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NEW CHALLENGES IN TEACHING EFL IN AGRICULTURAL INSTITUTIONS OF UKRAINE

The paper defines and analyses the priorities in teaching EFL in agricultural education institutions in Ukraine. The most efficient ESP teaching approaches and techniques are discussed in the context of current priorities in higher education. The question of Ukraine integration into the global higher education area and the necessity to be sensitive to the demands of modern employers and highly competitive labour market. Under the dynamic processes of globalisation and the integration of Ukraine into the world educational environment, making changes in the system of tertiary education has become of crucial necessity and priority. The world has changed and the society as well. Modern business environment and the principles of humanization and democratization determine nowadays the profile of a successful professional who must be able to perform in highly competitive multicultural globalised environment.

The analysis of the current challenges in EFL teaching and the search for possible solutions to the existing problems are thought to be of great value and demand further consideration. To conduct this analysis properly, it is reasonable to indicate that since 2010s the focus in tertiary education has shifted from instructor-oriented teaching to learner-centered. It means that at each higher education establishment an EFL course has to be developed with regard to the current demands of learners. In the Greenwood Dictionary of Education J. W. Collins and N. P. O'Brien defined student-centered instruction as instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. [1, p.338]. Therefore, under student-centered education, learners become active participants of the learning process which tremendously increases their motivation and, as the result, influences significantly the final result of the educational process.

In this respect, before developing an EFL syllabus in the frames of a student curricular, it is reasonable to consider the needs of future graduates and define what actually they are expected to gain during the period of their study at the university.

The current priorities of higher education programmes in Ukraine are as follows:

- the links of higher education to the labour market and the demands of potential employers;
- the integration of higher education and research;
- the integration of Ukraine into the global higher education area;
- cross cultural awareness of future graduates and their ability to communicate effectively in everyday and business multicultural environment;
- the principle of lifelong learning.

Taking into consideration the priorities mentioned, it is evident that the role of EFL learning is meaningful. Recently, thorough knowledge of the English language has become one of the main demands of employers in Ukraine. Many companies have already implemented the practice of conducting job interviews in English or introduced obligatory system of testing allowing them to evaluate their applicants' level of the English language proficiency. The integration of higher education and research is very difficult to imagine without knowledge of English as well, as the results of many investigations are presented and debated in English. Another reason to improve the English language proficiency is the students' possibility to be involved in the numerable programmes of educational mobility which allow them to continue their education and research work in the world leading universities. What is more, the knowledge of English provides the possibility to function in everyday and business multicultural environment and is really necessary for gaining new knowledge and developing further for employment and personal fulfilment which actually is supposed by the principle of lifelong learning.

In the diversity of existing EFL teaching approaches and methods, the preference should be given to those which will give the possibility to provide students with the intensive training and to enable them to use the English language flexibly in future professional environment and, what is equally important, to be efficient participant of multicultural international communication. This goal has to be achieved in the shortest time period, being in the frames of students' curriculum, and when a significant part of language learning auditorium does not have sufficient knowledge of general English. It means that EFL teachers in tertiary education should apply such techniques which will be able to improve knowledge of general English as well as equip learners with ESP acquisition.

Having in mind the preparation of future professionals, Content Based Instruction and Content and Language Integrated Learning are definitely of priority to deliver maximum professional context in EFL classroom and significantly enrich special vocabulary. They suppose using a great diversity of authentic information sources which can be of great value for students to familiarize and accumulate international experience in their professional domain. CBI and CLIL have already successfully been used in many Ukrainian universities. While CLIL is based on using original materials and course books to teach professionals, Content Based Instruction provides the possibility to bring outside environment into a classroom. Under CBI students are focused on learning about something by analyzing information from different suitable sources that deal with various aspects of the subject under consideration. In ESP classroom it can be some professional issue. It is a more natural



