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REGIONAL STUDY MATERIAL AS AN IMPORTANT COMPONENT OF THE ENGLISH LANGUAGE STUDYING BY STUDENTS OF NON-LANGUAGE MAJORS**YAREMENKO N. V.**, PhD in Pedagogy, Associate Professor*National University of Life and Environmental Sciences of Ukraine**E-mail: iaremenko.nv@gmail.com**ORCID 0000-0002-5894-0295*

Abstract. *At the present stage of the development of society, English is necessary for intercultural communication, so its study is given much attention during the training of students of non-language majors. At the same time, it is not enough to know only the vocabulary and grammar of the English language, because when communicating it is necessary to understand the culture and features of the country the representatives of which they communicate. The purpose of this publication is to prove the need to introduce material on regional studies in teaching English to students of non-language majors and highlight our own experience in this field. During the research, such methods as analysis of scientific and pedagogical literature, generalization, synthesis and formulation of conclusions were used. The article highlights the approaches to regional studies as a science (discipline related to the methods of teaching foreign languages, which is aimed at studying general patterns of the development of large regions; discipline, which aims to study selected and organized set of economic, historical, socio-political, geographical and other knowledge; discipline, which is related to the content and features of language communication of native speakers, etc.). It is established that in order to effectively teach the material on regional studies it is necessary to carefully select educational material (historical texts, illustrations, audio and video materials), which presents the specifics of a particular English-speaking country.*

For thorough acquisition of knowledge, it is also advisable to perform exercises for better mastery of educational material (aspect-oriented, analytical and oral exercises aimed at mastering linguistic reading and exercises aimed at developing the ability to plan reading activities, form techniques of linguistic reading and self-control exercises). Our own experience of teaching regional studies to students of non-language specialties (preparation of reports and presentations, writing essays on relevant topics, organization of discussions) is highlighted.

Key words: *regional studies, regional studies material, students of non-language majors, teaching English.*

Introduction. The English language is the key to intercultural communication, so much attention is paid to its study both in secondary school and in institutions of higher education. The need to learn the English language is constantly increasing, and at the same time, the approaches to its teaching are changing. If earlier the main emphasis in learning a foreign language was on lexical and grammatical material, then at the current stage of language teaching teachers should also pay attention to general cultural, national cultural and country studies components.

At the same time, we note that in most cases, English language textbooks for students of non-linguistic specialties do not contain materials of a country science nature, so it is necessary to find other opportunities to provide students with knowledge related to the culture and history of English-speaking countries.

As the scientists emphasize, the country studies competence is an important component of the training of future specialists, because mastering a foreign language consists not only in the knowledge of grammatical and lexical units, but also in understanding the reali-

ties of the country whose language is being studied. That is why teachers of higher education institutions should correctly select and present material of a country science nature, make its teaching understandable, interesting and useful for students, increase interest and motivation in learning English (Belyaeva, 2007). (Vlakhov, 2016).

Analysis of recent studies and publications. Based on the analysis of the works of different teachers, it can be stated that the formation of country studies competence in students of non-linguistic majors is an important component of the training of future specialists. Thus, I. Bulkina and Z. Petryaeva developed methodical recommendations for the independent work of students of the specialty regarding the study of materials on country studies. L. Moroz, I. Pashko studied the socio-cultural aspect in learning a foreign language as a factor of developmental learning, N. Sabat analyzed the formation of linguistic and country studies competence of future translators taking into account the multinational nature of the spread of the English language; O. Yazlovitska studied the linguistic and regional studies component of foreign language studies at language faculties. Highly appreciating the achievements of scientists, we believe that the experience of teaching country studies material to students of non-linguistic majors is not sufficiently represented in the scientific literature.

Purpose. Therefore, the purpose of the article is to prove the need to introduce material from country studies during the teaching of English to students of non-linguistic majors and to highlight one's own experience on this issue.

To solve the set goal, we consider it necessary to solve the following **tasks**:

- to determine approaches to the definition of country studies;
- find out the reasons for the need to study country studies material by students of higher education;
- highlight one's own experience regarding the approaches of teaching

country studies material with students of non-language majors.

Methods. Methods and materials of the study include the analysis of scientific and pedagogical literature, generalization, synthesis and formulation of conclusions. A sufficient number of materials were developed for understanding the research topic.

Results. The specificity of teaching English at non-language faculties is that this discipline is not the main one, so a rather small number of hours are allocated to its study. Solving this problem is facilitated by a creative approach to teaching English and the ability of teachers to select such teaching methods and the content of educational material that will effectively contribute both to increasing motivation to learn English and to the accumulation of relevant knowledge and skills among students. The expediency of such an approach to the organization of the educational process was emphasized in the work of Academician V. Bezpalka, who noted that an important approach to teaching is not only the quality of providing knowledge, but also the method of its implementation [1, p. 45].

