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PROFESSIONAL-ORIENTED ENGLISH LANGUAGE TRAINING FOR FUTURE SPECIALISTS IN PRESCHOOL EDUCATION

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Abstract. *The purpose of this work was the introduction of a professionally oriented approach to teaching English for future bachelors in specialty 012 Preschool education. The essence of the developed approach was to integrate the teaching of English with problems of future professional activity for gaining additional knowledge, skills in the future profession of a pre-school teacher.*

The introduction of the developed methodology of vocational English language instruction using active methods with the use of step-by-step control made it possible to intensify the learning process, significantly increase students' interest in English and significantly improve the student's performance.

Keywords: *English, professionally-oriented education, pre-school education.*

Social, economic and political changes in our country, the integration of Ukrainian education into the world educational space, Ukraine's signing of the Bologna Declaration and the Agreement on a visa-free regime with the countries of the European Union have actualized the task of further modernization teaching a foreign language. The necessity of owning a foreign language is conditioned by the practical needs of people integrating into the world social and cultural space, entering into a competitive struggle on the world labor market. Foreign language, primarily English, in our time is a means of achieving certain practical goals in the process of verbal communication or

non-verbal application, about which wrote L.S. Vygotsky LV Shcherba, I.A. Zimniaia and other scientists.

Non-verbal communication becomes an important component of future professional activity. In this regard, the State educational standard of higher education requires consideration of occupational characteristics when learning a foreign language, emphasis on the problems of the future professional activity of a specialist in the field of education. This led to the appearance of such a discipline as " Foreign language for professional use" for non-linguistic specialties in higher education institutions, as a means of achieving the professional realization of the individual.

The analysis of pedagogical scientific and methodological sources has shown that vocationally-oriented education promotes the development of professional skills in the means of a foreign language. In this foreshortening, the foreign language is not only the object and purpose of education, but also an instrument of self-education in personal-significant spheres of activity of students of non-linguistic specialties [2, 3, 4, 5]. Vocational training is understood as teaching based on the formation of the professional and communicative competence of a student in a foreign language through the communication of professional knowledge with foreign language means, the formation of his professional qualities as a result of using a foreign language in real situations of professional communication, taking into account the student's needs in studying foreign language, dictated by the peculiarities of the future profession and specialty. The content of the training material should be professional, be guided by the latest achievements in the future profession, timely reflect scientific achievements in the areas of professional interests, provide opportunities for professional growth.

Despite the need to know a foreign language and understand its meaning, most graduates of non-linguistic specialties, as shown in practice, do not have sufficient knowledge of it. There are many reasons for this situation: low level of primary (school) education, a significant reduction in the number of lessons in lecture hall, ineffective the self work of students, low motivation for studying this subject [1]. Insufficient development of foreign communicative competence in the current conditions of expanding international contacts is an essential factor limiting the capabilities of a specialist in his professional activities.

A professionally oriented approach as a priority in the renewal of education and active initiative should be an important factor contributing to the formation of motivation and intensification of the study of a foreign language by future specialists of non-linguistic specialties.

Analysis of existing approaches to the definition of "professionally oriented learning in a foreign language" [1-3] made it possible to define it as a process aimed at forming an active and creative personality of a future specialist who is able to successfully apply linguistic knowledge in professional activity,

acquire special knowledge and skills that contribute to its professional development.

The purpose of this work was the introduction of a professionally oriented approach to the process of teaching English for students in specialty 012 Pre-school education, that is, the use of English as a means of replenishing professional knowledge and skills in the future profession.

Experimental work was conducted with the students of the first full-time course at the faculty of pre-school pedagogy and special education of the State institution "South Ukrainian National Pedagogical University named after K.D. Ushinsky."

To achieve this goal, a working program of academic discipline "Foreign (English) language in professional management" was developed in specialty 012 "Pre-school education". It was assumed that as a result of studying academic discipline, students should know the phonetic, lexical, grammatical material of the English course in order to read and translate vocational guidance texts and interpret reads, understand English speech and be able to conduct a conversation on social and professional topics.

The program of work consisted of eight main modules, each of which took within the framework of the planned grammatical theme the consideration of actual problems and special issues of pre-school education (Table 1).

Table 1

Professionally-oriented topics of content modules

The social situation of preschool children in Ukraine, the United Kingdom and the United States.
Modern systems of preschool education. Features of preschool education in Ukraine, Great Britain and the USA.
Paternity and its role in the development of the child.
Development of the communicative activity of the child. English classes in kindergarten. Sports day in kindergarten.
Profession of the teacher in kindergarten. Problems and contradictions in the personal development of preschool children and the role of the teacher in their overcoming.
Specificity of communication with peers in preschool age. Ways to help children in communication.
Trends in the innovative development of young children. Computer games for children.

Studying each of the planned content modules, the students developed projects, prepared abstracts, made oral presentations, organized role plays and held discussions. The use of active teaching methods contributed to the

formation of cognitive and professional motivations and the interests of studying a foreign language, gave a holistic view of future professional activity, taught collective thinking and practical work, formed social skills and skills of interaction and communication in a foreign language in the professional sphere.

Organizational forms of vocational training with the use of active teaching methods were both lecture sessions under the guidance of the lecturer, and compulsory independent work performed in extra-curricular time. The main characteristics of lessons in the lecture hall were complexity, interactivity, intensification of speech activity, communicative and professional orientation of all linguistic aspects. The extra-curricular work of students in this approach was the result of properly organized classroom learning activities that stimulated the expansion and deepening of knowledge and communication skills in a foreign language. The independent work of students was mainly represented by individual reading outside the classroom, working with online resources to study additional professionally-oriented texts corresponding to the texts studied in the lecture hall, but which contain additional information.

As teaching aids, specially selected teaching materials and units of the given language were used: vocabulary, grammar, rules, linguistic signs and symbols, professional concepts and terms, methodological recommendations, teaching aids and materials, exercises, assignments, tests, etc.

Periodic verification of the training process was carried out using the following types of control: preliminary, current, intermediate and final. Preliminary control was conducted by the teacher before studying the topic. The object of control was the level of formation of speech skills and individual language skills. The degree of the formation of language skills was the main object of ongoing monitoring. The main task of the current control was to determine the degree of mastering by the students of each topic as a whole, their ability to link educational material with the knowledge already acquired. The object of this type of control was speech skills. The final control recorded the degree of mastering the communication skills of students and, in general, communicative competence at one level or another. Various forms of control were used: interviews, exercises, tests and test tasks.

The introduction of the developed methodology of vocational English-language education using active methods of step-by-step control led to the following conclusions: the learning process became more active, the students' interest increased significantly, and the student performance level was significantly improved, as the results of the examination session showed (54% of students were rated "Excellent", 42% - "good", 3% - "satisfactory").

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