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FOREIGN LANGUAGE TRAINING OF MASTER'S DEGREE STUDENTS OF TECHNICAL SPECIALTIES

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Summary

The purpose of the study is to characterize the peculiarities of foreign language training of master's degree students of technical specialties based on the analysis of modern research.

The relevance of the raised problem is determined by the fact that the modernization of higher education, its entry into the European and world educational space is not possible without a significant increase in the quality of foreign language training of master's degree students, in particular, technical specialties.

The novelty of the research lies in the fact that the article characterises features of foreign language training of master's degree students of technical specialties, namely: admission based on *the Unified Entrance Exam* in foreign languages taking into account *the Common European Framework of Reference for Languages: Learning, Teaching, Assessment* in order to balance the level of language proficiency of students (level B1-B2); availability of a wide range of disciplines for foreign language training of master's degree students, in particular: "Practical Foreign Language Course for Business Communication (English)", "Practical Foreign Language Course for Scientific Communication (English)", "Universal Competencies for Career Success", "English for Scientific Communication", "Ethics of Business and Professional Communication", "Business Foreign Language", "English for Specific Purposes", "Foreign language (English) for Scientific Publications", "Scientific Foreign Language" and others; strengthening the practical component of foreign language training of master's degree students of technical specialties; continuity of foreign language education of master's degree students of technical specialties; partial involvement in master's programs the Content and Language Integrated Learning, which is based on the study of professional disciplines in inseparable unity with foreign language mastering, the involvement of intra-disciplinary and interdisciplinary connections; increasing motivation both for the foreign language learning and profession; expanding opportunities for lifelong learning, continuous self-improvement and self-development; study of professional disciplines in foreign languages.

As a result of the conducted research, the peculiarities of foreign language training of master's degree students of technical specialties have been characterised. The material and conclusions of the research can be used to modernize the educational process of foreign language training of master's degree students of technical profiles, improve curricula and programs. It is found that further scientific research can be devoted to the study of innovative methods and approaches to the foreign language training of master's degree students of technical specialties.

Keywords: *foreign language training; master's degree students of technical specialties; Common European Framework of Reference for Languages; the Content and Language Integrated Learning.*

Introduction. The intensive development of international relations in our time, as well as integration, informatization, scientific and technical progress, together with the need for high-

quality general professional training of future engineers, present an urgent need for their foreign language training as one of the main requirements for a modern highly qualified specialist. In today's globalized world, foreign languages are becoming universal means of communication, in various spheres of activity, including professional.

With this in mind, we can underline that engineers' foreign language competence serves as the key that opens opportunities for cooperation, establishment and development of professional highly effective contacts with international colleagues and exchange of information between foreign partners, qualified and prompt solution of professional tasks through the involvement international experience, expands opportunities for lifelong learning, continuous self-improvement and self-development, etc. [10, p. 141].

The research problem. The modern paradigm of foreign language education in technical higher education institutions of Ukraine should primarily focus on building such a system of training specialists in technical specialties, which would provide for student-centeredness, openness, flexibility, mobility, practical orientation and integration at all levels of higher education, in particular the second (master's) level, which in the future will enable the specialist to adapt to the changing conditions of professional activity.

All these requirements increase the need to shift the emphasis on mastering foreign languages of master's degree students of technical specialties.

Analysis of current research and publications related to the problem. Various issues regarding the foreign language training of master's degree students are investigated by T. Bondar, J. R. Bonces, P. Hood, C. Dalton-Puffer, S. Darn, M. Duenas, D. Coyle, D. Marsh, O. Meyer, O. Zelenska, Z. Kornieva, O. Maniutina, N. Mykytenko, S. Nikolaieva, O. Tarnopolskyi, R. Wiesemes, E. Harrop, etc.

The research purpose conducted within the framework of the article is to characterise the peculiarities of foreign language training of master's degree students of technical specialties based on the modern research.

The novelty of the research. It is substantiated that the foreign language training of master's degree students of technical specialties is an integral component and a driving force for expanding opportunities for lifelong learning, constant self-improvement and self-development.

It is highlighted that the introduction of Content and Language Integrated Learning during the foreign language training of master's degree students of technical specialties makes it possible to strengthen the practical component of foreign language training, while ensuring the continuity of the foreign language education.

It is established that the modern realities of foreign language training of master's degree students are related not only to mastering disciplines directly related to the study of foreign languages, but also professional disciplines in English. At the same time, the disadvantage is that such training in higher education institutions of Ukraine is carried out in a limited or fragmentary manner, mainly at lecturers' initiative.

