

Absaliamova Yana

MAIN OBSTACLES IN TEACHING ESPIN UKRAINIAN HIGHER EDUCATION ESTABLISHMENTS

Annotation

The article is devoted to teaching students foreign language, in particular, foreign language for specific purposes (ESP), in Ukrainian higher education institutions. The scientific article reveals the main obstacles in teaching students foreign language for specific purposes in Ukrainian higher education institutions and defines the directions of further scientific research. Thus, the main problems here are as follows: 1) limited hours of study for the discipline; 2) the use of outdated methods and training tools, but not multimedia; 3) outdated educational material and material of limited communicative orientation; 4) not competitive in the labor market teachers, not interested in self-development. The search for qualitatively new effective technologies of teaching students foreign language for specific purposes and enhancing the teachers' motivation for their own development are highlighted in the field of prospective scientific research.

Key words: foreign language; foreign language for specific purposes (ESP); higher education establishment; intellectual mobility; professional self-actualization; teacher; teaching.

Абсалимова Яна

ОСНОВНІ ПЕРЕШКОДИ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ ФАХОВОГО СПРЯМУВАННЯ В УКРАЇНСЬКИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація

Статтю присвячено навчання студентів іноземної мови, зокрема іноземної мови фахового спрямування, в українських закладах вищої освіти. Наукова стаття розкриває основні перешкоди у навчанні студентів іноземної мови фахового спрямування в українських закладах вищої освіти та визначає напрями подальших наукових досліджень. Так, головними з проблем є наступні: 1) обмежена кількість навчальних годин для вивчення дисципліни; 2) використання застарілих методів і засобів навчання та невикористання мультимедійного забезпечення; 3) опрацювання застарілого навчального матеріалу та матеріалу обмеженої комунікативної спрямованості; 4) неконкурентні на ринку праці викладачі, незацікавлені у саморозвитку. Напрямом перспективних наукових розвідок виділено пошук якісно нових ефективних технологій навчання студентів іноземної мови фахового спрямування та підвищення мотивації викладачів до власного розвитку.

Ключові слова: викладач; заклад вищої освіти; іноземна мова; іноземна мова фахового спрямування; інтелектуальна мобільність; навчання; професійна самореалізація.

1. Defining the problem

In the conditions of rapid scientific, technical and economic progress in our globalized society of the XXI century we encounter an urgent need for the ongoing development of an individual. Undoubtedly, this applies to every specialist who wants and must be competitive in the labor market. Nowadays, in view of the dynamic development of science and society, one of the most important processes actively researched by scientists is the professional formation and development of the personality of a specialist with fluent foreign language promoting his or her self-actualization.

Professional self-actualization of a person, as we found out as a result of study of a certain array of scientific sources, is a kind of a social-role; and it promotes the self-determination of a person in the sphere of activity; expresses the realization of a person's need to acquire or improve the necessary professional knowledge and skills. Actually, the process of professional self-actualization of a specialist we consider as a certain way of human life, which implies the process of obtaining necessary professional knowledge, skills and qualities, which lasts starting from the period of study in the basic higher educational establishment and on throughout professional activity upon graduation. First of all, it is linked with the person's desire for systematic, regular acquisition, updating and replenishment of relevant knowledge and skills, in which there is a need, for changing the reality or changing its perception and awareness. And foreign language helps a lot in this process.

Here mastery of a foreign language, in particular, for specific purposes, while studying at a higher education institution, takes an essential place. For a long time, foreign language was just a common discipline for every student, but now, in the context of globalization, European integration and appearance of wide opportunities for training and internships abroad, exchange of specialists for their improvement and exchange of their best experience, it has become both a basic element of the modern education system and a means of achieving professional skills [1]. Moreover, it has even been proved that the integration of foreign language education and professional training leads to and promotes the formation of such important ability of students as their intellectual mobility [2].

Among the most important scientific issues which require thorough scientific research for the urgent improvement of current situation with Ukrainian education today, there is a **problem** of definition of main obstacles in teaching students foreign languages, and foreign languages for specific purposes (ESP) in particular, in order to optimize training of professionals in Ukrainian higher education establishments.

