

SUMMARY

Li Yuu. Formation of artistic-semantic ideas of the future musical art teachers: experimental verification of the methodology.

The article reveals the main content of the experimental verification of the methodology of formation of the musical-semantic ideas of the future musical art teachers in the process of piano learning.

The experimental methodology was carried out step by step, orienting the methodological complex to the purposeful influence of the corresponding component. So, at the first, artistic-analytical stage, the music-information component was influenced. For this purpose, the first pedagogical condition was activated: a phased and purposeful expansion of the musical-semantic fund of the personality. This provided the skills to identify the artistic-semantic content of musical works, their artistic and socio-cultural contexts.

The aim of the second – experimental-accumulative – stage was to influence the elements of the experimental-associative component. This was done by enriching the tactile-sensory information, forming the basis of standards-stereotypes based on perception, apperception and activation of the associative-search activity in the work on the musical work. A second pedagogical condition was introduced: the accentuation of the associative-apperceptive experimental standards and their extrapolation to work on new musical works.

The aim of the third – design-semantic stage – was formation of exercises of the performing-interpreting component on generalization of semantic representations, their embodiment in the performing process, definition of the strategy of personal meanings and practical use of artistic-semantic ideas both during the performance of the musical work and in the process of pedagogical activity. At this stage, the third pedagogical condition was implemented: orientation to the semantic context of the artistic synthesis of artistic-aesthetic, musical-stylistic, musical-intonational (auditory), visual-semiotic, sound-timbral ideas.

Monitoring of the effectiveness of the used methodological tools has shown that significant changes were observed in students' abilities to operate flexibly with artistic-semantic ideas in independent interpretation work on a musical work using the entire poly-modal creative resource in various forms of activity (during rehearsal work, pedagogical practice, concert performances).

Key words: meaning, artistic-semantic ideas, future musical art teachers, experimental research, pedagogical conditions.

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UNDERSTANDING NEEDS IN ESP TEACHING

The objectives of this study are to define the needs analysis, to review recent research into the importance of needs analysis and to provide a conceptual theoretical framework based on types of needs. In order to achieve the goal, the methods of providing literature review were used: confirmation of the hypothesis and fulfillment of the research tasks, a

complex of modern theoretical methods of research and approaches was used: analysis, synthesis, induction, deduction, systematization, comparison, generalization, which allowed to develop scientific sources, to determine the essence and features of needs analysis, to justify the advantages and shortcomings. This study has reported on the structured definition of needs analysis, presenting different interpretations and componential analysis. This study has also defined the reasons for necessity of providing the needs analysis. The objective of this is to identify the training gap in needs analysis.

Furthermore, the literature review has presented the classification of types of needs. They are distinguished as personal, learning and professional. There have been analyzed a number of studies with different structures which have been completed by the authors according to the requirements of time and modern system of ELT. There has been presented the detailed subdivision of target needs into necessities, lacks and wants and more complicated and recent analysis of target needs in the frame of personal and social requirements.

Consistent with recent research advocating the identifying needs analysis, our findings indicate that this is a process of defining the training gap between the starting point of where the learners are at present and the target point where they need to be. The process between these two points is called the learning needs, in ESP particularly language competence. Our findings highlight the main identifications of types of needs in the light of personal, learning and professional needs. We also reported on the necessary reasons for using needs analysis in the ESP teaching before designing a course. We are not yet in position to offer the unique classification of needs, which would fit the modern requirements in ESP. This review provides implications for developing the completed questionnaires for identifying the personal, learning and professional needs.

Different ways of leaning present one of the main limitations of this study. The definite relationships are present between the types of needs and different models in the educational process. Future work is needed to develop the questionnaire about needs of learners and providing needs analysis in different ways; personal, learning and professional.

Key words: *ESP teaching, needs analysis, types of needs, personal needs, learning needs, professional needs.*

Introduction. ESP teaching has been relatively new and has become quite fashionable, as it meets the modern requirements to the level and context of English for professionals, it also takes into account the small number of academic hours for teaching English compared to the load of hours in teaching English for linguists.

Many recent studies have focused on the approach in teaching English as a specific language. According to the most quoted definitions in this sphere, ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need.

The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question more questions will come and some of them will relate to the learners themselves, some to the nature of the language the learners will need to operate, some to the given learning context.

Analysis of relevant research. But this whole analysis comes from an initial identified need on the part of the learner to learn a language. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning [9]. Strevens (1988) identified absolute and variable characteristics of ESP:

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.

Variable characteristics of ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
 - not taught according to any pre-ordained methodology [18].
- Dudley-Evans and St John (1998) define ESP characteristics as those:

Absolute characteristics:

- ESP is designed to meet specific needs of the learner;
- ESP makes use of underlying methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students [5].

