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THE IMPLEMENTATION OF A FOREIGN LANGUAGE IN THE PROCESS OF PROFESSIONAL PREPARATION OF STUDENTS-PSYCHOLOGISTS AS A MEANS OF EXPANSION OF THEIR INTERCULTURAL COMMUNICATIONS

У статті обґрунтовано необхідність вивчення іноземної мови за професійним спрямуванням для розширення міжкультурних комунікацій студентів різних спеціальностей та поглиблення їх фахової підготовки. На прикладі підготовки фахівців-психологів представлено результати ефективності впровадження такої підготовки, яка розширює можливості студентів щодо отримання ними доступу до міжнародних та європейських освітніх програм; участі в міжнародних науково-практичних конференціях; комунікаційних взаємодій в умовах світових глобалізаційних процесів.

Ключові слова: фахова підготовка, іноземна мова за професійним спрямуванням, міжкультурні комунікації, глобалізаційні процеси.

The article grounds the necessity of learning a foreign language for professional purposes to expand cross-cultural communication of students of different specialties and deepen their professional preparation. On the example of preparation of professional psychologists it presents the results of implementation of such training which expands students' possibilities to obtain their access to international and European educational programmes; participation in international scientific and practical conferences; communication interactions in the conditions of the world globalization.

Key words: professional training, foreign language for professional purposes, intercultural communication, globalization processes.

Formulation of the problem. An additional specialized learning of a foreign language in the process of teaching educational subjects for professional purposes can be an effective way to enrich and expand intercultural communication in the area of interstate exchange of scientific and educational programs.

The positive result of such preparation of students-psychologists is the opportunity to use primary sources of professional literature; it expands their opportunities to access international and European educational programs, participate in international scientific conferences, to interact in the conditions of the world globalization.

Analysis of recent researches and publications. Nowadays there is a significant demand for qualified graduates (professionals) who are fluent in a foreign language including the language of international communication. This necessitates the study of course Foreign Language for professional purposes [11].

Therefore, one of the areas of the programme of foreign language teaching in higher education institutions is a focus on specialization and future professional activity of students [12]. According to the changes in the national system of higher education of Ukraine which were initiated with the process of integration into the European educational space, educational programmes of foreign languages are aimed at the formation of students' professional language competence which will contribute to the effective functioning of the cultural diversity of academic and professional environment [5].

Spreading of a cultural approach to learning a foreign language is necessary in order to overcome negative stereotypes in the perception of students from other cultures and to avoid misunderstandings in the communication with native foreign language speakers; to increase the cooperation of foreign language teachers and employees of specialized departments in ensuring foreign language teaching based on professional training of students; to implement interactive teaching methods (work in small groups, discussions, brainstorming, case method, simulations, presentations, project methods, business games, etc.); to involve students in using special literature, Internet resources in a foreign language and authentic and modern foreign scientific publications and periodical press in preparation for the classes of specialized disciplines and individual work [4; 14].

In the general European recommendations on foreign language education it is said that «only through better mastering of modern European languages one can facilitate the communication and interaction among Europeans who speak different native languages to support European mobil-

ity, mutual understanding and co-operation, and overcome prejudice and discrimination» [5, p. 17].

According to these recommendations on the level of foreign language students of higher educational institutions should «... have the skills to express themselves without a significant amount of time for searching for adequate linguistic resources in achieving their social, academic and professional purposes» [5, p. 24].

The current time actualizes communication between people belonging to different ethnic and linguistic and cultural communities. This requires the ability to speak perfectly and to listen attentively, to understand the specific meanings that participants express and interpret in intercultural communication. Therefore, it is being actively studied at all universities in the world [6, p. 142–174].

Whereas, according to the international organization called International Business Monitoring, 80% of the information in the world's search engine is transmitted and stored in English, scientists are focusing primarily on English language training of the graduates of non-philological faculties of universities for intercultural interaction.

R. O. Grishkova understands intercultural interaction as the willingness and the ability of the graduate from the university to cooperate adequately with other cultures. Analyzing the concept of «intercultural communication and cross-cultural interaction» she admits that initially intercultural communication was perceived exclusively on a verbal level and with a rapid development of international relations and the involvement of various specialists to international cooperation the concept of intercultural interaction appeared in scientific spheres [4].

