted in the following areas: work on special texts, the study of specific topics for the development of spoken language, learning dictionary-minimum in the relevant specialty, creating textbooks by the teachers for activation of the grammatical and lexical students' material. The classes in a foreign language in nonlinguistic trade schools are encouraged to use regional studies comment. Brief comments of cross-cultural or lingual cross-cultural feature clearly reveal connection of foreign

language practice with content of the programs of other disciplines and have a positive impact on the acquisition of deeper professional knowledge by the pupils of non-linguistic vocational schools.

The pupil should know the kinds of work with the text and what ones are adopted in the target language country, because, in many cases, the rules design, for example, various forms of compression of information differ greatly. The pupil must be convinced that what he is taught to be necessary in the professional practice, not just an element of the curriculum.

An important role in learning a foreign language is given to professionally-oriented reading. One of the important characteristics of professionally-oriented reading is taking into account the basic features of reading as a verbal written communication - reception and assignment of experience, all the accumulated knowledge from one generation to another, from one group of people to another, from one person to another. Broadening professional outlook and professional development are impossible without reading. The essential characteristic of a professionally-oriented reading is that it implies, as a rule, a large number of sources and an abundance of textual material, as the flow of scientific and economic information is growing every year. Also professionally-oriented reading involves using the source many times. Reading is a specific form of communication and interaction of people in the course of professional work. Flexibility in the use of reading literature on the specialty, the possibility of permanent and repeated use of sources of information make reading the most effective tool for producing, organizing and using the information necessary for any kind of human activity. Thus, listening and reading, representing a certain group of cognitive and communicative skills, have an impact on the cognitive activity of pupils. Understanding authentic texts and auditive information is connected with the implementation of mental operations that contribute to the intellectual development of pupils with the ability to get new information.

Writing is a productive analytic-synthetic activity related to a product of the written text. In this type of activity the ultimate objectives are the formation of the following skills: to describe directly events, facts and phenomena; to report, request information, to make a detailed plan; to express own judgment, opinion; to comment on the events and facts from the written text of the arguments and emotional evaluation language tools; to make up a detailed plan or abstracts for oral communication; to create secondary texts (essays, annotations); to use factual information in the perception or interpretation of printed text.

Speaking skills and knowledge of grammar are the basis for the development of language skills of pupils at vocational schools. They include skills of formation and skills of making up sentences.

An essential role in the development of an individual pupil plays a social cultural component in the content of a foreign language teaching. The next structural element of the substantive component of the professionally-oriented foreign language teaching is learning ability of students. They include the following abilities: to work with reference books, to build logically and consistently statements, to make educational records, to capture information concisely.

Thus, a substantial component of professionally-oriented learning a foreign language is made up of all that is involved in the teaching activities of the teacher, the pupil's educational activities, teaching material, as well as the process of its assimilation. Interest in the subject will increase and become practically meaningful when pupils can clearly understand the prospects of using gained knowledge, when useful skills become the purpose of training, which in the future will be especially valuable. Professionally-oriented foreign language teaching broadens a future specialist's outlook, allows to carry out professional activities more successfully particularly with foreign partners.

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### **MOTIVATING STUDENTS TO STUDY ENGLISH AND DEVELOPING THEIR COGNITIVE ACTIVITY AT NON-SPECIALIZED HIGH SCHOOLS**

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As TV, computer games, correspondence courses and new video courses have spread widely attracting pupils of