Most ESP courses assume some basic knowledge of the language systems. Maley (2007) also states that "Since then [i.e. the 1970s] ESP... has seen the hiving off of English for Business Purposes and English for Academic Purposes as largely independent focuses. Nonetheless there has been a steady demand for courses related to the immediate needs of students rather than to the ENOP (English for No Obvious Purposes) offered in most secondary education institutions" [8].

For Harding (2007) ESP "teaches "the language for getting things done". (...) ESP is a comprehensive term and it includes English for Business and English for Academic Purposes, but as these are such developed and well-

established areas of ELT in their own right, we have not put them to the forefront here [i.e. in Harding's book]" [8].

Aim of the study. In view of analyzed definitions of ESP teaching it has become obvious that needs analysis is the very first step in designing the appropriate course for learners in ESP teaching. Thus, in this paper we continue researching the importance of needs analysis in ESP. The objectives of this study are to define the needs analysis, to review recent research into the importance of needs analysis and to provide a conceptual theoretical framework based on types of needs.

Research methods. To achieve the goal, confirmation of the hypothesis and fulfillment of the research tasks, a complex of modern theoretical methods of research and approaches was used: analysis, synthesis, induction, deduction, systematization, comparison, generalization, which allowed developing scientific sources, determining the essence and features of needs analysis, justifying the advantages and shortcomings.

Results. To define the term needs analysis, we reviewed the number of studies in this sphere.

Need analysis is defined as a provisional process before a language course and syllabus design, materials selection, education process methodology and assessment. ESP teachers should take into account the results of needs analysis investigation while designing a language course or a training program for particular professional needs [12].

For Brown (1995) needs analysis is the systematic collection and analysis of all subjective and objective information needed to outline and confirm defensible curriculum purposes that complete the language learning requirements of students within the context of particular institutions that influence the educational process [2].

Hutchinson and Waters (1987) (as cited in Fadel & Elyas, 2015) defined needs analysis by distinguishing between target needs, i.e. what the learner needs to learn, and "wants" which are the learners' views concerning their needs [5].

Nunan (2001) (as cited in Balaei & Ahour, 2018) distinguishes needs analysis as "technique and procedures for collecting information to be used in syllabus design" [1].

Duddley-Evens (1998) (as cited in Dardig, 2015) pointed out that students' needs analysis is divided into two steps. The first defines the information about students' "Possession" of their current level of L2-ESP, content knowledge in L1 & L2, motivation and method of learning. The second provides with the information what students want to achieve "ESP needs" [3].

Munby (1978, p. 43) (as cited in Khalid, 2016) stated that, needs analysis could also help in evaluating an existing programme and comparing to the needs of the learners, could find the appropriate solution to the lack of what the learners require. This process should be accessible for both learners and teachers [12].

The same idea of not following just the needs of learners is supported by Gilb (1988). He distinguished that “Good course design should separate ends from means. “We are constantly making the mistake of specifying the means of doing something rather than the results we want. This can only limit our ability to find better solutions to real problems” [7].

Duddley-Evans and St. John (2009) identified eight components in actual concept of needs analysis which have been grouped into five broad areas including:

- 1) target situation analysis and objective needs analysis (e.g. tasks and activities learners will use English for;
- 2) linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations;
- 3) subjective needs analysis, i.e. learners’ wants, means, subjective needs-factors that affect the way they learn (e.g. previous learning experiences, reasons for attending the course, expectations);
- 4) present situation analysis for the purpose of identifying learners’ current skills and language use;
- 5) means analysis, i.e. information about the environment where the course will run [14].

Stern’s (1992) structure of needs analysis includes four types of ESP teaching objectives: proficiency, knowledge, affective and transfer.

Proficiency objectives relate to the mastery of the four language skills: reading, writing, listening and speaking.

Knowledge objectives involve the gaining of linguistic and cultural information.

Linguistic knowledge objectives refer to language analysis and awareness of the systematic aspects of language while cultural knowledge objectives refer to the control of socio-cultural rules (mastery of the norms of society, values and orientations and also the ability to recognize culturally significant facts).

Affective objectives correlate with the development of positive feelings toward the subject of study.

Transfer objectives concern the ability to generalize from what has been learned in one situation or another [17].

Numerous studies identify the needs analysis as target situation analysis, present situation analysis, pedagogic needs analysis, deficiency analysis, means analysis, register analysis, discourse analysis and genre analysis [13]. The study has conducted the research of different interpretations of needs analysis from this point of view.

Deficiency analysis is aimed to identify the gap between present and target knowledge, considering learners’ needs or wants.

Strategy analysis or learning needs analysis deals with the learners' strategies, which enable the learners to reach the desired aim – this is related to the process of learning and motivation.

