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Lytvyn S. V., Perminova V. A., Sikaliuk A. I.

ESP TEACHING: TEACHER AS A FACILITATOR

The importance of teaching a foreign language for specific purposes at higher educational institutions has been investigated in the article. The authors emphasize on the changed approach to teaching foreign languages in the context of reforming the education system, influenced by global requirements. Particular attention is paid to the role of the teacher, especially of a foreign language, as the facilitator. The problem of transforming the role of the teacher in the educational process has become acute. The ways of adapting the teacher-facilitator to new educational realities have been proposed.

The authors state on the change that involves a break with the past, changing the role of a teacher to that of a facilitator. This means learning is a very different paradigm than what has been done so far. The transition from a teacher to a facilitator of learning is outside of the existing paradigms. This is a change in the way that teachers have been taught to lead in a classroom.

The change from a teacher to facilitator requires new knowledge and skills to be effectively implemented and would require new ways of working together as faculty and administration. There should be incentives, including financial incentives, put into place to encourage teachers, and clear counsel for those less than willing to embrace the change. This type of transition from the faculty member as a teacher to one of a facilitator of learning requires patience and involved leadership.

The advantage of contemporary European complexes is an activity-oriented approach, which involves assimilating material that is as close as possible to real life situations and needs of users in the language, tasks for the development of critical thinking, pragmatism, those that involve familiarizing with real events, people and situations, etc. During the study of English, students expand their knowledge in the field of other sciences, develop general and professional competencies necessary for productive activities.

Key words: *English for specific purposes, teacher, facilitator, educational process.*

Integration processes in Ukrainian education and society have led to an increase in demand for specialists with the knowledge of a foreign language. In particular, fluency in English enables students and graduates to realize their social and professional mobility. Therefore, in the teaching of a foreign language for specific purposes (ESP), the emphasis is shifting to the professionalization of learning, the use of a foreign language as a tool for future professional activity and professional knowledge. The role of an ESP teacher as a facilitator is vital in this context.

The aim of the article is to analyze the aspects of ESP teaching at higher education establishments and to specify the importance of a teacher as a facilitator in current educational environment, to highlight the crucial changes in the teacher's role.

The analyses of recent publications have shown that in the field of teaching and psychology, some aspects of the organization of group forms of work are reflected in the studies of O. Budarny, T. Ohorodnikov, M. Skatkin, I. Cheredov and others. Methodological aspects of this problem are highlighted by M. Vinogradov, V. Dyachenko, V. Kotov and other researchers.

The effects of social facilitation as an improvement of individual performance are investigated in studies of N. Triplet, V. Mede, F. Olport, V. Bekhterev. The term "facilitation" is further reviewed in the writings of R. Zayons, S. Harkins, D. Myers, M. Sheriff, P. Zodie, M. Obozov. The researchers are focused on the study of the phenomenon of facilitation as a process of assisting the group in fulfilling the task, solving the problem or reaching agreement to mutual satisfaction of all the participants, as well as the mechanisms for improving the effectiveness of group work. Thus, within the limits of the socio-psychological approach, facilitation is considered as one of the components of any communicative interaction in the group, the basis of the mechanism for regulating effective group interaction.

There are many factors that influence involving students into the learning process, their success and participation have a strong influence on what is going on in the classroom as a whole.

Involvement in the learning process is closely linked with the level of attention, curiosity, interest, optimism and enthusiasm that students demonstrate when they are studying or teaching, which extends to the level of motivation that they must acquire and develop during the training of professionally oriented disciplines, ESP in particular [4].

The content of knowledge should be adjusted so that it can put emphasis on new learning processes contributing to the development of people's autonomy and providing motives for their participation in the constant process of acquiring knowledge and skills throughout their lives. Students' response to lifelong learning presupposes the acquisition of a package of key competencies closely connected with each other and forming an integrated whole of knowledge, skills and attitudes.

The change in the content of education is reflected in changes in the curricula and the role of the teachers, who are now asked to organize and facilitate the learning process rather than direct it. The facilitation of the learning process presupposes the adoption and implementation of teaching methods (projects, cross-thematic and problem-solving methods, etc.

Within this framework, the teacher is called to put aside the traditional ways of teaching (transmitting knowledge) and serve as an organizer of powerful learning environments and as a facilitator for the learning process. Powerful learning environments are situations promoting active participation of the students in the process of learning and acquiring skills, interaction, collaboration and communication, while at the same time they encourage students to establish goals and assume responsibility for their learning activities [6].

The change of the specific dimension of their role presupposes that the teachers should move from teacher-centered to student-centered teaching and learning methods, while on the other hand, they should adopt a different perception of their role and the educational practices and their students. In particular, the teachers should be able to understand the reasons that bring about the specific change, to organize, differentiate and individualize the learning process, according to the students' experiences and needs, work in a holistic basis, participate in teachers' groups, handle effectively problematic situations in the classroom, objectively analyze their role and, finally, combine knowledge with their personal skills.

The teachers are asked to develop specific competencies and qualifications so that they can respond to the changing requirements of the society of information and actively participate in it as well as prepare students for gaining learning autonomy. The elements and competencies of the teachers that are required to change so that the teachers can respond to the new requirements of their role are directly connected with each other and outline the teachers' new profile.

In order for the teachers to serve as facilitators of the learning process, they should have specific characteristics and competencies that can contribute in this direction. A basic prerequisite for the facilitation of the learning process is the organization of a positive environment where freedom for learning prevails. The facilitator can achieve it by creating situations of reflection so that students can express curiosity and a tendency to discover and solve problems. In this way, the facilitator can link the learning process with the issues and problems that are meaningful for the students and are directly related to their everyday life [5].

