

FOREIGN LANGUAGE TEACHING IN DOMESTIC NON-LINGUISTIC EDUCATIONAL ESTABLISHMENTS (HISTORIC REVIEW AND DEVELOPMENT PROSPECTS)

AUTHORSHIP

Yana Necheporuk 

Ph.D. in Pedagogics, doctoral student of Pedagogy and education management department Volodymyr Vynnychenko Central Ukrainian State Pedagogical University Kropyvnytskyi, Ukraine.

ORCID: <https://orcid.org/0000-0003-1152-8030>

E-mail: yananecheporuk83@gmail.com

Iryna Holovko 

Ph.D. in Pedagogics, Senior Lecturer, Foreign Languages Department in Volodymyr Vynnychenko Central Ukrainian State Pedagogical University Kropyvnytskyi, Ukraine.

ORCID: <https://orcid.org/0000-0001-6690-4043>

E-mail: irinagolovko@gmail.com

Serhii Radul 

Ph.D. in Pedagogics, Associate Professor, Department of Foreign Languages, The Flight Academy of National Aviation University Kropyvnytskyi, Ukraine.

ORCID: <https://orcid.org/0000-0002-0899-3719>

E-mail: radul_sg@ukr.net

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INTRODUCTION

Contemporary educational problem research admits that in recent years it has been experiencing a state of crisis, which manifests itself in the discrepancy between the results of education and the needs of society and specific individuals. The idea of the need to modernize education based on humanization and innovative technologies is becoming more and more widespread.

Foreign language education plays a significant role in the humanization of higher education, in the process of new-format specialist formation. Leading experts in the field of language and intercultural communication consider language education as an important reserve for socio-economic transformations in the country; the main tool for the successful life of a person in a multicultural and multilingual

community of people; factor of cultural and intellectual development and upbringing of a person with general global thinking; note the need to bring language policy to the new realities of society, the importance of developing a new educational technology (PASSOV, 2003, p.115). In this regard, the problem of improving the quality of teaching a foreign language in the educational system of non-linguistic educational institutions, aviation in particular, is of paramount importance and interest.

METHODOLOGY

The basis for this research is a number of approaches that allow to implement a systematic analysis of the object and subject of research. First, it is a comparative analysis (theoretical analysis, synthesis, generalization, systematization of scientific sources, periodicals to solve this problem and clarify the conceptual apparatus of the study); chronological and diachronic (determination of trends in foreign language learning in non-language education institutions); search and bibliographic (systematization and classification of pedagogical, methodical, scientific literature, archival materials, periodicals on the problems of learning foreign languages in a professional direction); comparative-historical (analysis and comparison of socio-pedagogical phenomena that make it possible to identify positive trends in the study of foreign languages in industry institutions of higher education); structural-system analysis of the content, forms, methods and means of teaching (systematization and generalization of the theory and practice of foreign language training at different stages of education), prognostic, through which the results were accumulated and extrapolated to the national educational space.

Our research is also based on the information-constructive approach (McGROARTY, 1998; MATTHEWS, 1998,) that aims on creating information space for language training by modern information and communication technologies based on projective, active and constructive training methods. This approach is introduced as an integral approach that serves as a guide for the implementation of other specific psychological and pedagogical approaches to intensify the language training and ensure the necessary information-didactic space for non-linguistic universities. Within the information-constructive approach, foreign language competence is considered as the ability of a specialist to feel familiar both with the foreign information flows and information technologies for interaction in a foreign language, which is vitally important, without any exaggeration, for future aviation specialists.

RESULTS AND DISCUSSIONS

At present, a social order of Ukrainian internal industries has been formed a great need of foreign language knowledge. There are such leading trends in foreign language education, such as: a growth of foreign language status (primarily English), increasing the level of motivation in the process of learning a vocational language, functional orientation of language teaching. The state educational standard of high vocational education requires, while teaching a foreign language, taking into account its professional peculiarities; focusing on the implementation of the tasks of the graduates' future professional activity. Nevertheless, foreign language training remains unsatisfactory, and the level of vocational foreign language competence of graduates needs to be improved. It must correspond to the modern requirements of society and an active labor market. As stated in majority of scientific researches the results of studies of foreign language in non-linguistic universities generates a shortage of specialists with a high level of foreign language knowledge, which is necessary for professional communication.

