



nical education, which can be provided in the process of solving and fulfilling the students' production tasks, polytechnical tasks, creative practical exercises. It is necessary for the students to be able to apply the laws, theoretical statements acquired by them in the study of the foundations of the sciences, and also enriched with new general, polytechnical, design and technological knowledge that are embodied in the properties of the material, parts, technological adaptations and equipment. Such tasks and practical exercises should encourage students to perform such mental operations as comparison of various phenomena, factors, devices of machines, parts, committed labor

actions, operations, analyze them, identify and group characteristic features, general principles, synthesize and generalize.

#### REFERENCES:

1. Greinert W. An international comparison of systems of technical and vocational education an attempt at classification / W. Greinert // Innovative methods of technical and vocational education. – Bonn, 1989. – P. 15.
2. Hamilton S. Apprenticeship for adulthood preparing youth for the future / S. Hamilton. – N. Y., 1990. – P. 4.
3. Innovative methods of technical and vocational education. – P. 11.
4. Martin J. Rapid application development / J. Martin. – N. Y. : Macmillan Publishing Co., 1991.

UDC 372.881.11.1

## THE ROLE OF ENGLISH FOR SPECIFIC PURPOSES IN THE MODEL OF VOCATIONAL TRAINING OF FUTURE SPECIALISTS

Perminova V.A., Candidate of Pedagogical Sciences,  
Senior Instructor at Department of Foreign Languages for Specific Purposes  
*Chernihiv National University of Technology*

The article touches upon the problem of professional training of future specialists for professional activity by means of a foreign language for specific purposes in the context of a pedagogical model. The concept and components of the pedagogical model are revealed. The author emphasizes the importance and key aspects of teaching a foreign language for specific purposes in higher educational establishments as a guarantee of effective professional training of highly qualified specialists. The essence of professionally oriented training of future specialists by means of a foreign language is determined.

**Key words:** *pedagogical model, professionally oriented training, foreign language for specific purposes, professionally orientation.*

Пермінова В.А. РОЛЬ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У МОДЕЛІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

У статті порушено проблему професійної підготовки майбутніх фахівців до професійної діяльності засобами іноземної мови за професійним спрямуванням у контексті педагогічної моделі. Розкрито поняття та компоненти педагогічної моделі. Автором зроблено акцент на важливості та ключових аспектах викладання іноземної мови за професійним спрямуванням у вищих навчальних закладах як запоруки ефективної професійної підготовки висококваліфікованих спеціалістів. Визначено сутність професійно-орієнтованої підготовки майбутніх фахівців засобами іноземної мови.

**Ключові слова:** *педагогічна модель, професійно-орієнтована підготовка, іноземна мова за професійним спрямуванням, професійна орієнтація.*

В статті затронута проблема професійної підготовки майбутніх фахівців до професійної діяльності засобами іноземної мови за професійним спрямуванням у контексті педагогічної моделі. Розкрито поняття та компоненти педагогічної моделі. Автором зроблено акцент на важливості та ключових аспектах викладання іноземної мови за професійним спрямуванням у вищих навчальних закладах як запоруки ефективної професійної підготовки висококваліфікованих спеціалістів. Визначено сутність професійно-орієнтованої підготовки майбутніх фахівців засобами іноземної мови.

**Ключевые слова:** *педагогическая модель, профессионально-ориентированная подготовка, иностранный язык по профессиональному направлению, профессиональная ориентация.*

Today, the sociocultural, economic and political situation in Ukraine forms real needs for the knowledge of foreign languages, close

attention is paid to the English language, which today is used by a large part of the world's population. In a country that is part



of the world community, favorable conditions are created for teaching, studying, disseminating foreign languages and, in particular, English. A new interpretation of the objectives of teaching a foreign language for specific purposes (ESP) radically changes the concept of the educational process in subjects. Since the process of formation of the secondary linguistic personality is associated not only with mastering the learning verbal codes of a foreign language and the ability to use it in practice in communication, but also with the formation in his mind of a picture of the world that is peculiar to the bearer of this language as a representative of a certain society, aimed at involving students in the conceptual system of another's lingvosotsium, the possibility of implementing cross-cultural dialogue.