Means analysis are considered as the factors in the educational process related to the organizational issues: such as:

- classroom culture;
- staff;
- pilot target situation analysis;
- status of service operations;
- study of change agents.

Register analysis or frequency analysis called by Robinson (1991) operated almost entirely at word and sentence level. The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs (Hutchinson and Waters, 1987) [13].

Register analysis is called very important in ESP course designing as it is a valuable tool for identifying classroom materials with high content validity; the mistake was to try to teach these materials by the same principles that they were selected [4].

Discourse analysis also called rhetorical or textual analysis shifted attention to the level above the sentence and tried to find out how sentences were combined into discourse (Hutchinson & Waters, 1987) [13]. Discourse analysis is defined as: a) concerned with language use beyond the boundaries of a sentence/utterance; b) concerned with the interrelationships between language and society and c) as concerned with the interactive or dialogic properties of everyday communication [19].

Defining so called training gap is a corner stone in needs analysis. This "gap" is designed by the frames between where the learners are now and where they need to be. This training gap is realized through the language competence.

We should mention that importance of identifying the needs is relevant to ESP instructors. Most general English courses are satisfied with general context of language proficiency. In ESP teaching training gap helps to organize the educational process more thoroughly, adapting to the specific needs of learners, which makes the learning process learner's centered. So, it is more motivating if it is related to the reality in profession.

The main reasons for necessity of providing the needs analysis are outlaid in the study of Richards (2001).

The author claims that needs analysis in language teaching can be used for a number of different purposes, for example:

"To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student; to help determine if an existing course adequately addresses the needs of potential

students; to determine which students from a group are most in need of training in particular language skills; to identify a change of direction that people in a reference group feel is important; to identify a gap between what students are able to do and what they need to be able to do; to collect information about a particular problem learners are experiencing” [16].

What kinds of needs should be considered?

According to Hutchison and Waters (1987), there should be difference between a target needs and learning needs. In his paper he explains target needs by the terms necessities, lacks and wants. “Necessities is the type of need, which is determined by the demands of the target situation, what the learner has to know in order to function effectively in the target situation” [10].

Hutchinson (1987) points out that the necessities should be identified in the complex of lacks – which of the necessities the learner lacks. “The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner’s lacks” (Hutchinson, Waters and Breen (1979).

As for wants, Hutchinson (1987) states that there is no exact connection between the necessities and wants of a learner from the point of view of a teacher. But the wants as motivation of a learner should be taken in an account. In his case study research Hutchinson found out that among two group of students: of the Medical and the Agriculture and Veterinary students only the Medical students have motivation to study their specific texts. The Agricultural and Veterinary students were really reluctant in their study of specific texts in their specialism. They had wanted to become the doctors but failed in the admission process.

According to this case study, the author represented the table of the necessities, lacks and wants [10, 58].

Table 1

Necessities, lacks and wants

	OBJECTIVE (i.e. as perceived by course designers)	SUBJECTIVE (i.e. as perceived by learners)
NECESSITIES	The English needed for success in Agricultural or Veterinary Studies	To reluctantly cope with a “second-best” situation
LACKS	(Presumably) areas of English needed for Agricultural or Veterinary Studies	Means of doing Medical Studies
WANTS	To succeed in Agricultural or Veterinary Studies	To undertake Medical Studies

In order to determine the learning needs, Hutchinson compared the ESP course for learner as a journey, where the starting point is lacks and the destination is necessities and wants, and the learning needs is a route. In other words as Indrasari (2016) interpreted, learning needs are the learner’s knowledge and ability for performing their tasks to the required degree of

competence in target situation. This information may be recorded in terms of language items, skills, strategies, subject knowledge, etc. [11].

The collective study of Huhta, Vogt, Johnson & Tulkki (2013) has investigated the other approaches to types of needs. Thus, Berwick (1989) defined felt needs and perceived needs, where he differentiated a personal view of the professional learner and his or her professional context for learning. Brindley (1989) referred to as subjective and objective needs. He distinguished that objective needs are based on facts and may be introduced from outside views, while subjective needs are those that involve the personal perspective of the learner as an individual (as cited in Huhta, 2013) Robinson (1991) has developed a bit different starting point in defining learner's needs: she suggested that they can be divided in three different levels: the micro-, meso- and macro-levels of need, where micro-level needs are the needs of the individual learner, meso-level needs are the needs in the context of the workplace or education institution and macro-level needs are the needs of society. All these levels are interconnected [9].

Tahir (2011) has presented another point of view on the structure of learning needs. In his study he identified three subdivisions into psychological and cognitive needs, sociological needs and methodological needs [20].

In ESP learning the personal wants as subjective needs should also be considered, because they are very important factors in motivation. It is very important to find the right balance between the students' wants and the teachers' view of what they really need in their target expectations. It will help the quality in perception and efficiency in learning. In other case it may cause the reluctance in the education process and learners unwillingness to study.

