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SELECTION AND CHARACTERISTICS OF AUTHENTIC LITERARY WORKS AS THE BASIS FOR GERMAN LEXICAL COMPETENCE FORMATION OF FUTURE TEACHERS

The article deals with the selection of authentic literary works as the basis for German lexical competence formation. The advantages of authentic literary works usage as the main sphere of learning and improvement of foreign language vocabulary are determined. It is suggested that studies materials selection should be based on appropriate requirements. The definition of selection principle is defined. Such general criteria as goals significance, modernity, availability, students' interest and motivation are distinguished.

It is determined the principles of authentic literary works selection based on the conception of L. Smeliakova: aesthetic influence on the reader, vocabulary-stylistic criterion, the literature system criterion. It is noted that vocabulary-system criterion deals with the linguistic features of German language. The linguistic and literary tendencies, peculiar to creation period of literary work such as author's idiolect, linguistic means of lexical and semantic level are described.

Based on the lexical analysis of the language of authentic literary work, the realization of the components of the lexical system in German fiction is grounded.

Linguistic features of authentic literary works are analyzed. The author underlines that the process of teaching to develop students' German lexical competence should be taken into account.

The possibilities for cognition and analysis of such language phenomena as synonyms, antonyms, polysemic words, lexical links, emotionally colored vocabulary, professional vocabulary are characterized. The literature system criterion deals with such characteristics of the fiction as time, measurement, national peculiarities and special literature characteristics (genre, trend, topic). The genre of short stories is selected. According to the mentioned criteria, short stories by German writers (Nobel Prize, Goethe Prize, Buechner Prize and T. Mann Prize winners) of the post-war period are analyzed. It is recommended to use short stories analyses as the material for lexical competence formation.

The results of the research are revealed that lexical contents of authentic literary works contribute the rise of vocabulary and knowledge of coherent speech structure; frequent repetition of lexical items establish a sense of language. It is highlighted that lexical competence, as a necessary component of foreign language communicative competence, requires a specially organized training with appropriate selection of teaching materials.

Keywords: lexical competence, literary work, selection criteria, aesthetic influence, lexical analysis, language phenomena.

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PECULIARITIES OF METHODOLOGICAL APPROACHES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

This article presents a brief analysis of the role of innovative technologies in the educational process. We have placed emphasis on the expediency of using innovative methods in the practice of foreign language communication training. With today's variety of methods of teaching foreign languages there is a selection problem of the most effective technologies. English for Specific Purposes (ESP) has been defined as an approach to language teaching in which all decisions as to content and methods are based on the definite professional, academic, and communicative learners' needs. The main goal of this scientific research is to highlight basic teaching approaches addressed to the specific needs of ESP. Major ideas and practices that currently influence ESP have been determined in the work.

Keywords: innovative teaching methods, approach, English for Specific Purposes.

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The present stage of Ukrainian integration into cultural, educational and economic space of the European community provides the reforms of the higher school and demands high-quality training of specialists. Traditional educational system is slowly adapted to fast technological changes in the contemporary information-oriented society. The spread of science and technology all over the world, together with the globalization of the economy and the fact that the university world is becoming more international, has all helped to make the English language the current lingua franca of international communication. English for Specific Purposes (ESP) «has developed rapidly in the past forty years to become a major force in English language teaching and research» [8].

The goal of this article is to give an overview on teaching approaches addressed to the specific needs of English for Specific Purposes as well as implementation of these pedagogical technologies in the educational process.

The development of innovative activity in any country in a large measure depends on the level of education of society and scientific personnel training that can not only suggest some innovative ideas but also implement them on practice. The role of educational technologies in teaching and learning has evolved and changed dramatically over time but little is understood of how this knowledge manifests itself in practice and how it is replicated and shared in practice. Technology and different methods enable the educational process to be adapted to the needs and environment of students and can also help programs shift to a 'learner-centered' approach to education.