way of developing language ability as well, as students learn about some subject using the target language rather than their native one. A target language becomes a tool for developing content knowledge. And gaining this knowledge, students simultaneously develop their linguistic ability. The diversity of sources that can be used is really immense: reference books, audio or video of lectures, presentations, website materials, etc. The use of these materials makes the process more motivating and involving, as learners can participate actively even at the stage of material selection. Authentic sources provide vivid examples of target language pronunciation, grammar patterns, collocations, and even the format of information presentation. CBI provides maximum learners' involvement and encourages them to use target language in spite of the level of their language proficiency as during the lesson they have to work in groups to research some issue and fulfil the assigned task, they have to interact with each other in a target language to come to some common idea and then to share and compare the results with other groups. Simultaneously, under this form of instruction students develop a number of other valuable study skills such as making analysis and extracting key information, summarizing, creative thinking and team working. All these skills are supposed to be gained and developed at different stages of study at the university and are the prerequisites to future graduates' success under the demands of modern globalized world.

Project work should become another valuable form of EFL instruction in higher education institutions in Ukraine. This type of learning by doing, learning through questioning, inquiry, and critical thinking has quite a long history. This strategy is relevant in today's EFL classroom as well. Project-based learning has evolved as a method of instruction that supposes gaining content through hands-on learning. Characterising project-based learning, Thomas Markham highlighted that PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum - a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience [2, p. 38]. A number of European colleges and universities have been successfully using this approach for years trying to prepare their students to collaborative team work which is sometimes really crucial in finding solutions to global word problems. The introduction of this form into the EFL course gives the possibility to prepare students to practices of European universities under new demands and opportunities of educational mobility.

Another efficient technique which has become really popular in ESP courses nowadays is the case method. As potential employers mostly seek practical language skills from job applicants, this method is considered to be one of the most relevant to train future graduates. Students are given some interesting real life situation and are expected to analyse it and explain the relationship among events in this particular case, evaluate the options and predict possible effects of proposed actions. Being engaged in such activities, students do not only practice the target language skills, but try to apply

different techniques and methods they have learned in their professional course. Being very close to the reality, this method has significant practical value for future graduates.

Therefore, the choice of the best strategies to teach EFL at universities has to be made in correlation with the modern tasks of tertiary education in Ukraine and should be based on future graduates' expectations and demands. The special priority must be given to the EFL teaching techniques which make possible to approach the learning process to the real life needs of modern globalized multicultural business world and develop all target language skills to the level which will satisfy the demands of potential employers and enable the future graduates of higher education institutions to use the opportunities provided by the integration of Ukraine into the global higher education and scientific research area.

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СУЧАСНІ ПІДХОДИ ДО ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ АГРАРІЇВ ДО ІНШОМОВНОГО ПРОФЕСІЙНО ОРІЄНТОВАНОГО СПІЛКУВАННЯ

Актуальність питання вивчення іноземної мови пов'язана з інтеграційними процесами, що відбуваються в Україні та світі та змінюють певною мірою економічну, соціальну та освітню сфери країни. Сучасний ринок праці розширює свої кордони й висуває нові вимоги до фахівців. Сьогодні роботодавці зацікавлені у висококваліфікованих працівниках, які вільно володіють іноземними мовами на рівні, достатньому для здійснення та підтримки ефективної професійної взаємодії з бізнес-партнерами. Це, у свою чергу, спричиняє оновлення вимог до закладів вищої освіти, що мають забезпечити необхідні умови для формування в майбутніх аграріїв іншомовної професійної компетентності, від якої залежить результативність співпраці з іноземними бізнес-партнерами. Особливу роль в розв'язанні цих завдань відіграє формування готовності майбутніх фахівців аграрного профілю до професійного спілкування іноземною мовою. Відповідно до цих вимог іншомовна підготовка в аграрних закладах вищої освіти потребує пошуку нових підходів до організації освітнього процесу.

Попри той факт, що питання формування готовності майбутніх фахівців-аграріїв до іншомовного професійно орієнтованого спілкування досліджено в