Statement of basic material. As O. Zelenska notes, foreign languages serve as a necessary component of professional activity, since academic and labour mobility, unified international educational standards, joint labour and research activities require mastery of it [6, p. 94]. Foreign language training plays an integral role in the preparation of masters' degree students for speeches at international conferences, seminars, round tables both in Ukraine and abroad, for the possibility of student exchange, etc.

In Ukraine, people are currently admitted to prepare for a master's degree on the basis of the *Unified Entrance Exam* in foreign languages taking into account the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (level B1-B2) [9]. The entrance test program was approved by the Order of the Ministry of Education and Science No. 411 of March 28, 2019. The content of tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of tasks. The objects of assessment are speech competence in reading, as well as language lexical and grammatical

competence. The content of the test tasks is based on authentic samples of literary speech, accepted in the countries whose language is studied, in accordance with the spheres of communication and the subject of texts [9].

K. Halatsyn and A. Feshchuk note that the introduction of foreign language entrance exams for most bachelor's majors and *the Unified Entrance Exam* when entering a master's degree is the factor that stimulates the study of foreign languages. Moreover, scientists note that the implementation of graduate education in Ukraine makes it possible to increase the level of foreign language communication, in particular, the acquisition of language knowledge and communicative competences necessary for effective communication in the academic and scientific space. Since the master's degree involves training specialists not only for professional, but also for their scientific activities, there is a need to stimulate the formation of readiness and ability to communicate in foreign languages in the academic environment [4, p. 58].

The English for Specific Purposes (ESP) National Curriculum for Universities states that since the entry level of master's degree students is B2 (Independent User), it provides them with independent communicative competence to function effectively in academic and professional environments. At the same time, universities can, at their own discretion, further develop foreign language competence of master's degree students, which has its own specificity from the point of view of their specialization. This level of professional education largely integrates language skills with the content of a specific specialization, which can be implemented through collective teaching by language lecturers and lecturers of professional disciplines of specially developed university courses. In the conditions of constant growth of international academic mobility with the assistance of the Bologna process, the target C1 level of master's degree students opens opportunities for Ukrainian universities to join the European space of higher education as equal and strong partners, as well as to ensure such a state of affairs when universities in Ukraine can continue to develop as international educational centres [1].

Currently, the master's program for foreign language training of students of technical specialties offers a wide range of disciplines, for example, "Practical Foreign Language Course for Business Communication (English)", "Practical Foreign Language Course for Scientific Communication (English)" (National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"); "Universal Competencies for Career Success", "English for Scientific Communication", "Ethics of Business and Professional Communication" (Admiral Makarov Technical University of Shipbuilding); "Business Foreign Language" (Dnipro State Technical University); "English for Specific Purposes", "Foreign language (English) for Scientific Publications" (Ivan Franko National University of Lviv); "Scientific Foreign Language" (National University "Yuri Kondratyuk Poltava Polytechnic"); "Foreign Language", "Foreign Language for Specific Purposes", "Business Foreign Language" (Odessa National Technological University); "Scientific Foreign Language" (Prydniprovskya State Academy of Construction and Architecture) and others. All of them are focused on different aspects of foreign language training, such as: academic and professional-situational communication; scientific and technical literature on the specialty; annotation of scientific texts; participation in discussions and debates; academic writing in a foreign language, formation of socio-cultural competence regarding Ukraine and the country whose language is studied; scientific conference, preparation of an oral report and presentation, etc. They testify to the strengthening of the practical component of the foreign language training of master's degree student of technical specialties.

O. Zelenska states that the content of the business foreign language training course for students of higher education institutions at the master's level in modern conditions of the new educational paradigm, international political, economic, cultural cooperation should contribute to the formation of the competence of foreign language business communication on the interdisciplinary basis, which is a multi-component phenomenon, which covers communicative, psychological, informational, cultural, social and professional competences, which, in turn, contain a number of other competences that are interconnected and complement each other. This approach

ensures effective foreign language communication in business, professional, cultural and social spheres, that is, the ability to communicate freely in real life situations, and is an important part of the general professional competence of the future master's degree [6, p. 97]. Therefore, we can state that the foreign language training of master's degree students of technical specialties allows them to expand opportunities for lifelong learning, constant self-improvement and self-development.

T. Bondar notes that the formation of students of the second (master's) level of higher education with a respectful attitude to diversity, multiculturalism, the ability to work in an international context motivates the feasibility of analyzing the study course "Foreign language for Specific Purposes", the content of which takes into account the specifics of the activity in the conditions of a multicultural environment. A foreign language is designed to ensure an effective dialogue between cultures, mutual understanding, to teach effective interaction with partners through the education of tolerance and respect for the culture of communicative partners [3, pp. 197-198].