In addition, the facilitator's main concern should be the students' unrestricted access to the widest possible range of sources of learning, elicit individual and group learning goals and purposes or help their clarification. Moreover, the facilitator should be fully aware of the many and different ways of teaching and learning in order to choose the most suitable, which matches his/her perception of the way the students can learn better.

The teacher whose main purpose is to facilitate rather than direct the learning process can choose teaching and working methods that promote learning to learn, which is a basic prerequisite for self-directed learning. However, the selection of teaching methods that are closer to the student-centered approach does not indicate an a priori rejection of teacher-centered teaching methods. This fact reflects the perceptions of teachers who make broad generalizations considering that the uninterrupted process of learning and teaching is a dichotomy, while the acceptance of the one pole (student-centered approach) is the inevitable rejection of the other pole (teacher-centered approach). Consequently, apart from projects, collaborating groups, role-plays, etc., and depending on the occasion, the facilitator may also use a number of practical methods, such as lectures, displays and narrations that belong to the teacher-centered approach to learning.

Finally, the main concern of the facilitator should be the promotion of learning assessment, which will be made by the students, who are the basic assessors of the level and importance of their learning. Their self-assessment can be affected and fed back by both the other members of the group and the facilitator. In such an environment, the learning process proceeds very rapidly and is widely diffused into the students' life and behavior, as compared with the knowledge acquired through the passive listening to a lecture delivered by the teacher.

At a theoretical level, the determination of the facilitator's characteristics formed the basis for designing and developing the quantitative and qualitative research tools used for detecting teachers' perceptions of their new dimension.

The advantage of modern European complexes is an activity-oriented approach, which involves assimilation of material that is as close as possible to real life situations and needs of users in the language, tasks for the development of critical thinking, pragmatism, those that involve familiarizing with real events, people and situations, etc. While studying English students are expanding their knowledge in the field of other sciences, developing the general and professional competencies necessary for productive activities in the 21st century.

The implementation of European approaches to teaching Pedagogy of the partnership, the democratic cooperation of the teacher with students, which is the conceptual basis of the European educational system, creates a favorable psychological climate in the classes, promotes the optimal organization of educational activities and ensures the educational autonomy of each, as a result of which the students' responsibility for the results of their training increases, and motivates for a comprehensive personal development, and also provides an opportunity to fully disclose its potential [2].

In the process of learning, the teacher carries out the role of a facilitator (helps students to realize themselves, supports their aspiration for self-development, self-realization, self-improvement, contributes to a personal growth, disclosures of abilities and cognitive abilities, creates an atmosphere of unconditional acceptance, understanding and trust), coordinates students in the educational process, sets benchmarks and helps

them to adhere), consulates (provides professional recommendations and corrective advice, oriented on personal progress of each student and helps him/her in finding the most effective way of mastering English) [1].

There is a number of problems that arise in the professional activity of ESP teachers, such as low English language proficiency of school graduates; insufficient internal motivation to learn foreign languages, self-deficiency (so-called fear of mistakes), poorly developed ability to organize their own work and learn English systematically, unwillingness to take responsibility for the process and learning outcomes; the difficulty in adapting to the new method of learning English, the lack of time, etc.

The overcoming of these problems depends to a great extent on a role of a teacher. Considering the requirements of time and the maximum benchmark for the result, prescribed in the standards, they must ensure a high-quality process of teaching ESP at a higher educational establishment, use modern European approaches of ESP teaching, as well as technologies of productive interaction with student, create a favorable psychological atmosphere [3].

We may conclude that in the modern educational process the teacher gains a new role of a facilitator. Nowadays students require and expect more classroom interaction especially at ESP classes. If the goal of the higher educational establishments is to see their students succeed, be retained and complete their career, we as educators need to adapt our teaching style to better fit their needs.

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Литвин С. В., Перминова В. А., Сикалюк А. І.

НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ: ВИКЛАДАЧ ЯК ФАСИЛІТАТОР

У статті розглянуто питання важливості перегляду підходів до викладання іноземних мов для спеціальних цілей у закладах вищої освіти. Автори наголошують на кардинальній зміні підходу до викладання іноземної мови в умовах реформування системи освіти під впливом глобальних викликів. Особлива увага приділяється ролі викладача іноземної мови як фасилітатора. Вивчено проблему трансформації ролі викладача в освітньому процесі. Запропоновано шляхи адаптації викладача-фасилітатора до нових освітніх реалій.

Ключові слова: іноземна мова за професійним спрямуванням, викладач, фасилітатор, навчальний процес.

Литвин С. В., Перминова В. А., Сикалюк А. И.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ: ПРЕПОДАВАТЕЛЬ КАК ФАСИЛИТАТОР

В статье поднимается проблема пересмотра подходов к преподаванию иностранных языков для специальных целей в заведениях высшего образования. Авторы акцентируют на кардинальном изменении подхода к преподаванию иностранного языка в условиях реформирования системы образования под влиянием глобальных вызовов. Особое внимание уделяется роли преподавателя иностранного языка как фасилитатора. Изучена проблема трансформации роли преподавателя в образовательном процессе. Предложены пути адаптации преподавателя-фасилитатора к новым образовательным реалиям.

Ключевые слова: иностранный язык для специальных целей, преподаватель, фасилитатор, образовательный процесс.

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