



ДНІПРОВСЬКИЙ ДЕРЖАВНИЙ АГРАРНО-  
ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ

Кафедра філології

СУЧАСНА ПЕДАГОГІКА  
ТА  
ЛІНГВОДИДАКТИКА

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КАФЕДРА ФІЛОЛОГІЇ

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ДНІПРО 2024

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У збірнику подано наукові статті, присвячені вивченню теоретичних та практичних аспектів викладання мови та її використання у різних комунікативних ситуаціях. Автори пропонують нові підходи до вивчення мови та її викладання з використанням сучасних технологій та методик, а також звертають увагу на необхідність врахування культурних та соціальних особливостей мовних спільнот. Збірник містить цікаві та актуальні матеріали для викладачів мови, лінгвістів та усіх, хто цікавиться проблемами педагогіки та лінгводидактики.

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***Рецензенти:***

**Мамчич І. П.** – кандидат філологічних наук, доцент, доцент кафедри українознавства, документознавства та інформаційної діяльності ПДАБА;

**Олійник І. В.** – кандидат педагогічних наук, доцент, доцент кафедри інноваційних технологій з педагогіки, психології та соціальної роботи, Університету імені Альфреда Нобеля.

***Матеріали друкуються в авторській редакції. Погляди, висловлені в публікаціях, є виключно позицією авторів. Відповідальність за науковий рівень публікацій, обґрунтованість висновків, достовірність результатів, наявність плагіату несуть автори.***



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## TRENDS IN REFORMING TEACHING METHODS ENGLISH LANGUAGE IN NON-LANGUAGE UNIVERSITIES

*Keteryna Sheypak*

*Lecturer of the Philology Department at DSAEU,*

*Olexandra Pikiner*

*student of gr. OP-1-23 DSAEU*

*New requirements for specialist language training foresee the improvement of language education quality in higher schools. Solving this problem we see in the reformation the methods of foreign language teaching in non-linguistic universities, in particular, the development, realization and implementation the explicative-communicative approach to language teaching practice in higher school. Organization of self-study work using multimedia means is considered in this article as a factor of educational process intensification, an attempt to optimize the process of learning a foreign language. Explication and communicative method of language teaching; linguistic competence; fundamentalization of language education; multimedia; explicator; principle of philologization*

*Keywords: methods, technologies, training, high school, foreign sources, education.*

**Introduction.** The entire process of teaching the English language to foreign non-philological students is subject to the main task - developing flexible, capable of free transfer, internal and external variation of communication skills is free choose the optimal speech strategy for a given situation; use language in various types of intellectual and practical activities based on acquired knowledge, speech skills and abilities, i.e. the formation of communicative competence (from the Latin *compe-teo* - I achieve, I match, I fit).

The concept of “competence” in the methodology of teaching foreign languages began to be used when the attention of methodologists shifted from the teaching strategy to the strategy of mastering the content of educational material. Intensive work to substantiate the model of foreign language communicative competence and develop, on its basis, threshold levels of foreign language proficiency, was carried out by the Council for Cultural Cooperation at the Council of Europe and ended adoption of the document “Common European Competence in the Study and Teaching of Foreign Languages” (system of levels foreign language skills). This document presents the parameters and criteria for assessing proficiency

levels foreign language and communicative competence as learning goals and methods of assessing it using testing technologies.

**The purpose of the research** is to identify the trends in reforming teaching methods foreign language in non-language universities.

**A research problem.** New requirements for specialist language training foresee the improvement of language education quality in higher schools. Solving this problem we see in the reformation the methods of foreign language teaching in non-linguistic universities, in particular, the development, realization and implementation the explicative-communicative approach to language teaching practice in higher school.

**A research problem.** An urgent problem in the teaching and assessment of the humanities is the diversity of perception and assimilation by students of the content of disciplines in accordance with their intellectual development and worldview.

**Relevance of research** is determined by changes in modern professional and pedagogical issues, as well as the need to implement the ideas of modernizing the professional language education of a future specialist in the field of linguistics and intercultural communication and, in particular, the need to clarify the specific characteristics of professionally oriented language education at a university in accordance with specificity of the graduate's specialty.

**The aim of the article** is investigating the formation of foreign language communicative competence of students of non-linguistic universities.

**Objectives of the study are:** to define the problem in the teaching and investigate the formation of foreign language communicative competence of students of non-linguistic universities.

**Scientific novelty** is verified by its topicality and the interest of scientists in the stated topic.

**Research material.** To consider this issue, it is necessary to establish the psychological factors influencing the success of acquiring language competencies.



to trace the evolution of the principles of organizing the process of mass teaching of a foreign language in our country and to analyze the arsenal of pedagogical tools recommended for use in modern audiences in terms of their impact on the cognitive activity of students.

The competency-based approach to training does not deny the importance of knowledge, paying special attention to the ability to use acquired knowledge and solve problems of varying complexity based on existing knowledge.

In the literature on the competency-based approach, there are different definitions of the concepts competence/competence: they either identified or differentiated.

In works where these concepts are differentiated, competence is considered as an intellectually and personally determined social and professional life activity of a person, understood as a result of cognitive learning as an integrative quality of the individual, manifested in the general ability and readiness for activity based on knowledge and experience; competence – as ability and readiness to use the knowledge, skills and generalized methods of action acquired during the learning process in real life in fact, the ability to establish connections between knowledge and a specific situation, make decisions under conditions of uncertainty and develop an algorithm of actions for its implementation.

Communicative competence must be developed taking into account the individual needs and abilities of each student in mastering the target language. We can say that students have developed communicative competence if they are able to express personal ideas rather than preset ones, and can use language creatively, normatively, and purposefully in interaction with interlocutors.