S. Gedz emphasizes that one of the most urgent tasks of a modern Ukrainian higher school in the course of professional training of master's degree students is to achieve such a level of their scientific and professional training that would help develop the skills of independent, analytical and creative thinking for making the right decisions as in both typical and atypical situations that may arise in the process of performing various professional tasks, as well as being able to work with English-language scientific literature, describe the results of their scientific research in the form of theses and scientific articles, have the necessary knowledge and developed skills for presenting in English the results of their investigations at scientific conferences and seminars, demonstrating fluency in monologue speech skills on a scientific problem, as well as the ability to participate in scientific discussions in English [5, p. 281].

O. Zelenska notes that a foreign language contributes to the realization of a practical goal (mastering a language for professional and business communication); educational goal (increasing general culture, obtaining subject and cross-subject knowledge, mastering various abilities and skills); educational goal (formation of a scientific outlook, responsibility, morality, tolerance of the future master's personality); developmental goal (development of intellectual, motivational and emotional spheres of personality, formation of self-awareness and personal reflection) [6, p. 94].

K. Halatsyn, A. Feshchuk emphasize that master's degree students of technical specialties deliberately choose "Practical Foreign Language Course for Scientific Communication". As the survey proved, masters understand that the new scientific research is possible if scientists' achievements of foreign countries are used, which are presented mainly in English, therefore mastery of it is a mandatory professional competence. According to scientists, this is an important motivator for acquiring knowledge and skills of foreign language scientific communication [4, p. 60].

In addition to disciplines that are directly related to the mastery of foreign languages and provide foreign language training for masters of technical specialties, another way of such training is the study of professional disciplines in a foreign language, which contributes to increasing motivation both for learning a foreign language and profession. At the same time, as R. Bolaito & R. Vest note that despite the existence of a broad national policy that allows the teaching of professional disciplines in English at universities, this process is passive as the authorization of teaching in English, rather than its active popularization [2, p. 79], teaching in English is limited or fragmented, mainly as an initiative of some faculties or institutes [ibid., p. 86]. Z. Korneva also focuses on the insufficient number of hours allocated to mastering foreign languages [7, p. 12].

In addition, scientists emphasize that the strategy for teaching professional disciplines in English should contain a clear argument in favor of teaching specialized subjects in English, justification of its financial support with agreed goals (number of programs and their time frames) for each university and department/faculty [2, p. 92]. The researchers suggest the fact that increasing contact hours to meet the requirements on the scale of *the Common European*

Framework of Reference for Languages: Learning, Teaching, Assessment will allow teachers to create favorable conditions for improving students' language level. The Ministry and educational institutions should bring the contact hours in line with the Ministry's recommendations on the transition from one level on the scale of *the Common European Framework of Reference for Languages: Learning, Teaching, Assessment* All-European recommendations for language education to another" [2, p. 101]:

Target Level	A2	B1	B2	C1
Initial Level				
A1	200 hours	400 hours	600 hours	850 hours
A2	.	200 hours	400 hours	650 hours
B1	.	.	200 hours	450 hours
B2	.	.	.	250 hours

All of mentioned proposals require urgent steps to review the established system of English language teaching in technical higher education institutions in Ukraine and make appropriate adjustments.

Another way to improve foreign language training is through improving the content of special disciplines, the so-called Content and Language Integrated Learning, integration of foreign language learning and professional disciplines. B. Tarnopolskyi indicates that the immersion of professional subjects should take place gradually, which will allow to raise this level to the 5th year in such a way that in this last year of study it becomes possible to fully immerse in a foreign language [11, p. 26]. The scientist points out that a significant advantage of such training is the impossibility of separating language training and future specialty training. As a result, a foreign language turns into an almost professional discipline with all the unconditional positive consequences that follow from such a transformation [ibid., p. 26]. When implementing tasks of integrated education, there is an inseparable and harmonious interpenetration of some of the most essential and important issues from various professional educational disciplines, which allows us to ensure the continuity of foreign language education. Its implementation in the educational process of higher education institutions gives a qualitatively new result regarding the comprehensive awareness of one's own professional activity.

Conclusions, prospects for further research, suggestions. The analysis of advanced scientific developments and works of researchers [1–11] made it possible to characterise such peculiarities of foreign language training of master's degree students of technical specialties as:

- admission based on *the Unified Entrance Exam* in foreign languages taking into account *the Common European Framework of Reference for Languages: Learning, Teaching, Assessment* in order to balance the level of language proficiency of students (level B1-B2);
- availability of a wide range of disciplines for foreign language training of master's degree students, in particular: "Practical Foreign Language Course for Business Communication (English)", "Practical Foreign Language Course for Scientific Communication (English)", "Universal Competencies for Career Success", "English for Scientific Communication", "Ethics of Business and Professional Communication", "Business Foreign Language", "English for Specific Purposes", "Foreign language (English) for Scientific Publications", "Scientific Foreign Language" and others;
- strengthening the practical component of foreign language training of master's degree students of technical specialties;
- continuity of foreign language education of master's degree students of technical specialties;
- partial involvement in master's programs the integrated study of Content and Language Integrated Learning, which is based on the study of professional disciplines in inseparable unity

with foreign language mastering, the involvement of intra-disciplinary and interdisciplinary connections;

- increasing motivation both for the foreign language learning and profession;
- expanding opportunities for lifelong learning, continuous self-improvement and self-development;
- study of professional disciplines in foreign languages.

