

TRAINING PROSPECTIVE SPECIALISTS FOR PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION

У статті розглядаються засоби підготовки студентів до іношомовного професійного спілкування. Аналізуються можливості використання «Рамкової програми». Пропонуються різні форми організації іношомовного спілкування у навчальній діяльності студентів.

Ключові слова: професійне спілкування, іношомовне спілкування, рамкова програма, ВНЗ, майбутній фахівець.

В статье рассматриваются средства подготовки студентов к иноязычному профессиональному общению. Анализируются возможности использования «Рамочной программы». Предлагаются различные формы организации иноязычного общения в учебной деятельности студентов.

Ключевые слова: профессиональное общение, иноязычное общение, рамочная программа, вуз, будущий специалист.

The article deals with the means of preparing students for foreign language professional communication. The possibilities of using the «Framework program» are analyzed. Various forms of organization of foreign language communication in the learning activities of students are offered.

Key words: professional communication, foreign language communication framework, high school, the future specialist.

Statement of the problem. Current stage of society development is characterized by globalization and rapid development of communication. To ensure the needs of society in new generation specialists vocational education has to prepare professionals, who will be able to organically adapt to the professional activities in the world of versatile contacts – from the inner circle to participation in the global links.

Analysis of research and publications. Works of our home country educators suggest that the issues of training different specialists for professional foreign language communication become a more and more topical issue of today. The subject of research in recent years has become peculiarities of foreign trade managers' professional foreign language communication (M. I. Nebava, M.G. Pradivlyanny, L.I. Slobodyanyuk), training the prospective management industry specialists of technical universities for professional foreign language communication (N.V. Sheverun), future higher military educational institutions officers' professional communicative skills formation (T.A. Bric).

The purpose of the article is to consider certain means of training non-linguistic universities students for professional foreign language communication.

The main material. One of the means of training students for foreign language professional communication is "The Framework program for higher educational institutions of Ukraine aimed at training for professional communication in the German language" ("Рамкова програма з німецької мови для професійного спілкування для вищих навчальних закладів України"). It is a new regulatory document; among the authors of developers was the author of the article.

The content, goals, principles and methods of teaching laid at the foundation of the program are based on the latest achievements of domestic and foreign pedagogy, psychology, linguistics and methodology of teaching foreign languages. This allows organizing the teaching process for training future specialists in accordance with the modern requirements [2].

"German language framework program" can be used in the teaching of the following subjects in the non-linguistic higher institutions of learning: "German for professional communication" and "German professional orientation".

"The Framework program for higher educational institutions of Ukraine aimed at training for professional communication in the German language" has been tested in five higher educational institutions of Ukraine [3].

Students of the experimental group studying the German language participated in a pilot test of the new program.

The Ukrainian researchers [1, p. 54], who studied the experience of the countries participating in the Bologna process, noted that in Europe, the efforts of representatives of nearly 100 universities have attempted to define the core competencies of a specialist.

Instrumental competences include cognitive abilities, technological skills, language skills and

communicative competence.

Interpersonal competences mean the ability of an individual associated with the ability to express feelings and form relationships, related to critical thinking and the ability to self-criticism. It also suggests social skills associated with the processes of social interaction and collaboration, the ability to work in groups, to take social and ethical obligations.

The complex of interpersonal skills includes the ability to criticism and self-criticism, the ability to work in a team; it includes interpersonal skills, ability to work in an interdisciplinary team, the ability to work with experts in other subject areas, the ability to perceive the diversity and cross-cultural differences, the ability to work in an international context, adherence to ethical values [1, p. 207].

Systemic competences suggest the ability to apply knowledge in practice; research ability, learning ability, the ability to adapt to new situations, the ability to generate new ideas (creativity), leadership ability, understanding of the cultures and customs of other countries, the ability to work independently, the ability to design projects and to manage them, the capacity for initiative and entrepreneurship, responsibility for quality, striving for success [1, p. 211].

The course of the research and testing have shown that this program is of great importance for the development of the core competencies of a specialist in accordance with international concepts and requirements, especially with regard to the formation and development of basic skills in foreign language social and professional communication. "The Framework program" includes the following innovative principles [3, p. 4]:

- the development of active and communicative competence, which provides practical mastery of all kinds of speech and communicative use of language both in everyday communicative contexts, in common business situations and in professional communication;
- professional orientation that seeks to involve professional skills, abilities and knowledge;
- the awareness of cultural differences, understanding of foreign and native cultures, teachers and students' joint discussion and determination of the subjects of educational process, students' participation in planning the activities;
- the formation of thematic networks to determine the content of the educational process;
- the system of evaluating the level of formation of communicative and active competence of the students considering their language proficiency as defined by the All-European recommendations on language education.

In addition, this program has laid the generally accepted principles:

- communicative and active orientation;
- professional orientation;
- awareness of cross-cultural characteristics;
- social behavior (cooperation and communication);
- self-training.

