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Organization of Educational Process in Teaching Professional Foreign Language

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A B S T R A C T

The article describes issues based on organization of educational process in teaching professional foreign language. The training of future tourism specialists who speak a foreign language is very significant in terms of professional training. The rapid development of information and communication technologies in various fields of human activity and mainly in education, the expansion of international relations and other factors have caused the globalization of professional oriented education.

A R T I C L E I N F O

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In the conditions of modern and changed society's requirements for the level of education, interest in a foreign language has sharply increased, the knowledge of which is an obligatory component of training specialists of various profiles. In this regard, there is a revision of the content of teaching a foreign language in non-linguistic universities in favor of its professionalization. This phenomenon has received several designations: specialty language (special language), language for special purposes (language for special purposes), professional, or professionally oriented language (professional language). By teaching a professional foreign language, we mean not only the formation of professional foreign language competence, but also the development of the personal qualities of students. At the same time, a relationship is established between the student's desire to acquire special knowledge and the success of mastering the language [3].

Accounting for the specifics of major specialties, according to the researcher, should be carried out in the following areas: work on special texts, mastering special topics for the development of oral speech, studying the minimum dictionary in the relevant specialty, creating manuals for teachers to activate the grammatical and lexical material of students [2, p. 18]. M. V. Lyakhovitsky made a great contribution to the development of the theory of teaching a professional language. He substantiated the application of the principle of professional orientation of educational material in the process of teaching a foreign language in a non-linguistic university. Learning a foreign language should not be an end in itself, but a means of increasing education, erudition within the framework of one's specialty.

The state educational standard of higher professional education states that “the qualification of a public relations specialist provides for the acquisition of the necessary knowledge and skills to perform the functions of a press secretary, manager of a communication structure, expert, consultant, referent in state and public institutions and organizations, commercial structures for issues of mass information and business communication, public relations, humanitarian technologies, scientific, cultural and tourist exchanges” [1, p. 2].

According to the qualification requirements of the educational standard of this specialty, the professional activity of a specialist is aimed at studying and developing appropriate recommendations on the following

aspects:

- ✓ processes and phenomena of internal political and international life;
- ✓ interethnic, interethnic and international relations;
- ✓ scientific and cultural cooperation;
- ✓ information support for domestic and foreign policy;
- ✓ formation of public opinion within the country and abroad;
- ✓ Creation of a single international economic, environmental, cultural and information space, etc. [1, p. 2].

Proceeding from this, the teaching of a professional foreign language to students is purposefully focused on the content of the qualification characteristics of the graduate, in accordance with which a special training program has been developed.

In the process of formation of students' foreign language communicative competence, three groups of communicative skills are distinguished:

1) interaction with foreign mass media;
2) holding press conferences and participation in them (skills of communication with the media);
3) Creation of corporate identity and image of the organization.

The quality of teaching a foreign language in higher education is negatively affected by the traditionally established and remaining reproductive and low-communicative methods, frontal forms of education. As a result, there is a low level of students' motivation to learn a foreign language, a specialist does not have the necessary level of its proficiency and is uncompetitive in the modern labor market.

Project activity in teaching a foreign language was used quite widely and is now of great interest to both scientists and teachers. We understand it as a way of organizing joint productive activities of students aimed at resolving the methodological problem with the realization of the personal significance of the results created for successful professional development.

In the process of teaching students, the main task of experimental and search work was to test the hypothesis that the effectiveness of the formation and development of professionally oriented foreign language communicative competence of students in the specialty "Public Relations" will increase if the following conditions are met:

1) the importance of a foreign language, considered as a tool for the professional and personal development of a specialist, is updated;
2) teaching a professional foreign language will be implemented on the basis of project activities;
3) Training will be carried out using a specially developed methodology, which includes a didactic set of projects and is aimed at the gradual formation of skills in foreign language professional communication.