As an example, civil aviation specialist training is a multitask and very valuable process. Unfortunately, in Ukraine there are many organizational shortcomings of educational aviation institutions, namely: overload of tasks in non-vocational disciplines; unsystematic organization of the curriculum; insufficient provision of training literature and specialized course books, namely textbooks that have been developed specifically for pilots; a large gap between what is taught in the classroom and what really exists in aviation units; the library fund does not meet the requirements of the time; lack of new information; the student is considered as a passive object of educational process, insufficient level of pedagogical skill of separate scientific and pedagogical workers; the level of success of cadets during the organization of independent training, low motivation to educational and cognitive activity is not considered; teachers are almost not interested in the opinion of cadets; insufficient use of computer technology. (PUKHAL'S'KA, 2006, p.130). It should be noted that the current training of future aviation specialist in high educational institution is designed to ensure the acquisition of systematic knowledge, professional skills and abilities that will form the basis of competent training and the formation of readiness for professional duties. The main professional functions of aviation professionals are to ensure safe, regular and orderly movement of aircraft. This is a type of professional activity in which the specialist must comply with all safety rules and ensure clarity in compliance with the rules and instructions not only in the native language, but, above all, in the international language of aviation - English.

The main reasons that determine the insufficiently high quality of teaching a foreign language, taking into account the professional specifics in a non-linguistic university, are not only those that were previously mentioned, but also insufficient elaboration of foreign language teaching methods in integrative connection with professional training.

A specialist must know the language(s) at a level that allows him to use it in the field of professional activity actively and freely. To achieve a positive result, it is very important that the study of the language is not only in-depth, but acquires a professional status. In the practice of teaching in a non-linguistic university, the concept of "professional foreign language" (a foreign language for special purposes) is increasingly being used, new approaches and teaching technologies are being developed. However, the effectiveness of training is largely determined by the scientific rationale for innovation. A significant role in the scientific substantiation belongs to historical and logical analysis, which allows one to assess the development of methodological thought, take into account the best foreign and domestic experience, understand current trends and identify development prospects.

The study and teaching of Languages for Specific Purposes (LSP) has been one of the priority directions in domestic and foreign linguistics and methods of teaching foreign languages for several decades. Appeared in Great Britain and United States of America in the early 50s of the XX century "English for Special Purposes" was due to the circumstances typical for this period of society development, namely, the need for the language training of a large number of foreign students who study in American and British universities. Also the emigrants, for whom proficiency in English served as a guarantee of their employment; the need to develop materials for teaching foreign students who speak the language at elementary and

intermediate level but need it for job placement or have special vocational needs (doctors, engineers, pilots) and for people who use English in trade and economic activities.

In English, Germanic and Slavic linguistics, almost simultaneously appeared a need to develop a special kind of language that would be used in vocational communication as a separate phenomenon. As a consequence, English for Specific Purposes (ESP) was suggested. The history of a specialized foreign language teaching, according to scientific researches, dates back to the middle 60s. During this period, course teaching in homogeneous groups of students (representatives of one specific profession) becomes the focus of teachers' and methodologists' attention abroad. They distinguished several stages in the history of LSP development.

From the middle 60s to the early 70s the main attention was paid to the study of the corresponding sublanguages, the learning was aimed at mastering narrow professional vocabulary in various fields (journalism, medicine, pedagogy, aviation). The most intensively studied sublanguages were the languages of science and technology. The course developed by Ewer and Latorre ("A Course in Basic Scientific English") based on the analysis of a large number of texts on scientific disciplines (EWER, LATORRE, 1969).

Theoretical and practical analysis of teaching a language for specific purposes (LSP) has made it possible to determine the methodology of teaching foreign languages in domestic non-linguistic universities as a relatively young discipline. This is evidenced, in particular, by the fact that back in the 50s of the XXth century, the question of the need for a theoretical substantiation of the practical methodology of teaching languages in schools and universities was widely discussed at conferences and in scientific publications. This problem had just begun to be formulated in those years in connection with the predominance of the grammatical-translation method in foreign language lessons. Although the socio-economic situation of that time did not require deep knowledge of a foreign language from university graduates, it became obvious that underestimation of the specifics of this subject leads to the separation of grammar knowledge from practical language proficiency. So, in the article "Methods of teaching foreign languages on a new path" it is mentioned that there are cases when a student who has learnt a particular grammar structure is not able to use it in oral speech or identify it in the text (HUMILEVA, M.V., 1952, p. 8). Such shortcomings were quite natural considering the priority of one of the language aspects - grammar. Nevertheless, this shortcoming prompted Soviet teachers to realize the need for a theoretical understanding of methodological problems in the field of foreign language teaching, especially in non-linguistic educational institutions.

In the 70s the process of language studying was extended by pragmatic and sociological orientations. That phenomenon was reflected in the development of training programs based on the determination of the communicative needs of students. The sociolinguistic model for determining communicative needs, developed by Manby (MANBY, 1978), was of great theoretical importance. This model made it possible to select linguistic material based on its functional statements, their pragmatic impact to ensure communication in selected and detailed situations of professional communication.