2. Main material

The problem of self-actualization of an individual was relevant and significant, since self-realization is both a mechanism and a condition for human survival in society; it was revealed and reviewed from different points of view. Thus, a number of scientists (L. Kogan, M. Mikhailov, M. Muliar, M. Nedashkovska, G. Nesterenko, L. Nikiforov, L. Podolyanko, N. Tsybra, I. Chkayilo, E. Vakhromov, T. Vivcharyk, V. Gupalovska, Y. Dolinska, N. Isayeva, L. Korostyleva, A. Shchekatunova, L. Buraya, T. Vivcharyk, S. Garmash, B. Gershunsky, O. Goryachova, I. Isayev, L. Kalashnikov, A. Kovalev, I. Krasnoshchok, L. Levchenko, N. Loseva, L. Rybalko, M. Sitnikova, O. Teplov, etc.) investigated the problem of self-realization of the personality. The importance of its solution is particularly emphasized by modern Ukrainian researchers, including I. Bekeshkina, T. Vivcharyk, N. Loseva, L. Mova, V. Muliar, M. Nedashkivska, G. Nesterenko, V. Radul, L. Rybalko, L. Sokhan, V. Tikhonovich, A. Fomenko, N. Shulga and others. Having studied a long range of their works, we turned to the formation of intellectual mobility of engineering students through integration of foreign language education and professional training [2]. As a result, main obstacles in teaching students foreign languages and, in particular, foreign languages for specific purposes (ESP) in Ukrainian higher education establishments have been discovered.

At first glance, the teaching process, guided by regulatory documents, seems to be perfect: there are definite curricular material, system of knowledge control and skills testing, highly skilled teachers and students with their strong desire to learn. The grammatical skills they master should ensure communication without distortion of content in oral and written communication. Auditing skills should lead to the understanding of everyday and professional conversational and monologue speech. Speaking skills suggest the development of monologue and dialog speaking in formal and informal situations. Reading skills imply their ability to understand messages and understand texts of their professional specifics in order to further communicate and manipulate the information received for the purpose of its application. In addition, students should master the basics of public foreign language speaking for the preparation and presentation of reports, the basics of annotation, abstracting, etc., should be able to deal with both formal and informal correspondence in a foreign language.

However, reality analysis allows us to identify a number of problems in this important area of teaching foreign languages and ESP. The following ones we consider to be the most urgent of them.

1. According to the curricular, the number of academic hours for teaching (and studying, too) foreign languages and ESP in universities is extremely limited, even there is a sad tendency for their further reduction. Unfortunately, self-study does not provide high results.

2. Application of outdated and rather primitive teaching means as a supply in the educational process instead of using modern textbooks and teaching aids, audio tools and multimedia technologies. With the abundance of high quality authentic audio and video educational resources, teachers are now in a position to streamline or reprint their own ones, generously saturating them with already obsolete and irrelevant for the current generation of professionals material, whereas a specialist should use it today and even tomorrow. Sometimes the use of paper books, dictionaries and other sources with obsolete vocabulary may be observed, with no use, explanation and translation of new terms at all.

3. Communication is thus limited to the use of relatively simple and commonly used vocabulary in primitive communication situations in speech, and the formation of professional communication skills is indirect, while attention should be paid to existing cross-cultural differences that could and do cause problems in practice. In addition, unfortunately, most students have low level of motivation to study the discipline at all.

4. One of the keys to organizing successful teaching process is a modern highly-qualified and competitive teacher. Frequently, foreign language teachers do not undergo required professional training or pass it formally, which is due to the low level of relevant motivation or lack thereof. Moreover, in the conditions of extremely fast obsolescence of knowledge, the average age of the teachers of the foreign language departments now exceeds fifty years.

In the context of the system of his continuous, postgraduate and self-education, they should ensure further improvement of general education level of foreign language teachers and overcome difficulties in their professional activities, the formation and development of skills after graduation, contributing to the process of successful teaching their students.

Since the formation and further development of the teacher of foreign languages concern adults as an age and a social group, here the purpose of training is to teach teachers how to acquire knowledge, practical skills, competences, based on already acquired knowledge, social, life experience, to master the new experience of application of already known ways of professional and creative activity.

3. Conclusion

Foreign language should become an effective factor in social and economic, scientific, technical and cultural progress, and this requires the development of a new concept of teaching students foreign languages and ESP in particular, taking into account global trends in the content and organization of language education, focused on learning intercultural communication within the dialogue of cultures, utilizing students' interdisciplinary knowledge based on their intellectual potential and aimed at their intellectual mobility development to ensure ongoing self-actualization. In order to improve the situation we need to eliminate the problems defined above.

Regarding the prospective directions for further scientific research, we outline qualitatively new technologies of teaching ESP and increasing motivation for teacher's development.

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Absaliamova Yana – PhD in pedagogical science, associate professor of Foreign Languages Department, Kyiv National University of Technologies and Design, 2, Nemyrovych-Danchenko Street, Kyiv, Ukraine, **e-mail:** yana.absalyamova@ukr.net. **Where and when he(she) graduated:** Kyiv City Institute of Teacher Training, 1999. **Professional orientation or specialization:** English language, ESP teacher. **The most relevant publication outputs:** 1. Absaliamova Ya. *Professional English For Students Of Economic Specialities: Manual*. Prepared by A. Akmalidina, Ya. Absaliamova. – Kyiv: National Aviation University, 2015. – 240 p.; 2. Absaliamova Ya. Formation of intellectual mobility by learning ESP as a basis for professional self-actualization / Ya. Absaliamova, G. Mikhnenko // Scientific Letters of

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