From work experience, we can say that knowledge of a country-scientific nature is in many cases a motivating factor for studying an academic discipline, because studying this material, students get not only academic knowledge, but mostly get acquainted with the realities and peculiarities of the existence of the society whose language they study.

It should be noted that country studies is a discipline related to the methodology of teaching foreign languages and is aimed at studying the general patterns of development of large regions. Studying country studies, students get acquainted with the socio-economic situation of the society, history, geography, ethnography, traditions and properties of the people and peculiarities of the language of one or another region [3, p. 8].

Other scientists define linguistic and regional studies as a discipline, the purpose of which is to study a selected and organized set of economic, historical, socio-political, geographical and other knowledge that is related to the content and features of language communication of native speakers, which is included in the learning process in order to provide educational and educational goals [5, p. 227].

V. I. Shcherbakov considers country studies as a system of historical and cultural knowledge that acquaints students with the most important concepts and phenomena related to politics, culture, history and geography of the country, traditions and everyday life of the people, cultural features, rules of verbal and non-verbal communication behavior [6, p. 198].

According to O. Yazlovitska, the country studies component during the study of the English language is aimed at studying national and cultural features in lexical language units, which are reflected in proper names, aphorisms, phraseological units that have no analogues in the native language. The work on the country studies material is based on historical texts, illustrative materials, audio and video materials, which vividly demonstrate the peculiarities of English-speaking countries.

The selection of material is carried out in accordance with the criteria of topicality, modernity and cultural value. Also, during the selection of material, it is necessary to take into account the professionally oriented composition of the texts (if possible), informativeness, consideration of genre diversity, as well as the linguistic and local studies component of orientation to the modern realities of English-speaking countries, the typicality of local studies phenomena and representativeness [7, p. 165].

At the same time, in order to consolidate students' knowledge, the texts should be accompanied by a certain set of exercises that allow, on the one hand, to consolidate new lexical units, and on the

other hand, knowledge of a country science nature. In particular, it is recommended to implement two groups of exercises. The first group of exercises is aimed at directly mastering the skills of linguistic and regional studies reading and includes aspect-oriented, analytical and speech exercises.

The second group of exercises is aimed at mastering individual strategies for reading texts of this type. In particular, these are exercises aimed at forming the ability to plan reading, form linguistic and regional reading techniques, and exercise self-control [9, p. 560].

Implementation of the knowledge of the country studies unit in the English language classes of students of non-language faculties can be considered a method of integrated education, because students not only learn the language, but also gain knowledge about the countries whose language is being studied. That is why materials of a country science nature are becoming more and more relevant today. However, they must be carefully selected by the teacher. For students of non-linguistic majors, emphasis should be placed on immersing students in English culture and the specifics of English-speaking countries, which is a very important aspect of communication with English speakers [8, p. 427].

Work experience has shown that for the effectiveness of education and thorough and systematic assimilation of knowledge by students, it is necessary not only to select interesting authentic texts, but also to study them regularly. An important condition is the selection of materials that are modern and relevant [2;3;7].

It can be argued that such authentic teaching aids as English-language websites, calendars, magazines, videos and audio recordings create a sense of presence in the country, contain information about the country's culture and make communication authentic. In many students, they cause a desire to

independently study the country's culture in English [4].

The processing of these materials also allows you to achieve the following educational goals:

- studying and improving lexical units, enriching the lexical reserve of students of education;
- acquiring knowledge about various spheres of the country's life and spheres of its life activity;
- comparison of information about the culture of one's own country and the countries whose language is studied [8; 9;].

From work experience, we are convinced that there are several effective methods that allow students to acquire knowledge of a country science nature. These include:

- review of the news, when students present facts and events happening in English-speaking countries to their classmates;
- writing essays or works on topics related to country studies;
- discussion of topics of a country science nature;
- organization of contests and quizzes, where the teacher can test the knowledge acquired by the students.

Note that, as a rule, we start the class with a short report by one of the students, in which the student reveals interesting news or facts from one of the English-speaking countries. At the same time, in order to systematize knowledge at the beginning of the semester, we agree that, for example, the first two months of the academic year (September and October) are devoted to familiarization with the country studies of Great Britain, and in November and December we focus on the USA. Countries are distributed in the same way in the second semester. Therefore, already at the beginning of the semester, students can choose a country that is more interesting to them and prepare a message.

