

PROFESSIONAL EDUCATION

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PROFESSIONAL ENGLISH IN HIGHER EDUCATION^{1,2,3}National Aviation University, 1, Lubomyr Husar ave., Kyiv, 03058, Ukraine⁴Kyiv National University of Construction and Architecture, 31, Povitroflotsky ave., Kyiv, 03037, Ukraine
E-mails: ¹pershakov@nau.edu.ua, ²POI220154@gmail.com, ³k_imf@nau.edu.ua, ⁴vabldvkw@gmail.com**Abstract**

The issue of ESP teaching at Ukraine higher education institutions is dealt with in the context of integration into the European educational space. Analysis of current situation in the field of professional foreign language teaching in some universities and possible ways to raise the level of training graduates of technical specialties with proper foreign language competence are presented.

Keywords: English for specific purposes; teaching specialty in a foreign language; modern teaching technologies; course training program; professional foreign terminology

1. Introduction

Ukraine President's Decree N641/2015 dated 16.11.2015: announced 2016 "the year of the English Language in Ukraine". Today, English is, practically, the second working language in Ukraine. However, according to the annual rating of the best world universities there is not a single home university on the rating list. This is explained by "... the widespread ignorance of foreign languages, which prevents Ukrainian scholars from being published in international editions. ... In order to appear in such a rating, we need to introduce a state program for studying English by our scientists" [1]. This issue is particularly relevant with Ukraine joining the Bologna system of higher education, European educational space; signing an association agreement with the European Union, obtaining a visa-free regime with EU countries, extending scientific and technical cooperation with foreign companies.

2. Analysis of current situation

Today, at our higher education institutions, only one foreign language is studied during the first year, when students are essentially unfamiliar with the specialty. "Our children study a foreign language without success, because they are taught the other way round" [1].

Here is O. Vishnevsky's opinion, a professor of the Drohobych State Pedagogical University: "... all the children studied foreign languages at school (and demonstrate it to Europe!), but at the same time no one should have mastered them, as it would lead to a grandiose ideological sabotage, muffling all radio-voices of the world, and not only native speakers ... And translation from a foreign language to the native is aimed, in general, at improving the knowledge of the native language, not foreign" [1]. As a result we see almost all-round ignorance of foreign languages by our graduates. When you ask a student what he can say in English about his specialty, you usually hear in response: "so – so" or "a little". There happen even better answers: I like it, I am proud of my specialty, my specialty is very interesting, very important. Much less often you can hear a few informative clear phrases. But no claims can be laid, of course, on students: They are not properly taught. Though, as the experience of some Ukraine universities shows, our students and specialists, despite the absence of our universities in the top hundred, are, at least, not worse: they work in different parts of the world and half of the Silicon Valley.

Let's consider how some higher education institutions of Ukraine solve the problem of improving foreign language teaching. Here is a

fragment of the prospectus of the Pridniprovsk State Academy of Civil Engineering and Architecture (PSACA), Dnipro:

On the way to integration into the European educational space;

Modern teaching technologies of the Pridniprovsk State Academy of Civil Engineering and Architecture;

Prestigious specialty + 2 foreign languages + possession of personal computer = components of success in life and career.

"Today it is obvious that scientific and technical information can be correctly perceived or, if necessary, translated by specialists of a specific field of science and engineering, and not by language specialists"[2]. To understand the nature of this or that chemical, physical or technical phenomenon, it is necessary, at least, to be familiar with it. In order to be able to talk on a particular technical topic in a foreign language it is not enough to know the vocabulary and grammar, it is necessary to be a specialist in this industry and to have skills in communication in a foreign language. "This reflects the idea of improving the training of engineers competent in foreign languages, and revising the approaches to the traditional system of teaching foreign languages in polytechnic universities of Ukraine...", "... intensive training of future engineers in foreign languages, which involves studying the French language throughout the entire period of study at a university and a second foreign language from the third year to the end of study (as opposed to other polytechnic universities, where standard curricula for foreign students include languages for only 2 years of study and only one foreign language)" [2]. By the way, there are two branches: French (Architecture and ICE) and English (Applied Materials Science and International Economics), while in the French department 80% of disciplines are taught in French.

N.Yu. Yakovyshena, head of the Department of Intensive Foreign Languages study, PSACA, thinks that "in this connection, the revision of existing training programs for future engineers in the Ukrainian Polytechnic University can be considered as one of the prerequisites for the implementation of joint international educational, scientific and technical projects, for conducting research in international teams and the gradual integration of Ukraine into a single European educational and economic space" [2].

Kyiv International University practices Ukrainian and English as working languages. Course training programs for specialists at the Faculty of Building and Architecture, in addition to high-quality modern professional training, stipulate conducting practical classes and seminars in English.

The concept, adhered to by the teaching staff of the faculty of Accounting and Finance of Zhytomyr State Technological University, provides for compulsory knowledge of professional foreign languages by the faculty staff, which enables to raise the level of teaching and training highly skilled specialists, taking into account European and world treasures [3].