Domestic scholars thoroughly investigated professionally oriented foreign language teaching in non-linguistic universities in economic universities (M. Nebava, M. Pradivlyanny, N. Prokopenko, L. Slobodyanyuk) and in technical (G. Borodina, V. Senchenko). The contribution to the development of basic issues of teaching is made by L. Baranovska, O. Bihych, L. Morska, T. Romanenko.

At this stage in pedagogical circles goes wide discussion on the content and methods of training, model construction specialist and basic requirements for him (V. Babak, A. Babayan, B. Yevtushevskyy, B. Ilkevych, E. Luzik, A. Matvienko, O. Melnychuk, V. Petruk, A. Romanovsky, L. Somushyna, N. Trofimova, V. Shadrykov et al.). Professional model is defined by some scientists as a set of requirements that reflect the needs of society and should be implemented in teaching at universities. Others believe that a combination of knowledge, skills, qualities that should have qualified specialists to meet the requirements posed to him, society as a whole and gives it personal needs. That is why many scientists continue to develop the idea of specialists training models based on typical tasks or core competencies, relating them to two key areas – professional knowledge and personal qualities.

When teaching ESP, it is important to take into account intersubject links, which can be defined as meaningful connections between individual academic disciplines. The implementation of intersubject communications serves as the organization of student learning activities, being one of the effective means of professionalizing the educational process. On the one hand, students become professionally oriented, and on the other, logical thinking develops, their cultural level rises, and creative abilities are formed.

Nowadays, there are many definitions of professional orientation. This includes pro-

fessional thinking, professional literacy, and professional orientation, as well as training for special purposes. We adhere to the terms professional orientation. Professional orientation is the general trend of the educational process for preparing the student for future work in the chosen specialty.

The professional orientation in teaching ESP at high educational establishments is a multifaceted process that requires the consideration of a number of specific factors, as the driving force for the formation and development of the intellect of a professionally oriented person. We have identified the following factors: social, reflecting the needs of society in high-level specialists with knowledge of a foreign language; socio and pedagogical, educational systems, including the activities of the teacher and student in the formation of a specialist; psychological and pedagogical, related to intellectual activity in the formation of creative thinking and professional motivation, as well as the informativeness and relevance of the content of the material, the connection with the future profession, the conscious approach to the study of the subject, individual work directed to the formation of professional motivation and professional creative thinking; professional importance and prospects for using ESP in future activities.

ESP at university is regarded as a means of professional growth and enhancement of the creative activity of future specialists. Foreign language is a necessary component of every branch of professional education.

Socio-economic and political factors determine priorities in the choice of a foreign language and the need for practical use of the language as a means of everyday communication and in the professional environment. It is known that the socio-economic and political situation in society form a social order in relation to the training of specialists in foreign languages.

The higher the need for new professional, personal, cultural, scientific contacts with native speakers of the foreign language, with the achievements of the culture of different countries, and the more real the opportunity to realize these contacts, the more naturally the status of a foreign language as a means of communication and mutual understanding. The status of the ESP becomes significant due to certain factors characteristic of modern society:

- 1) expansion of economic, political, cultural relations between countries;
- 2) access to large information resources through international media;
- 3) interstate integration in the field of education.



A person in his everyday life, including professional life, increasingly comes across a foreign language. Since it is increasingly difficult to navigate in a new situation without the ability to interact intellectually and socially with people who speak other languages, the term «communication» is suggested as the term «orientation». The increased status of a foreign language as a means of communication stimulates a powerful movement of society to meet new forms and models of teaching it as an object.

The common language policy in term of entering the EU environment is the strategic plan aimed at establishing peace and interaction between people. The key components of language policy include:

- 1) its focus on the implementation of decisions, regulations, programs relating to language policy in general;
- 2) consideration of the interests of the widest sections of society;
- 3) reflection of social needs in relation to languages.

Teaching strategy in the field of ESP affects the quality of the whole, since it deals with such categories as the ability to intercultural communication and professional interaction, the ability to express one's thoughts and understand the thoughts of others, including representatives of other societies, etc.

When teaching a foreign language, you can identify the main goals of Training: pragmatic and general education.