As a rule, students accompany their speeches with bright presentations, which

allows the rest of the students to better understand the educational material. After the performance, feedback will be organized to consolidate the information received. Depending on the specifics of the group, it can be either answers to questions on the material that was presented, or a concise retelling of the information received. It should be noted that, as a rule, students of non-language faculties are given no more than 10 minutes for this type of activity, because in most faculties, the time allotted for studying English is very limited.

In groups where students speak English at a level no lower than B1, it is advisable to ask students to write an essay or a composition. Here are some examples of topics for essays: "Peculiarities of the construction of the economy and development of the USA (England, Australia, etc.); "Relationships and peculiarities of the partnership of the country whose language is studied with Ukraine", "Features of the cultural development of English-speaking countries", etc.

The organization of discussions, in our opinion, is also an effective tool for imparting knowledge of a country science nature to students. In particular, students are happy to discuss the following topics:

"Norms of behavior and rules of etiquette in Ukraine and English-speaking countries";

"Cultural realities, customs and traditions of Ukraine and English-speaking countries";

"Comparison of English and Ukrainian folklore expressions and slogans";

"Advantages and disadvantages of living in other countries."

Note that quizzes and competitions are held at the end of the semester. Their main purpose is a summary and generalization of the material studied during the semester. However, this method of testing knowledge is less formal and more interesting for students.

Summarizing, we should note that recently Ukrainian society is experiencing more and more challenges that arise in the field of education. If before the corona virus epidemic, one of the motivating and effective ways of studying national studies was the academic mobility of students, then currently the study of this material is based mostly on the use of educational platforms and online resources with the help of which you can organize live communication with representatives of English-speaking countries in real time, various elements of informal education. All these factors make it possible to quickly and effectively introduce materials of a country science nature into the general English language course for students of non-linguistic majors.

Discussion. Therefore, the introduction of the country studies component during the study of English by students of non-linguistic specialties gives an advantage in the future, contributes to increasing competitiveness, both on the Ukrainian and international labor markets, helps in professional interaction with colleagues from English-speaking countries, contributes to the formation of knowledge of the norms and etiquette of the country the language being studied.

The use of computer technologies, modern educational platforms, and authentic materials in the educational process allows students to fully develop their country studies competence. All this is possible provided that two important factors are observed: the competence of the teacher, who must involve each student, and the desire and motivation of the student.

In the future, it is planned to dwell in more detail on the methodology of working with texts of the country studies direction during the teaching of English to students of non-linguistic faculties.

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КРАЇНОЗНАВЧИЙ МАТЕРІАЛ ЯК ВАЖЛИВИЙ КОМПОНЕНТ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМИ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ Яременко Н. В.

Анотація. На сучасному етапі розвитку суспільства англійська мова є необхідною для здійснення міжкультурної комунікації, тому її вивченню приділяється велика увага під час підготовки студентів немовних спеціальностей. Разом із тим, наразі недостатньо знати тільки лексику та граматику англійської мови, адже під час спілкування необхідно розуміти культуру та особливості країни з представниками якої відбувається спілкування. Метою даної публікації є доведення необхідності впровадження матеріалу з країнознавства під час викладання англійської мови студентам немовних спеціальностей та висвітлення власного досвіду з цього питання. Під час наукового пошуку використовувалися такі методи як аналіз науково-педагогічної літератури, узагальнення, синтез та формулювання висновків. У роботі висвітлено підходи до країнознавства як науки (дисципліна суміжна з методикою викладання іноземних мов та спрямована на вивчення загальних закономірностей розвитку великих регіонів; дисципліна, метою якої є вивчення відібраної та організованої сукупності економічних, історичних, соціально-політичних, географічних та інших знань, які пов'язані зі змістом та особливостями мовного спілкування носіїв мови тощо). Установлено, що для здійснення ефективного викладання матеріалу країнознавчого характеру необхідно проводити ретельний відбір навчального матеріалу (історичних текстів, ілюстраційних матеріалів, аудіо та відео матеріалів), в яких представлено специфіку тієї чи іншої англійської країни. Для ґрунтовного засвоєння знань доцільно також виконувати вправи для кращого опанування навчальним матеріалом (аспекто-спрямовані, аналітичні та мовленнєві вправи, спрямовані на оволодіння лінгвокраїнознавчим читанням та вправи, націлені на формування умінь планувати читання, формувати техніки лінгвокраїнознавчого читання та здійснювати самоконтроль). Висвітлено власний досвід викладання матеріалу країнознавчого спрямування студентам немовних спеціальностей (підготовка доповідей та презентацій, написання есе на відповідні тематики, організація дискусій).

Ключові слова: країнознавство, країнознавчий матеріал, студенти немовних спеціальностей, викладання англійської мови.