When it comes to 80s taking into consideration all factors, operating in LSP training, becomes a principle characteristic feature. Methodologists of this period mention such factors as:

- professional competence of teachers;
- availability of educational studies and instructions;
- opportunities for individual work;
- development of vocational manuals, textbooks and audio materials.

Manby's model is supplemented by analysis of vocational communicative situations, which allows to develop a rational teaching methodology. The process of learning foreign languages in domestic non-linguistic educational institutions in the middle of the twentieth century was determined by the program adopted in 1960 for an eight-year school, which defined the main goal of foreign language education - the development of speech skills. The next step in the

development of foreign language education content was the issue of the Resolution of the Council of Ministers of the USSR (May 27, 1961) "On improving the study of foreign languages".

The ideas of the conscious-comparative method characterized the Soviet methodological culture until the 70s of the XX century. Meanwhile, the pages of the methodical press discussed the issues of practical foreign language usage. In addition, there was a need for a differentiated approach to the process of foreign languages studying, which is reflected in the teaching of different types of oral speech: dialogic, monologue, listening.

In the period of the 70s and 80s vocational foreign language education was characterized by development of the idea of continuous professionally-oriented foreign language training. It was implemented not only in the system of pre-university training, but also by means of additional education, for example, translator of scientific and technical literature within the faculty of social professions of a non-linguistic education institution (VALOVA, M.V., 1979, p. 113-114)

Another reform of education was carried out in the Soviet Union, and accordingly these changes applied to Ukrainian educational institutions. Theories of intensive and active learning, pedagogy of cooperation and other innovative ideas began their development particular at that period of time. Their development was constrained by the fact that the Soviet foreign language education had to search for effective linguistic methods in a relatively closed space, with little interaction with foreign pedagogical teachings. It was during this period that the communicative-oriented method of teaching foreign languages in its Soviet version became actively widespread. The ideas of communicative-oriented learning were integrated in the Soviet Union under the influence of methodological culture. In parallel with the reform of secondary education in the late 80s and 90s, the reform of higher education was carried out. Its main content was the humanization and fundamentalization of educational programs, rationalization and decentralization of management of higher education institutions, diversification of education and the introduction of its multilevel structure, further development of democratization and self-government of higher education institutions. However, these were premature changes in the education of that period, so the reform remained unfinished; in particular, the problem of multi-channel financing of higher education institutions has not been solved. Thus, system of foreign language education remained almost unchanged.

Evidently, the 1990s were marked by fundamental changes in our country and abroad. The sphere of domestic education did not feel any specific changes in foreign language studying, especially in non-linguistic universities. It was 2005 when Ukraine has entailed changes in the social attitude to vocational and general foreign language usage in connection with the integration of the higher education system and society as a whole and signed the Bologna Declaration in 2005. In the concept of modernization of Ukrainian education for the current period, knowledge of languages is the most important component of the educational standard of the new century.

The end of the XX century in the history of vocational foreign language education was the flowering of ideas of humanism, appeal to cultural and scientific potential, the period of actualization of intercultural communication. It is at this time a typical foreign language program for non-linguistic higher education institutions considers mastering a foreign language as mastering a communicative competence that involves practical language proficiency. According to the program, the foreign language course in the high educational establishments is professionally oriented; its tasks are determined by the communicative and cognitive needs of specialists.

The new content of language education is focused on mastering several foreign languages by graduates of higher educational institutions. The process of education in higher education is aimed at training a specialist competent, responsible, fluent in the profession, capable of the functional use of a foreign language in various fields of activity and intercultural communication.

The modern concept of language education in a non-linguistic university involves the creation flexible training technology, differentiated by content, methods and terms of training, which makes it possible for young specialists to quickly adapt to the conditions of the new cultural

and information space. The main form of teaching a vocational foreign language were and are special courses. The operation of various ESP courses which are offered by many foreign language schools is aimed at teaching vocational English. The main features that characterize special courses as a form of education are: the same professional students' occupation; development of a training program based on vocational communication needs of students; limiting learning objectives to the pragmatic needs of learners; short-term and intensity of studying process.

Nevertheless, it should be noted that foreign language teaching trends in non-linguistic universities are consistent with trends in vocational education and training. The main features include: international professional requirements and standards orientation, development of independence, self-education skills, the use of active methods in the formation of foreign language communicative competence, usage of information technology and technical teaching aids, the provision of additional educational services.