The pragmatic aspect of teaching is associated with the formation of a certain set of knowledge, skills, and abilities, the combination of which allows for successful implementation of foreign-language speech communication.

General educational tasks are determined by the communicative and cognitive needs of students.

The subject of high school pedagogy is special pedagogical relations, within the framework of which the education of students, their education, training, and training of specialists is carried out. Education in the university is a form of getting a profession.

The main task of higher education establishments is the training of highly qualified specialists who possess deep theoretical knowledge and practical skills in their specialty. The task is to educate a specialist, therefore the content and methods of education are subject to the process of educating a specialist. At the same time, the unity of education and upbringing is preserved, as well as the educative and developing nature of education.

One of the scientific categories of university pedagogy is the model of a specialist. The

model of the specialist is a professionally oriented personality that combines the general requirements as a carrier of a certain amount of knowledge, as well as special requirements reflecting the specificity of the profession. The model of a specialist is needed in order to organize the upbringing and training of students properly, to provide high-school training of specialists.

The model of a specialist is necessary, in order to develop curricula and programs on its basis, organize upbringing and education in the university. Professor A. Molybog, defines the model of a specialist, as a structural and logical scheme for the professional training of a specialist [2].

Mastering the student's knowledge in lectures, seminars, books, textbooks, including ESP, specifically oriented at the future profession, should be creative, so as to stimulate the need for knowledge.

V. Bospalko created a model of the pedagogical system, in which he singled out the following basic elements:

- 1) the purposes of education;
- 2) students;
- 3) teachers and technical means of teaching;
- 4) the content of upbringing;
- 5) organic forms of pedagogical activity;
- 6) didactic processes or ways of carrying out the pedagogical process [1].

The idea of the integrity of the pedagogical system of any educational establishment embraces the multifaceted and unified character of the learning process. Much importance is given to didactic principles of education. The principle of the orientation of the process of training for the training of a highly qualified specialist, it occupies the first place. All subjects of university are built in such a way as to ensure the realization of the main goal of the high educational establishment – the training of a highly qualified specialist. This principle reflects not only the purpose of education, but also its content. No less important principle is the principle of scientific character. It ensures the conformity of educational knowledge, the most modern development of science is the core of this principle.

The principle of scientificity includes in its requirements and less extensive principles that characterize the various aspects of scientific teaching. These include: the systematic, consistent, continuity and accessibility of training. Practical expression of scientific character is the problem of teaching. The consistency of the presentation of science is the oldest traditional principle of didactics, formulated yet. This sequence in teaching requires the observance of the rule of going



from concrete to abstract, from near to far, from known to unknown, from simple to complex, from easy to difficult. The availability of knowledge means that the student must understand their essence.

The didactic principle is based on control and self-control in the learning process.

The control gives not only information, feedback on the quality of education, on academic performance, but also performs a teaching and educational function (stimulates learning, fills the gap with knowledge). The target setting of the current foreign language program for non-linguistic specialties is to provide the future specialist with the opportunity to receive and transmit information in a foreign language on the specialty. This goal is concretized in practical tasks: to teach the student to read and annotate scientific literature, to understand speech from hearing, to make oral and written reports on the specialty, as well as to conduct conversations in such spheres as professional, social, and everyday. The structure of the educational process includes: the subject of instruction – the language material and types of speech activity, listening, speaking, reading, writing, etc.

The target setting of the current ESP program for non-linguistic specialties is to provide the future specialist with the opportunity to receive and transmit information in a foreign language on the specialty. This goal is concretized in practical tasks: to teach the student to read and annotate scientific literature, to understand speech from hearing, to make oral and written reports on the specialty, as well as to conduct conversations in such spheres as professional, social, and everyday. The structure of the educational process includes: the subject of instruction – the language material and types of speech activity, listening, speaking, reading, writing, i.e. language and communication tools, means of instruction: textbooks, teaching aids, audio-visual and technical means.

In the recent methodical literature, much attention is paid to the problem of an integrated approach to the creation of teaching aids. Under the complex is meant a system of ordered and organically interconnected benefits. According to the content of the material, they correspond with the curriculum and functionally complement each other.

