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SPECIFICS OF TEACHING PROFESSIONAL ENGLISH TO NON-PHILOLOGICAL STUDENTS AT HIGH SCHOOL

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Abstract. *The article is devoted to the solution of the problem of effective teaching professional English to future economists, politicians, ecologists and students of other non-philological specialties. The problem is regarded from the viewpoint of changing the existing now knowledge-centered approach to competence approach to teaching foreign languages. Students' priorities in learning professional English should also be taken into consideration. The results of the experimental research in which more than four and a half thousand students of non-philological specialties took part proved that the teaching process should be based on the following positions: integration of all kinds of the development of speech activity in a foreign language with professional disciplines on the target profession; interdisciplinary coordination in teaching professional English and subjects aimed at mastering future specialty, differentiating the notions of 'integration' and 'coordination'. The next position is connected with the necessity of intensification of social and cultural components in teaching materials basing on the principle of 'teaching language through culture and culture through language'.*

The author considers teaching students to read and understand professional texts to be the first condition of effective English learning at high school. The second condition is connected with learning national manners of behavior, different styles of negotiations, rules of business etiquette in the countries where the potential partners live. Special attention should be paid to tutors' competence in methods of teaching ESP.

Keywords: *Professional English, interdisciplinary coordination, cultural components, knowledge-centered approach, non-philological specialties.*

The process of teaching English for specific purposes (ESP) and problems connected with methodical difficulties of doing this are now actively discussed on the pages of Ukrainian journals and pedagogical literature. That is quite clear: the more attention is paid by the society to the necessity of using English

by all university graduates the more scientists and practical tutors are looking for the most effective ways of teaching this language to students of non-philological specialties. The urgent demand of the society was formulated in the new Law about Higher Education which came into being in September 2014. Moreover Ukrainian president declared the year 2016 ‘the year of the English language’. According to this the number of English classes at secondary schools was increased, university plans concerning teaching English were corrected and improved. The only thing which is to be done is to motivate students to learning English and find the most effective ways how to do this.

In Ukraine teaching ESP is regulated by National Curriculum for Universities – English for Specific Purposes, worked out by the British Council Ukraine together with our high school lecturers and recommended by the Ministry of Education and Science of Ukraine (2005). The overall aim of the National ESP Curriculum is to develop students’ professional language competences, enabling them to function effectively in culturally diverse academic and professional environments.

The ESP Curriculum document is targeted at:

- educational administrators, as it establishes national standards in language teaching/learning in Ukraine consistent with international standards;
- university teachers, as it provides a useful resource and practical recommendations for syllabus/course design and development;
- materials designers as it is a basis for ESP materials development;
- test writers/assessors, as it provides guidance for assessment and a clear description language proficiency related to professional qualifications recognisable and usable within Ukraine and Europe;
- students, as it contains recommendations for self-study organisation and self-assessment [4].

The problems of teaching English for specific purposes were in the centre of scientific interests of many foreign and Ukrainian scholars: J.Cummings, T. Dudley-Evans researched development in ESP: A multi-disciplinary approach (Cambridge University Press, 1998). M.Ellis, C. Johnson researched teaching business English (Oxford University Press, 1994). C.Kennedy, R.Bolitho first touched upon the problem in their book ‘English for specific purposes’ published in London in 1984. All of these scientists concentrated their attention on teaching English as the second language.

In Ukraine to ESP problems were devoted the researches by O.Tarnopolsky and S. Kozhushko [8], L.Morska [3], N.Sura [5, 6] and others. Famous scientists in methods of teaching English S.Nikolayeva, R.Martynova [2], O. Zabolotska [1], O.Bigych in their fundamental works paid much attention to the solution of the ESP problems. They concentrated on the content of teaching English, forming of professional and methodical competence of an English teacher, modern approaches to teaching foreign language. Our many years’ experience of scientific research activity and practical work with non-

philological students gives us the right to share our ideas concerning ESP teaching at high school.

The aim of this article is to acquaint the audience with the specifics of teaching professional English in the Internet era and principle conditions of selecting teaching materials in ESP.

Conceptual bases of teaching methods in ESP are grounded on the following scientific positions:

1. students' future professional activity should be taken into consideration in the process of teaching English;
2. teaching activity of university tutors of a foreign language should be based on the personality of each student and provide the development of every student's abilities, cognitive motivation, forming qualities and skills necessary for their future professional activity;
3. students should not only receive a certain amount of knowledge but be taught to use them combined with developed skills in communication with representatives from other countries under the condition of a foreign language surrounding;
4. specifics of teaching ESP to students of different faculties should be taken into consideration.

Our lasting practice of teaching ESP at Petro Mohyla Black Sea State University made it possible to reveal general and individual peculiarities of teaching professional English to students of different non-philological specialties. General are defined by the fact that many students still regard English as one of the other non-professional disciplines which they can 'learn, pass credit and forget'. They do not plan to work abroad or communicate with native speakers and are sure they will not need English in their future professional activity. The next peculiarity is connected with the efforts of some university tutors of English to automatically transfer the methods of teaching they were taught at the university to the teaching process at non-philological faculties forgetting that students have chosen other professions not philology and they are mostly concentrated on learning their professional disciplines. When such tutors overload their students with unnecessary grammatical forms, idioms or other complicated materials students lose interest to learning English and mastering their skills in communication in a foreign language. Whatever is taught in the university room it should be 'meaningful' and comprehensive for the students.