Thus, Oxford (2003) distinguishes the personality types, which should be considered in learning. She reports on four strands in the personality type: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. The author identifies them as follows:

Extraverted vs. Introverted. As these types are considered to be opposite, the extravert and introvert learners can learn to cooperate with the teacher's assistance. The level of extravert enthusiasm can be manageable and introverts can get the opportunity to work equally with extraverts.

Intuitive-Random vs. Sensing-Sequential. Intuitive-random students think in abstract and like creating and prefer guiding their own learning. However, sensing-sequential learners like facts, want guidance and specific instruction from the teacher, and look for steadiness. The best way to manage these two types in one class is to offer variety and choice: a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students.

Thinking vs. Feeling. Thinking learners are oriented toward the truth, want to be viewed as skilled and might secretly desire to be praised themselves. They may seem separate. On the other hand, feeling learners value other people in very personal ways. They are more emotional and considerable. The teachers in the class with these types can help thinking learners show greater over compassion to their feeling classmates and suggest that feeling learners might tone down their emotional expression while working with thinking learners.

Closure-oriented/Judging vs. Open/Perceiving. Closure-oriented students want to reach judgments or completion quickly, they are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for new insights and are therefore sometimes called “perceiving”. They take learning less seriously, treating it like a game and dislike deadlines. Anyway, these two types may provide a good harmony for each other in the classroom. The best way in managing these types is to make cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other [15].

Depending on the role and position of a teacher and a learner, there are different approaches to the way of learning. But ESP teaching means learner-centered education.

Conclusions. The present study was designed to determine the necessity of identifying the learners needs in the ESP teaching. The first question in the study was to identify the interpreting of needs analysis in the ESP teaching syllabus. The second question sought to determine the importance of needs analysis applying in ESP course designing.

And another question was focuses on the theoretical frame of defining the types of needs in the literature. This research contributes to ESP and needs analysis literature by demonstrating the importance of needs analysis in the context of ESP teaching. Many studies have reported on the developed models of needs of learners and presenting the classified identification of the types of needs distinguished by different authors at different time. However, modern requirements to the models in teaching according to the demands of time make the necessity to adapt the needs analysis to the definite educational environment considering the ESP principles.

Consistent with recent research advocating the identifying needs analysis, our findings indicate that this is a process of defining the training gap between the starting point of where the learners are at present and the target point where they need to be. The process between these two points is called the learning needs, in ESP particularly language competence.

Our findings highlight the main identifications of types of needs in the light of personal, learning and professional needs. We also reported on the necessary reasons for using needs analysis in the ESP teaching before designing a course.

We are not yet in position to offer the unique classification of needs, which would fit the modern requirements in ESP. This review provides implications for developing the completed questionnaires for identifying the personal, learning and professional needs.

Different ways of leaning present one of the main limitations of this study. The definite relationships are present between the types of needs and different models in the educational process.

Future work is needed to develop the questionnaire about the needs of learners and providing needs analysis in different ways; personal, learning and professional.

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АНОТАЦІЯ

Ляшенко Ірина. Розуміння потреб студентів у викладанні англійської мови професійного спрямування.

Сучасні підходи до специфічного викладання англійської мови вимагають постійного вдосконалення, оскільки останні роки відзначається зростаюча глобальна тенденція розвитку комунікації й застосування мов у різних сферах. З одного боку більшість підходів орієнтовані на професійний контекст. З іншого боку проблема полягає в нестачі академічних годин для детального викладання, що є результатом зниження якості і втрати мотивації студентів. У даній роботі розглядається аналіз потреб студентів, необхідність проведення такого аналізу перед початком курсу англійської мови для професійного спрямування. Робота дає літературний огляд типів потреб студентів.

Ключові слова: професійне навчання англійської, аналіз потреб, типи потреб, особисті потреби, навчальні потреби, професійні потреби.

РЕЗЮМЕ

Ляшенко Ірина. Понимание потребностей студентов в преподавании английского языка профессионального направления.

Современные подходы к специфическому преподаванию английского языка требуют постоянного совершенствования, поскольку последние годы отмечается растущая глобальная тенденция развития коммуникации и применения языков в различных сферах. С одной стороны, большинство подходов ориентированы на профессиональный контекст. С другой стороны, проблема заключается в недостатке академических часов для детального преподавания, является результатом снижения качества и потери мотивации студентов. В данной работе рассматривается анализ потребностей студентов, необходимость проведения такого анализа перед началом курса английского языка для профессионального направления. Работа дает литературный обзор типов потребностей студентов.

Ключевые слова: профессиональное обучение английскому, анализ потребностей, типы потребностей, личные потребности, учебные потребности, профессиональные потребности.