The whole complex is aimed at achieving the ultimate goal of education. The whole period of teaching ESP should be divided into two stages: formation of knowledge of the basic language. The base language contains the foundations of the language system which a set of language tools of different levels – phonemes, morphemes, syntactic structures.

One of the effective tools of teaching is a textbook. The material of the textbook predetermines the content of other components of the system and affects the proportion of their functioning in the training process.

The professional orientation determines its content specificity. These are the most informative language units operating in this sublanguage: subject terms, terminological units, word combinations, and commonly used words. The composition of the dictionary is selected from the position of educational and methodological expediency. As a result of the use of such a complex, reading skills are realized in the ability to read literature (studying, searching, reading), speaking skills – in the ability to reproduce read in full or short form, to communicate on the topic of the specialty and related fields of knowledge, listening skills – oral speech, presented in certain genres (lectures, talks, discussions, interviews, etc.), writing skills – the ability to compose abstracts and abstracts based on the content analysis. And the functions of a set of foreign language teaching aids for law students. We can assume that the complex is an effective tool in the training of specialists.

It is necessary to consider a foreign language as a component of the professional training of lawyers from the very beginning of its study at the university. At the initial stage, the texts should have a clearly expressed professional orientation, but not containing highly specialized terms. The question of the contents of the material read at senior courses is differently solved, when students acquire professional training in the chosen specialization (justice, prosecutor's supervision, investigative and criminalistic work). The rapid pace of the accumulation of information caused by scientific and technological revolution, the expansion of international scientific and technical ties, create the need for the current lawyer to be able to freely use foreign literature.

Methodological knowledge is now of great importance in the formation of a specialist lawyer. For future lawyers, the main pedagogical task is the formation of intercultural competence, which is determined by the interdisciplinary role, the presence of international words, terms that come from the English language. English will help you learn the categories of foreign and international law. The student learns to respect both his national legal culture and the legal culture of other peoples.

English language not only contributes to the overall culture of a lawyer, but also is one of the foundations and means of professional growth for a future lawyer, since language training is conducted on professionally-oriented materials in all areas of law.



Professional orientation is one of the most important tasks in the training of a specialist. The educational process is the leading factor of professional orientation. Each discipline contributes to the vocational guidance, including the ESP. It is the professional orientation of teaching foreign languages at university that allows the teacher to form and develop students' interest in the subject, to make classes really important for future specialists of a certain profile. Professional orientation is a multifaceted process that requires consideration of a number of specific factors, such as a conscious approach to the subject being studied, individual work with each student, self-reliance, activation of knowledge, skills, a constant emphasis on the professional significance of a foreign language, a vision of the prospects for its use in scientific research work. We identified the following set of tools that provide a professional focus in training lawyers English Language: the involvement of students in activities that are adequate to future professional activities, by including texts, assignments, with professional content, creating problematic situations on professional topics, case studies, role-playing games and mastering the ESP in professional field, mastering foreign language terminology, knowledge of patterns, the formation of terms that allows you to intensify mastering

and memorizing, mastering the word-formation mechanism of the sublanguage.

Vocational training of students is a phenomenon that represents the process of assimilation of the system of professional knowledge and basic skills (analytical and diagnostic, organizational, constructive, communicative etc.), development of the most important professional and personal skills.

This process is integrative. Its core is the formation of a professional orientation of the personality of the future specialist by means of ESP. Iterative training is expressed in the professional orientation, the content of all subjects studied at university.

---

#### REFERENCES:

1. Bepalko V. Fundamentals of pedagogical theory / V. Bepalko. – Voronezh, 1977. – P. 304.
2. Matviienko O. Creating a model based on the theory of specialist educational innovation / O. Matviienko // *Pedahohika i psykholohiia*. – 2004. – № 3. – P. 44–52.
3. Molyboh A. Problems of the scientific organization of pedagogical work in higher education / A. Molyboh. – Minsk, 1975. – 288 p.
4. Semushyna L. Modelling of professional activity in educational process / L. Semushyna // *Spetsialist*. – 2004. – № 6. – P. 23–28.
5. Basturkmen H. Ideas and option in English for specific purpose / H. Basturkmen. – New Jersey, 2006.
6. Brown H. Principle of language learning and teaching / H. Brown. – N. Y. : Pearson Education, 2000.