Besides these general peculiarities students of every faculty have their own individual specifics. Future economists for example got used to represent the materials in diagrams, charts and graphic. It is easier for them to explain some economic phenomena graphically than in words, and the English tutor is to be ready to understand this and support their efforts to use professional skills in the English class.

Psychological inclination towards discussions and polemics, constant efforts to avoid straight answers to given questions as well as indefinite formulations are characteristic for students of the faculty of political sciences. Future politicians more often than students of other specialties look for and use information from the internet which is constantly renewed. Usage of such materials requires constant enrichment of students' professional vocabulary and development of their skills to guess the meanings of new words depending on the context and foresee their future implementation in their own speech. For English teachers who work at this faculty it is absolutely necessary to know what is going on in the world and encourage their students to use update political lexicon not hoping that obsolete political notions and words given in the textbooks will be useful.

Students of Law faculty on the contrary got used to precise definitions and references to documents which regulate their actions in different situations. They do not believe in anything until it is proved or supported by a source of information. In their speech they avoid epithets, hyperbola, comparisons and other figures of speech. As a rule they operate with facts, refer to documents and are very careful in their decisions. All these professional peculiarities should be bared in mind by an English teacher in order not to force Law students to break their professional ethics.

Future ecologists usually work much with international documents which regulate the activity of world ecological organizations. All these materials are written in English, and teaching ecological students to read, understand and select necessary information is the main task of an English tutor. These students often participate in professional webinars, on-line conferences and forums and at the English classes they are to be taught how to correctly express their agreement or contradiction, their own ideas, describe the situations in details, suggest the ways of solutions of some problematic questions. Much attention should be paid to written English to develop students' skills of professional correspondence, filling in all sorts of documents, applications, other important papers.

The list of such specific for each faculty students features can be continued but lets stop here and try to analyze the methodical actions of an English teacher in his/her preparation for classes.

Young tutors of ESP generally have problems with selecting didactic materials for their students as they are not professionals in the specialty the students of non philological faculties have chosen as their future profession. That is why they are usually recommended to consult and cooperate with lecturers on professional disciplines; that is to provide interdisciplinary coordination in teaching ESP and professional disciplines. It is necessary in order to avoid the professional materials to be first taught by an English teacher who is not a specialist in the field. Interdisciplinary coordination helps English teachers to better understand special phenomena and professional lexicon.

All classes on professional English should be based on the principles of integration of four kinds of students' activity in a foreign language: reading, listening, speaking and writing with the priority of reading professional materials represented by specially selected texts, instructions, other documents. Intensification of social and cultural components in teaching materials basing on the principle of 'teaching language through culture and culture through language' is necessary to prepare students for functioning in a foreign environment.

Special attention should be paid to tutors' competence in methods of teaching ESP. O.Zabolotska regards methodical competence of an English teacher as the ability and desire to improve his\her knowledge of English and to constantly master professional skills [1]. We share her viewpoint and would like to add that an effective teacher should devote much time and many efforts to self education attending special seminars, communicating with colleagues via the internet, reading new professional books and journals.

In conclusion it is necessary to mention that the tutors who are going to teach ESP at high school should be aware of the specifics of the educational process at non-philological faculties and not to automatically bring to the audience the same methods which were used to teach them when they were students. It does not work!

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AXIOLOGICAL APPROACH TO THE FORMATION OF FUTURE TEACHERS' PROFESSIONAL WORLDVIEW

Odessa, Ukraine

Abstract. *The essence of axiological approach to forming future teachers' professional outlook is considered in the article. The author's position on the phenomenon of future teachers' professional worldview is given. The scientific portfolio on general values concepts, system of values are analyzed.*

Key words: *axiological approach, values, system of values, worldview.*

Relevance of the research is caused by changes in the socio-economic and educational spheres of modern life. This includes the consolidation of a future teacher as the highest social value, complete disclosing of its capabilities and meet the diverse educational needs, ensuring the priority of human values, harmony of students relations and the environment, society, nature, etc. Despite the fact that the complexity of understanding the phenomenon "world view" is considered by philosophers, psychologists, educators, while the question about its semantic content according to the requirements of modern times remains open, so the problems of forming future teachers' professional outlook no doubt is primarily from scientific and practical aspect.

The need to transition to new forms and methods in the development of Higher Education, which is caused by Ukraine's accession to the Bologna process, updates the training of future teachers to their profession, causes the formation of their outlook while studying in a higher pedagogical educational institution.

Psychological and pedagogical aspects of preparation and training of teachers, viewed the following scientists: S. Archangelsky, I. Bech, I. Bogdanova, A. Bogush, V. Galuzinsky, M. Evtukh, I. Zyazyun, E. Karpova, N. Kuzmina, Z. Kurlyand, N. Kichuk, N. Mitin, V. Slastonin, R. Hmelyuk, A. Chebykin and others. Problems of world personality formation dedicated their works: R. Artsyshevskyy, M. Berdyaev, V. Vandysh, L. Honcharenko, E. Ilyenkov, Yu. Malovanyy, S. Sovhira, V. Tabachkovskyy, A. Chanysh, A. Cherniy and others.). Axiological principles of future teachers training studied: I. Beh, N. Guziy, V. Isaev, V. Slastonin and others.