*Pedagogical technology* is the set of psychological and educational settings which define the special set and layout of forms, methods, techniques, ways of teaching and educational facilities; it is the organizational and methodological tool of pedagogical process. *Innovative educational technology* might represent a completely new way of teaching, or it can reflect a better way to use an existing teaching tool. In order to work with students more effectively, every teacher must be aware of such topics as language acquisition and development, students' diverse cultural and linguistic backgrounds, and specific teaching models and strategies that facilitate English learners' growth in both language and content areas.

Most of the educational innovations have been developed as pedagogical innovating technologies. They are being investigated nowadays as qualitatively new set of forms, methods and means of training, education and governance, which bring substantial changes in the outcome of the pedagogical process [13, p. 168]. Innovative pedagogical technologies as a process are «a purposeful, systematic and consistent implementation in practice of original, innovative methods, techniques and tools of pedagogical actions and means covering complete educational process from the definition of its purpose to the expected results» [12]. The emphasis in innovative teaching with emerging technologies is placed on the learners, their community and the technologies they employ to enable their development.

Professional success needs to be defined not in terms of teacher's mastery of new strategies but in terms of the impact that changed practice has on valued outcomes. Taking into consideration that teachers work in varied contexts, there can be no guarantee that any specific approach to teaching will have the desired outcomes for students. For this reason, it is important to keep progress towards the valued outcomes constantly in view [11]. Professional learning opportunities that have little impact on student outcomes typically focus on mastery of specific teaching skills without checking whether the use of those skills has the desired effect on students.

Teachers take more responsibility, and as they discover that their new professional knowledge and practice are having a positive impact on their students, they begin to feel more effective as teachers. Like greater expectations, heightened responsibility is developed most effectively when teachers observe that their new teaching practices are having positive impacts on their students [11]. Teachers are likely to reject new ideas that conflict with their current ideas unless, as part of the professional learning, their existing understandings are engaged. Engaging teachers' existing ideas means discussing how those ideas differ from the

ideas being promoted and assessing the impact that the new approaches might have on their students. If they cannot be persuaded that a new approach is valuable and be certain of support if they implement it, teachers are unlikely to adopt it – at least, not without strong accountability pressures [3].

The ability to communicate in other languages is becoming an integral part of professional competence of any specialist, no difference what field he or she works in. With changing requirements to specialist training there is a need to overhaul the content and approaches to teaching foreign languages to nonlinguistic students. In the frame of the limited class hours new methodological teaching approaches should be based on individualization or autonomy that will serve the purpose of recognizing commitment to lifelong learning [5].

It is noted that «with today’s variety of methods of teaching foreign languages there is a selection problem of the most effective technologies and prospects of solving the problems of developing professional communicative competency» [6]. Teachers create relaxed and welcoming atmosphere, provide experiences with content materials, use visual materials to supplement printed text whenever possible, model and demonstrate, utilize collaborative and cooperative structures, etc. [9].

The research problem of ESP has been an object of many scientific papers: L. Anthony, B. Coffey, T. Dudley-Evans, L. Fedorova, K. Gatehouse, L. Gureeva, T. Hutchinson, A. Johns, D. Matukhin, N. Mykytenko, A. Nazarenko, O. Poliakov, O. Tarnapolskiy, P. Strevens, A. Waters, and others.

English for Specific Purposes, not to be confused with specialized English, is a sphere of teaching English language including Business English, Technical English, Scientific English, etc. English for Specific Purposes, including Business English (BE), has a long history and has become increasingly popular since the 1960s. The goal of ESP is to provide English language training to individuals entering specific academic or professional contexts. Robinson has defined it as the teaching of English to the learners who have specific goals and purposes, which might be professional, academic, scientific, etc. Strevens' definition makes a distinction between four absolute and two variable characteristics:

**I. Absolute Characteristics:** ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

**II. Variable characteristics:**

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- taught according to any pre-ordained methodology [10].

More and more universities all over the world are offering ESP courses to meet the global need as well as to meet students’ future career needs. The demand for ESP has led some higher education authorities and administrators in many countries to claim that ESP should replace EGP (English for General Purposes), the long-existing practice of English language teaching in many universities, and thus become the mainstream of college English education. There is an opinion that possessing great educational potential the subject of «Foreign Language for Specific Purposes» in higher educational institutions solves the problem of personality development and ensures systematic replenishment of professional knowledge, formation and development of communicative skills [2, p. 41].