Great prospects open up with the introduction of the world known competence-activity approach, which allows to replace the system of compulsory formation of knowledge, skills and abilities with a set of competencies (a set of competencies), which will be formed in students on the basis of the updated educational content and in the process of their activities in mastering their future specialty (BOICHUK, Y.D., 2013, p.132). The introduction of this approach into the higher education system allows students to form the ability to carry out various types of activities, including communicative, to effectively form a "secondary linguistic personality" of a university graduate who is ready for professional intercultural communication.

It is obvious that teaching a professional foreign language from the standpoint of a competence-activity approach must be carried out through certain types of activities, which is impossible without the participation of specialists from profiling departments. The participation of profiling departments professors in the training organization, including subjects of "Vocational foreign language" discipline, ensures the transition from vocationally-oriented training to professional and meets modern trends in education - focus on the practical needs of society, its social order and individual needs, which would contribute to the adaptation of a university graduate to the requirements and conditions of real professional activity.

CONCLUSION

The modern concept of language education in a non-linguistic university implies the creation of a flexible teaching technology differentiated by content, methods and terms of study, which enables young specialists to a quick adaptation to the conditions of a new cultural and information space.

The use of innovative technologies in foreign language teaching in non-language educational institutions is supported by all member states of the European Community, which provides schools and higher education institutions with an incentive to use new methodologies and strategies that meet local, regional, national or European priorities. This process is able to raise awareness of European cooperation in the field of foreign language teaching and learning and to strengthen the multilingual dynamics in educational processes. The evolution and improvement of language learning curricula, as well as the development of monitoring the knowledge of future professionals in a particular field, testing and evaluation with innovative technologies involves supporting educational institutions in determining their own approach to language learning, compliance with national and European legislation. Digital innovative tools for learning a foreign language and the professional activities of teachers, such as online courses, online lessons open to all, have proved necessary and timely in the difficult conditions in which the global educational community found itself at the end of 2019 and continues to adapt and now.

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Foreign language teaching in domestic non-linguistic educational establishments (historic review and development prospects)

Ensino de língua estrangeira em estabelecimentos educacionais não linguísticos (revisão histórica e perspectivas de desenvolvimento)

Enseñanza de idiomas extranjeros en establecimientos educativos nacionales no lingüísticos (revisión histórica y perspectivas de desarrollo)

Resumo

Este artigo descreve os problemas, o desenvolvimento e as tendências modernas do ensino de línguas estrangeiras em universidades não linguísticas. Também dá uma certa divisão histórica do estudo de LSP em períodos. Este artigo destaca certas características históricas do ensino de inglês profissional em instituições de ensino não linguísticas nacionais e revela algumas perspectivas modernas para o desenvolvimento de metodologia para o ensino de línguas estrangeiras profissionais. O artigo também dá, como exemplo, uma breve apresentação de formação de especialistas em aviação para comunicação vocacional em línguas estrangeiras. A importância crescente da proficiência em uma língua estrangeira orientada profissionalmente é enfatizada; são determinadas as abordagens que constituem a base metodológica do sistema de ensino de línguas estrangeiras.

Palavras-chave: Linguagem para Fins Específicos (LSP). Universidades não linguísticas. Educação em línguas estrangeiras. Aviação Inglesa.

Abstract

This article describes the problems, development and modern trends of foreign language education in non-linguistic universities. It also gives a certain historical division of LSP studying into periods. This article highlights certain historical features of teaching professional English in domestic non-language educational institutions and reveals some modern prospects for the development of methodology for teaching professional foreign languages. The article also gives, as an example, a short presentation of training aviation specialists for foreign language vocational communication. The increased importance of proficiency in a professionally oriented foreign language is emphasized; the approaches that make up the methodological basis of the system of foreign language training are determined.

Keywords: Language for Specific Purposes (LSP). Non-linguistic Universities. Foreign language education. Aviation English.

Resumen

Este artículo describe los problemas, el desarrollo y las tendencias modernas de la educación en lenguas extranjeras en las universidades no lingüísticas. También da una cierta división histórica del estudio de LSP en períodos. Este artículo destaca ciertas características históricas de la enseñanza de inglés profesional en instituciones educativas nacionales no lingüísticas y revela algunas perspectivas modernas para el desarrollo de la metodología para la enseñanza de idiomas extranjeros profesionales. El artículo también ofrece, a modo de ejemplo, una breve presentación de la formación de especialistas en aviación para la comunicación profesional en lenguas extranjeras. Se enfatiza la creciente importancia del dominio de una lengua extranjera con orientación profesional; Se determinan los enfoques que conforman la base metodológica del sistema de formación en lenguas extranjeras.

Palabras-clave: Lenguaje para Fines Específicos (LSP). Universidades no lingüísticas. Enseñanza de lenguas extranjeras. Inglés de aviación.