As part of the curriculum of the third year, the topic "Relations with the media" was proposed, the development of which provides for a detailed analysis of building effective media relations. To create these relationships, you need to be able to create different types of written documents, such as a press release, a guest column, an article for an editor, a public service announcement. In the experimental group, in order to consolidate and assimilate the material studied, students received a creative project assignment. They chose a company for which they created an effective media relationship and compiled a special folder containing all kinds of necessary written documents. The defense of the project took place in the form of a business game or brainstorming. The teacher chose the most successful project and brought the whole group “up to date”, distributed the roles: a representative of the organization, an editor, media representatives, etc.

Thus, working on a project of this kind, students not only learn how to write professionally significant

information letters, but also develop their professional foreign language communicative competence.

The basis of the pedagogical process is the interaction of teachers and students. It constitutes the essential characteristic of the process, since due to its specificity, it is an intentional interaction (long-term or temporary), as a result of which mutual changes occur in the behavior, activities and relations of the subjects of interaction. Therefore, interaction with teachers in educational or extracurricular activities becomes a serious indicator of students' involvement in the educational process.

It is generally accepted that the leading activity of students is educational activity. It significantly affects the development of mental processes, the acquisition of professional knowledge, skills and abilities. Learning activities are characterized by increasing mental and emotional stress. Effective learning activity is impossible without appropriate activity. Learning activity in its traditional sense is the desire and aspiration of students to acquire as much knowledge as possible, purposefulness, perseverance and efficiency. Meanwhile, as modern teachers note, most students have a strong gap between the desire to achieve social success and understanding how this can be done.

Professionally oriented teaching of a foreign language is today recognized as a priority in the renewal of engineering education. Foreign language communication becomes an essential component of the professional activity of specialists, and a foreign language is considered not only as a means of intercultural communication, but also as a means of acquiring special knowledge. The concept of "professional-oriented teaching of a foreign language" is relatively new and insufficiently studied, despite the fact that in the world this scientific and methodological direction as a field of applied linguistics began its development in the late 60s. the last century. The main reason for the emergence of this direction in the system of higher professional education can be considered the rapid growth of the world economy, which led to the expansion of international contacts and ties in the field of science, industry, business and education [2].

Let us consider the specifics of professionally oriented teaching of a foreign language, its goals and objectives, content, methods and means of implementation.

Traditionally, foreign methodology [3] identifies three approaches to determining the essence of professionally oriented teaching of a foreign language. The first definition was given by the English scientists T. Hutchinson and A. Waters (T. Hutchinson, A. Waters) in the early 80s. 20th century They believed that the goals and content of the ESP course should be determined by the motives and needs of its study [4]. The needs of students, as a rule, are formed under the influence of external factors of a socio-economic nature, which, in turn, determine the level of formation of internal motives of students, such as self-awareness, self-determination, and self-regulation. Since the course of professionally oriented teaching of a foreign language is aimed at helping students learn how to act adequately in a situation of natural professional communication, the development of its content, the choice of means and methods of teaching should be carried out taking into account the needs of students and a thorough analysis of the linguistic features of situations of professional communication.

However, despite the legitimacy and, at first glance, the objectivity of positions towards the development of the content of this kind of course, this approach has been subjected to a number of criticisms from methodologists-developers. Firstly, the analysis of situations of professional communication can be subjective and not reliable enough; therefore it is impossible to make decisions about the content of the training course only on the basis of this analysis. Secondly, the approach to determining the content of education based on language material cannot be called flexible, because it may be inadequate to the changes taking place in society in general and in the learning process in particular.

Another interpretation of the concept of professionally oriented foreign language teaching was proposed by the English scientist P. Strevens in 1988. He identified four absolute and two variable features of the difference between professionally oriented and traditional foreign language teaching in the social sphere of communication. In his opinion, the absolute features include the following:

- compliance of teaching methods and content of materials with the needs of the student;
- taking into account the social context of the student's future professional activity;

- the inclusion of language material that is typical for use in a narrowly professional field of activity;
- Specific learning objectives.