ESP teachers need to negotiate their courses with learners drawing on their specialist expertise to promote relevant communicative activities in the classroom. Subject specialists can assist as informants, «providing teachers, or students, with background and insights into

the kinds of practices that experts engage in and their understandings of the texts they use» [4].

The ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting [2]. In the case of ESP classes, the teacher's main role is to create real, authentic communication in the classroom based on the students' knowledge. However, technology's role in language learning in general, and in ESP in particular, has changed over time and significantly so in recent years ESP teachers have always used available tools to devise materials and create situations relevant to their students' needs [1].

A commonly overlooked trend in education technology is the use of Internet, websites and social media. Basically, computer-assisted instruction improves classroom efficiency and allows for one-on-one attention in larger classrooms. Although technology has always played a role in ESP [1], the internet has had a particularly strong impact. As ESP puts emphasis on the needs of learners, and authentic materials and tasks, IT has become a very suitable tool for ESP, specifically, the 'second wave of online language learning', which is described as going 'beyond language learning by focusing on culture and social discourses' [1, p. 91] and allowing ESP learners to collaborate and engage in authentic communication in their professional discourse community, to access up-to-date information relevant to their profession.

Nowadays there are immense possibilities for greater and wider-spread changes of the quality of education with the use of present-day technological advancements, as well as with the implementation of innovative educational programmes. Summing up, we should admit that English for Specific Purposes is clearly founded on the idea that we use language as members of social groups. ESP combines subject matter and English language teaching. The field of ESP has rapidly developed recently to become a major part in English language teaching and research.

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#### ОСОБЛИВОСТІ МЕТОДОЛОГІЧНИХ ПІДХОДІВ ДО ВИКЛАДАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОЇ АНГЛІЙСЬКОЇ МОВИ

*Ця стаття репрезентує короткий аналіз ролі інноваційних технологій, які використовуються в освітньому процесі. Акцентовано на доцільності застосування інноваційних методів у практиці навчання комунікації іноземної мови. З різноманітністю методів навчання іноземних мов сьогодні існує проблема добору найефективніших технологій. Англійська для професійно орієнтованих цілей тлумачиться як підхід до викладання мов, в якому всі рішення щодо змісту і методів навчання базуються на певних професійних, академічних, комунікативних потребах учнів. Поділяємо думку вчених про те, що професійно орієнтована англійська мова – це спеціальний підхід до вивчення англійської мови, який ґрунтується на потребах певної цільової аудиторії. Головна мета цього наукового дослідження полягає у висвітленні основних навчальних підходів, адресованих певним потребам професійно орієнтованої англійської мови. У запропонованій статті наведено різні погляди, які торкаються особливостей викладання курсу англійської мови для спеціальних цілей, та визначено ключові ідеї та методи, які дотепер впливають на професійно орієнтовану англійську мову. У роботі акцентується увага на потребі ретельного добору навчального матеріалу і здійснення ґрунтовного аналізу навчальних потреб студентів у процесі вивчення професійно орієнтованої англійської мови.*

*Ключові слова: інноваційні методи навчання, підхід, професійно орієнтована англійська мова.*

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#### ОСОБЕННОСТИ МЕТОДОЛОГИЧЕСКИХ ПОДХОДОВ К ПРЕПОДАВАНИЮ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО АНГЛИЙСКОГО ЯЗЫКА

*Эта статья представляет краткий анализ роли инновационных технологий, которые используются в образовательном процессе. Мы сделали акцент на целесообразности применения инновационных методов в практике обучения коммуникации иностранного языка. С разнообразием методов обучения иностранным языкам существует проблема выбора самых эффективных технологий. Английский для профессионально-ориентированных целей определен как подход к преподаванию языков, в котором все решения относительно содержания и методов обучения основаны на определенных профессиональных, коммуникативных потребностях обучающихся. В работе представлены главные идеи и методы, которые влияют на профессионально-ориентированный английский язык.*

*Ключевые слова: инновационные методы обучения, подход, профессионально-ориентированный английский язык.*