At the National Aviation University, Kiev, for almost 20 years now, there have been over 300 lecturers teaching students of 12 specialties in English.

The proceedings of the International scientific conference "Language strategies in the formation of the world accounting elite" summarized the world experience of teaching foreign languages for specific purposes in the process of training highly skilled specialists in the accounting and financial field... as well as for developing cooperation of scientists of the countries of the world on the way to European and world integration [3].

At Kyiv National University of Construction and Architecture, Water Supply and Wastewater Department for 15 years, students of the II – IV years of study are given the course of lectures on "Foreign professional terminology for WW and HB" in English. But, unfortunately, these examples are rather exceptions than a rule now.

According to the new law on higher education, during re-election of the teaching staff, they will have to pass the exam in the English language proficiency (B2 level). It might be advisable to substitute this requirement for the knowledge of ESP for corresponding specialties. Because, firstly, it will be much more beneficial for the educational process and, secondly, professional English is much easier to learn due to students familiarity with the essence of their profession. In addition, relatively simple grammatical forms only are used in special texts: Present, Past, Future Indefinite Tenses, Passive Voice and non-finite forms of the verb.

These aspects emphasize that knowledge of a professional foreign language can usually be provided by specialists of relevant branches of science with a sufficient level of foreign language proficiency throughout the entire period of study.

3. Ways of solving the problem

During admission of enrollees to higher education institutions of Ukraine, the results of the exam in a foreign language should be taken into account (as a separate item). In this respect, a special decree by the Ministry of Education and Science would be expedient.

Bachelors. First year of study. All students study English for one year under the title "Introduction to a specialty". And for each specialty there is a separate course training program with a list of topics specified in accordance with the core issues of the specialty consistent with the profile department. For students who have not studied English separate groups may be formed, if necessary, taught by teachers of the Foreign Languages Department.

II - IV years of study. Students review the basic elements of the specialty, according to the curriculum, with the discipline "Foreign language for specific purposes", covered by the professors of the main departments. In addition, during each class, teachers of specialties give English equivalents of the keywords. In drawings (and possibly notes) the English translation of the main terms is given in both course projects and diploma papers.

During the third year, students start studying a second foreign language (German or French, optional). There is nothing special in this proposal, as two foreign languages have already begun to be studied at schools + an example of the PSACA. This course is taught by teachers of the Foreign Languages Department (similar to the first-year groups of beginners).

The fourth-year students learn basic elements of the specialty in the second foreign language taught by professors of the profile department. This course is followed by a special training program in a reduced volume.

Masters. In addition to main disciplines, courses in English - "Fundamentals of Scientific Research" and "Patent Search" - are also conducted by professors of the profile department. A special "Business English" course is a sphere of responsibility of the foreign languages department.

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At the annual scientific and practical conferences, students start the practice of composing resumes and delivering reports/presentations in English. A summary of a diploma project along with translation into English should be prepared, so that each graduate could briefly present his work in English.

Adjacent departments should introduce key terms related to the specialty in English as well during the entire period of study.

4. Conclusions

The task of adapting the higher education of Ukraine to the European and world community, concerning foreign languages teaching, can only be solved by radically changing the study of professional foreign languages at a higher school, taking into account the experience of advanced HEIs. The article shows one of the options. In general, it would be better to solve this serious issue for each university, each specialty separately, with due account of their specific features and capabilities. To implement the proposed program, it would be desirable to appoint persons, responsible for the organization of the program at the departments and faculties. It's high time to develop a detailed program for implementing the President's Decree into the educational process and ask ourselves a question: What has everyone personally done for the realization of the Decree since 16.11.2015, and what are our next plans?

The suggestion for the Ministry of Education and Science of Ukraine is to oblige higher education institutions to take practical measures for an appreciable progress in teaching professional foreign languages and report on the results of their implementation.

References

- [1] Newspaper "Youth of Ukraine" of 10.03.2010.
- [2] PSACA Advertising Avenue.
- [3] Invitation to participate in the VIII International scientific conference "Language strategies in the formation of the world accounting elite", held October 15-16, 2009, Zhytomyr.

Питання викладання професійної англійської мови у вищих навчальних закладах України розглядається в контексті інтеграції в європейський освітній простір. Представлено аналіз поточної ситуації в Україні у сфері вивчення професійної іноземної мови у деяких університетах та можливі шляхи підвищення рівня підготовки випускників технічних спеціальностей з належною іноземною компетентністю.

Ключові слова: англійська мова для конкретних цілей, викладання спеціальності іноземною мовою, сучасні технології навчання, програма підготовки курсів, професійна іноземна термінологія

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Вопросы преподавания профессионального английского языка в высших учебных заведениях Украины рассматриваются в контексте интеграции в европейский учебный простор. Представлен анализ текущей ситуации в Украине в сфере обучения профессионального иностранного языка в некоторых университетах и возможные пути увеличения уровня подготовки выпускников технических специальностей с независимой иностранною компетентностью.

Ключевые слова: английский язык для конкретных целей, преподавание специальности на иностранном языке, современные технологические обучения, программа подготовки курсов, профессиональная иностранная терминология

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