Analysis of the state of foreign language teaching for non-philological students and identifying the reasons for their low level of foreign language proficiency upon graduation prompted us to develop a special explicative communicative methodology for teaching foreign languages, based on the principles of consciously-oriented, context-competence-based and personality-oriented

approaches, which contributes to students' better assimilation of language material and the development of communication skills.

This methodology provides for a rational combination of explanatory, illustrative and communicative teaching. During the learning process it is necessary use well-developed logical thinking of non-philological students in the process of explanation (explication) and develop philological thinking in the process training for more successful students' mastery of a foreign language.

We came to the conclusion that when teaching a foreign language in a nonlinguistic In the process of formation and development of foreign language communicative competence, a university needs to form all its components, but first of all linguistic competence, which is the foundation without which it can any building of communication will collapse. Formation and improvement of linguistic competence involves studying a foreign language not as a linguistic system, but as a means of intercultural communication and a tool for understanding the culture of a certain national community, including linguistic culture.

One of the main problems in organizing the teaching of grammatically correct speech is the problem of methodologically appropriate combination of two sides of speech – content (primarily lexical) and formal (grammatical). Specifics of selecting grammatical material for a non-linguistic university, in our opinion, is to create such a grammatical minimum, which would be necessary and sufficient to achieve the goals of foreign language communication, including professional communication.

Thus, the volume and content of grammatical material should be sufficient to use the language as a means of foreign language oral and written professional communication (communicatively sufficient for student-non-philologist), real in the existing conditions of a modern non-linguistic university and guaranteeing the level of proficiency in grammatically correct speech by all students.

A systemic-functional approach to the organization of grammatical material should, in our opinion, be carried out in conjunction with a situational-thematic organization of lexical material. This makes it possible to combine situations into



logical and semantic thematic blocks in order to better master students' lexical and grammatical material, which contributes to mastery students correct grammatically, thematically and logically coherent speech in a foreign language. In this regard, it is important to take into account the individual life experience of students, their interests, needs, as well as individual psychological characteristics.

The fundamental principle of constructing a set of exercises is the principle of philologization, which provides for the formation of linguistic competencies with deep mastery of grammatical competence and support lexical, phonetic and spelling competences.

By performing language exercises, students gradually accumulate language material and master individual operations and actions that develop a meaningful understanding of the lexical and grammatical phenomena of English language. Already at the first stage of mastering a particular grammatical structure, then is at the stage of its primary consolidation, the student takes an active mental part in solving the task assigned to him. Carrying out such work contributes to achieving full consciousness of students when mastering the language material being studied, and their active mental activity is the key to successful implementation of further more complex verbal and mental skills operations when creating more or less detailed speech utterances.

Since the independent educational and cognitive activity of students takes a priority place in the educational process, becomes its basic component and a prerequisite for the training of a modern specialist, then it must be provided accordingly.

For this purpose, we created a multimedia version of the explicator. The multimedia version of the explicator is a grammatical a reference book with a large number of multi-level language exercises and tests for training grammatical phenomena and relieving grammatical difficulties. During independent work with a multimedia explicator, students perform the following independent subjective actions:



- awareness of the content of the informative grammatical material of the topic by processing and clarifying the content, identifying the basic grammatical concepts of the topic, its terminology;

- practicing grammatical material by memorization, analysis of what is given in tables of material, training in language grammar exercises, filling out the algorithm, presenting the studied material in another form;

- drawing up questions, diagrams and algorithms by analyzing the studied grammatical information, highlighting the main sections, concepts, rules and terms, arranging them in a logical sequence, deducing evidence, generalizations and conclusions;

- actions to organize the study and checking of grammatical material individually, in pairs with a partner, in a study group, using questions, keys, reminders and algorithms;

- actions of control, self-control, assessment and self-assessment for studying and mastering grammatical material, its main sections, concepts, terms of exercises, tests;

- actions to improve the quality of students' knowledge and skills by conducting self-examination of their independent learning activities, error analysis, selection of additional teaching tools and techniques, drawing up a training route.

Consequently, the modernization of language education in a non-linguistic university assumes:

- individualization of the educational process, students' choice of the necessary educational trajectory and regulation of the intensity of classes, independent work with educational materials that contribute formation and improvement of foreign language professionally oriented competence necessary for students in future professional activities;

- the use of new educational technologies – electronic educational materials, educational portals, online discussions, as well as modern effective teaching methods;

- changing the role of the teacher – he is required to move from traditional pedagogical concepts to new pedagogical strategies; instead of being a source of knowledge, the teacher must now act as a manager of the learning process;

- competency-based orientation of the educational process – developing in students the ability to obtain and analyze information, make decisions independently and consciously, and achieve their goals.

In addition to foreign language and professional competencies, it is required to develop the student's personality, help him discover his abilities. Student must be prepared not only for his future professional activities, but also to life in modern society with its high competition, the struggle for jobs, for professional success.

**Conclusions.** Thus, the analysis of the research made it possible to state that the pedagogical conditions are aimed at achieving the optimal level of information content and awareness of knowledge, high communication, at stimulating selfeducation in the professional sphere. The effectiveness of the formation of a foreign language communicative competence will be ensured when creating specific pedagogical conditions: determination of the structure of the goals of learning a foreign language; the definition and structuring of the learning content of a foreign language into blocks, modules and private didactic units; the transformation of the content of education into the system of educational tasks for the organization of educational and cognitive activity of students; the use of information and communication technologies for the organization of educational and cognitive activities of students; the intensification of speech communication of students based on the use of interactive forms of learning; the individualization of goals, content and the process of teaching students. The conducted research does not exhaust all aspects of the scientific problem touched upon.

**Prospects for further research.** We see the prospect of research in the further consideration of new approaches that take into account modern scientific achievements that meet the socio-cultural needs of society and the professional fields of activity of a linguist.

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