Communicative and active orientation of teaching a foreign language for professional communication means that professional, methodical and strategic socio-oriented aspects of learning are interrelated and mutually interdependent and have a practical application. This approach creates a student's capacity for independent learning, communication and group work, for self-criticism and responsibility; it helps students to acquire the skills necessary for their professional work [3, p. 14].

Communication skills have been practiced by integrated teaching methods so that students can easily apply them to real situations. Communicative and active orientation of the classes contributed to the elimination of contradictions between the natural communication in the society and artificial communication in the classroom.

The professional orientation of the training was considered in the sense that the professional knowledge and skills predetermine the appropriate language and social activities, since the professional language is linked, on the one hand, with communication, typical of many areas of professional activity of a person, and on the other hand, with a specific professional communication [3, p. 15].

When selecting the educational material, the similarities and differences between students' own culture and the culture of foreign-speaking countries were taken into account. The classes focusing on cross-cultural aspects taught students to perceive "the foreign" and to compare "their native" and "the foreign", to find the similarities and the divergences between them. The students learned how to identify and use the national linguistic set expressions and to overcome cross-cultural misunderstandings in everyday contexts and in the situations of professional communication.

The social behavior, cooperation and communication contributed to the establishment of proper relations between students and teachers or between students and students as partners of communication. This also

contributed to the relationship between the participants of communication at all hierarchical levels.

Common understanding of the goals and values became a factor of intensification of the educational process. These classes have stepped up students' prior knowledge and skills, developed student's ability for cooperation, creativity, initiative; they contributed to his active participation in educational communication and formed student's full-fledged ability for foreign language communication.

The autonomous learning assumes that students learn to assimilate technologies and learning strategies, to solve problems independently, to transfer the acquired knowledge and strategies to other spheres of activity. Autonomous learning is the basis of self-conscious forms of lifelong learning and flexible response to possible changes in the professional activities [3, p. 16].

"The Framework program" involves the extensive use of project work. Practice has shown that the biggest advantage of the project work is that the projects are always cross-curriculum. Because of this they are beneficial for integrated students' training to carry out their future professional goals, and to develop related skills and foreign language skills for professional communication. Future specialists "use their linguistic, cross-cultural, methodological and professional expertise for realization of the project which presupposes planning, search, systematization, presentations, and sometimes making the end product and testing it" [3, p. 16].

Not only the project work, but also other forms of organization of students' learning activities (role-playing and business games, the work in groups, case-method) contribute to the formation of future professionals' ability to cooperate, to work "in the team," to observe values and moral and spiritual orientations. They provide active engagement of students with each other and with the teacher, equal partnership, tolerance and respect for the other person. In addition, they help to create functional literacy, develop skills in the construction of logical expressions, and fix persistent, functionally correct and professionally-oriented speaking and writing skills.

The influence of students' foreign language professional communication on the development of skills provided interest generation in the students and positive attitude to the formation of these skills, the need for awakening the intellectual interaction, the formation of readiness for an active role in professional communication through participation in dialogical form of training, students' orientation on human values. The following activities were made to reach these goals:

- students were involved in active interaction in the classroom through the joint search for a solution of educational problems;
- situations of success and emotional support were created in the classroom;
- such forms of education as project, case method were introduced, as well as simulation of situations of professional activity; these forms are outside the scope of the educational process and their goal is to additionally stimulate students;
- the substantive content of the discipline was directed to the assertion of human values.

The substantive content of the educational material has had a conspicuous humanistic orientation to promote acquisition of the human values by the students, their understanding of humanity and humane recognition as the only possible relationships in professional dialogue. There was a special selection of texts for foreign language classes. The content of the texts was infused with the love for friends, respect for the man-rated friendship and mutual assistance. When selecting educational materials, teachers were guided by the provisions of a student-centered approach, by the characteristics and needs of the audience. They considered students' professional knowledge level, their communicative experience, thematic, conceptual background and content of the information blocks of educational messages, the relevance of teaching materials for the independent implementation of professionally oriented tasks (oral and written communication).

The use of such educational materials allowed students to comprehend the moral categories, to determine the spiritual priorities, to correlate the ideal aspirations with the realities of the world. Of great importance was the role of the proposed texts which taught the future specialists to realize the value of humane treatment of a person in professional dialogue, respect for him, the pursuit of equality and harmony ("do not shift the proportions") in a relationship.

Training the future specialists for acquiring foreign language professional dialogue skill was carried out in the process of educational and field internship abroad (foreign language professional dialogue with the representatives of foreign universities, government agencies and businesses).

Conclusion. "The Framework program for the higher educational institutions of Ukraine aimed at training for professional communication in the German language" contributes to the formation and development of the non-linguistic universities students' skills relevant for the successful implementation of their professional duties in terms of professional foreign language communication.

Prospects for further investigations are related to the search of various means of formation of future professionals' foreign language skills and professional communication skills.

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