Further scientific research can be devoted to the study of innovative methods and approaches to the foreign language training of master's degree students of technical specialties, which are based on students' interaction and contribute to the modelling of future professional activities.

ՏԵԽՆԻԿԱԿԱՆ ՄԱՍՆԱԳԻՏՈՒԹՅԱՄԲ ՄԱԳԻՍՏՐՈՄՆԵՐԻ ՕՏԱՐ ԼԵԶՎՈՎ ՊԱՏՐԱՍՏՄԱՆ ԳՈՐԾՆԹԱՅԻ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ

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Անփոփում

Սույն հոդվածում ուսումնասիրված և ներկայացված է ժամանակակից հետազոտությունների վերլուծության հիման վրա տեխնիկական մասնագիտությամբ մագիստրոսների օտար լեզով պատրաստման առանձնահատկությունների բնութագրումը:

Ուսումնասիրվող նյութը և եզրակացությունները կարող են օգտակար լինել տեխնիկական ոլորտի մագիստրոսների օտարալեզու պատրաստման ուսումնական գործընթացը արդիականացնելու և ուսումնական պլաններն ու ծրագրերը բարելավելու տեսանկյունից:

Բանալի բաներ՝ Օտար լեզվով ուսուցում, տեխնիկական մասնագիտությունների մագիստրոսներ, լեզուների կրթության համաեվրոպական ուղեցույցներ, մասնագիտական հաղորդակցության անգլերենի ծրագիր, մասնագիտության և օտար լեզվի ինտեգրված ուսուցում:

ИНОЯЗЫЧНАЯ ПОДГОТОВКА МАГИСТРОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация

Цель данной статьи – на основе анализа современных исследований охарактеризовать особенности иноязычной подготовки магистров технических специальностей.

Актуальность поднятой проблемы обусловлена тем, что процессы модернизации высшего образования Украины, ее вхождения в европейское и мировое образовательные пространства трудно реализовать без существенного повышения качества иноязычной подготовки соискателей, в том числе и технических учреждений высшего образования.

Новизна исследования состоит в том, что в статье охарактеризованы особенности иноязычной подготовки магистров технических специальностей, а именно: поступление на основе результатов единого вступительного экзамена по иностранным языкам (ЕВИ) с учетом Общевропейских рекомендаций по языковому образованию с целью уравнивания уровня владения языком соискателей образования (уровень В1-В2); наличие широкого спектра дисциплин для иноязычной подготовки магистров, в частности: «Практический курс иностранного языка для делового общения (английский)», «Практический курс иностранного языка для научной коммуникации (английский)», «Универсальные компетенции для успешной карьеры», «Английский язык для научного общения», «Этика делового и профессионального общения», «Деловой иностранный язык», «Английский язык по профессиональному направлению», «Иностраный язык (английский) для научных публикаций», «Научный иностранный язык» и другие; усиление практического компонента иноязычной подготовки магистров технических специальностей; преемственность и непрерывность иноязычного образования соискателей по техническим специальностям; частичное привлечение в магистерские программы интегрированного обучения специальности и иностранному языку, основанное на изучении профессиональных дисциплин в неразрывном единстве с овладением иностранным языком и привлечением внутридисциплинарных и междисциплинарных связей; повышение мотивации как к изучению иностранного языка, так и к освоению профессии; расширение возможностей обучения на протяжении жизни, постоянного самосовершенствования и саморазвития; изучение профессиональных дисциплин на иностранном языке.

В результате проведенного исследования нами были охарактеризованы особенности иноязычной подготовки магистров технических специальностей. Материал и выводы исследования могут использоваться для модернизации образовательного процесса иноязычной подготовки магистров технического профиля и совершенствования учебных планов и программ. Отметим, что дальнейшие научные исследования могут быть посвящены изучению инновационных методов и подходов к иноязычной подготовке магистров технических специальностей.

***Ключевые слова:** иноязычная подготовка, магистры технических специальностей, Общевропейские рекомендации по языковому образованию, Программа по английскому языку для профессионального общения, интегрированное обучение специальности и иностранному языку.*

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