Nowadays, we have a lot of problem with learning and teaching foreign languages. They are: we haven't enough literatures, new handouts and newspapers, new literatures of countries which we learn their language. But, we should say that, after president's resolution they found their solution. Today, we have a lot of new books, literatures and handouts, dictionaries but still we have such problems in some places of our Republic. In my opinion, it's not big problem because today we give great attention for education system and supporting with necessary books is the main purpose of our government. Today, we have every condition for learning foreign languages. But, here we should pay attention for some problems which we came to across up to now.

About additional courses: the participation of students for the additional courses isn't well, but their participation for the tutorials are very good, but for the free classes isn't well. That's why there should be included additional practical lesson in a week. According to the purpose and it's characteristics we can divide learning foreign language into two groups:

1. Foreign language –universities, institutes and faculties which prepares specialists for teaching FL.
2. Foreign language - universities, institutes and faculties which doesn't prepare specialists for teaching FL.

These two groups are different from each other according to their purpose. In the first group language is taught deeply, both practically and theoretically, because, they prepare specialist language teachers. The syllabus structure will be compiled widely and deeply. The language is taught with special textbook. There will be lectures on English phonetics, grammar, analytical reading, home reading, oral speech and working with information materials will be learned perfectly. Requirements for using independently oral and writing speech and also, having free communication with foreign people. In the second group language will be taught in all courses. Complex purpose will be taken account in this type of group. The student will be learning language in four purposes and his/her aim of learning language and using it during working activity. They will be learn translating and reading the text and learn new words which belong to their specialty. That's why; syllabuses and textbooks will be compiled for each specialty. Also, students learn English independently. Problems which shown above are all belong to prose's of language learning, there is another problem with preparing teachers who teaches these specialties. Some foreign language teachers don't have enough information about those specialties. That's why; we can't take enough results while forming professional orientation of the students.

So, the defects of future FL teachers are:

1. They don't know language enough for teaching.
2. They are not ready for teaching both methodically and pedagogically.

One of the ways of solving this problem is developing their skills by special improvement courses. For preparing skilled persons in the prose's of FL teaching we should:

1. Add additional courses to curricula.
2. Renovate the textbooks of professional orientation.
3. Increasing the found of dictionaries.
4. Preparing qualified teacher who teaches them.

Forming professional skills of students' is actual problem of nowadays and we are trying to find its solution. If we use new pedagogical technologies during EFL classes our work will be easy. Also, students should have independent creative research, they should work on themselves.

We need specific research on how technology can be best used to increase students' proficiency in other languages. There are television programs, films, computer games, and music videos and teachers try to develop successful strategies for integrating their students' informal foreign language exposure into classroom teaching. The use of new information technologies, especially networked computers, has

contributed to increased communication among foreign language teachers and students in many countries. Through e-mail, mailing lists, discussion groups, and chat rooms, the Internet has increased access to and communication in the foreign language with speakers.

Developing function is shown in its orientation on development intellectual, emotionally-strong-willed and motivational spheres of the person of the student in the course of knowledge, decisions of necessary problems on management of the self-educational activity.

In the psychological point of view we may say that in the process of training future specialist's abilities, forecasting and reflection should be developed, the basic psychological mechanisms of self-education, self-development and self-determination are generated. In my opinion, if the student wants to learn or to do something himself or herself they will do it, this process should be natural, and here personnel wishes stands in the first place.

Student should realize: why he/she should learn foreign language?

Why is it necessary?

Where he or she can get better knowledge at the lesson or in additional courses?

In conclusion, we would like to note that teaching a foreign language, taking into account the professional orientation of students, is still not effective enough. This is evidenced by "an acute shortage of specialists who have a certain register of foreign language knowledge necessary for professional communication" [1], as well as a lack of specialized educational and methodological literature, on the basis of which it would be possible to train future engineers in a foreign language. Therefore, higher education teachers inevitably face the problem of finding new non-traditional solutions and more effective methodological directions in the field of language education.

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