In general, the English language preparing of the students of non-philological specialties is based on the concept of the dialogue between the cultures by V. S. Bibler [1, p. 31–41] as on no alternative philosophy of co-existence of cultures in today's multicultural communities and philosophy of education for the twenty-first century [3]. Ukraine also uses a modern concept of foreign language education by Y. I. Passov [8] which is based on an integrated learning of the countries' languages and cultures and on the dialogue between native and foreign cultures.

The idea of the approach to education and training from the point of interference of cultures expanded in foreign psychological and pedagogical science at the end of the twentieth century. One of the modern concepts of postindustrial society is linked to the accession of mankind in the process of formation of a single planetary civilization aimed at the development of self-value, self-actualization and self-realization of a personality [7, p. 11–19].

The main idea of the concept is a sociocultural adaptation of a person in the world on the basis of the expansion and deepening of intercultural communication. The most important here is the knowledge of foreign languages with the help of which a direct or indirect dialogue of native and foreign cultures is held.

Thus, a foreign language is an important tool for a more thorough knowledge of the reality on the way to broad cross-cultural communication and tolerant interaction.

A culturological approach to the foreign language teaching contributes to the formation of students' global thinking and creates an intellectual base for their future professional activities. The content of educational material is considered in terms of its cultural component and influence on the formation of student's readiness for mutual understanding, willingness to cooperate, deprivation of negative stereotypes in the perception of other cultures. The implementation of a cultural approach to the teaching of foreign languages facilitates students' perception of cultural diversity as a norm of coexistence of cultures in today's multicultural communities of native and foreign languages [7, p. 12].

According to I. V. Privalova the specifics of understanding of a foreign language is that the object of perception is a foreign language text which is a product of an addresser's speech activities [10, p. 36].

The understanding of the foreign language text has qualitative characteristics which distinguish it from the understanding of the native language text (where the attention is focused on the semantic content in the process of the direct perception of the structure of the foreign language text). The understanding of the foreign language text in an educational lecture-room happens in the process of awareness of its phonetic and stylistic shell. It is connected with certain difficulties in the allocation of attention between the semantic side of the text and the students' own attitude to its content [13, p.117–123].

In a traditional approach to the learning of foreign languages the main method of teaching was the reading of texts in a foreign language. And it referred not only to school education but also to university one. Now on the basis of higher education the teaching of a foreign language is perceived as a means of everyday communication with the speakers of other cultures. Accordingly the task of modern higher education is not only professional training in a particular field, but also a focus on the increase of a person's general cultural level.

In a globalized world only the knowledge of foreign languages allows to master deep professional skills and become successful in the personal and group intercultural communication. Therefore, foreign languages should

be studied in the inseparable unity of the understanding of the culture of the peoples who speak these languages.

The basic components of the foreign culture include the following elements bearing the ethnic and national colouring [2, p. 311]:

- traditions and ceremonies;
- everyday culture;
- daily behaviour;
- ethnic and national view of the world;
- artistic culture.

Accordingly, the knowledge of grammar rules is not enough to believe that you can speak a language. It is necessary to get to know the very culture being studied and ethnic and national characteristics of its speakers. The theoretical knowledge of the language must be filled with practical skills to use it in different contexts. Therefore, more attention is devoted to the country where people speak some foreign language [9, p. 22–31].

Thus, the internationalization of scientific knowledge, the intensification of professional interaction with foreign specialists, the exchange of technologies, the need for the exchange of scientific information between countries appropriately led to the following processes:

- transformation of a foreign language in humanitarian and technical educational institutions into an integral component of professional training;
- actualization of a problem of teaching foreign languages for future professional psychologists as one of the components of their training.

Thus, the theoretical analysis of the stated problem has shown that learning a foreign language by the students of non-philological professions has certain specifics. We will focus on its features and semantic side below.

Highlighting unsolved before part of the problem. The problems of foreign language preparation of students to intercultural communication began to explore both foreign and native scientists at the end of the twentieth and at the beginning of the twenty-first century. However, the vast majority of scientific researches was dedicated to the formation of intercultural competence of students-philologists, future foreign language teachers, translators and specialists in communicative linguistics.

Nowadays the study of a course «Foreign language for professional purposes» in higher education is of particular significance and motivation taking into account the professional interests of students, their professional specialization. Because of the correlation between the subjects a foreign language enables students to form a complete picture of the worldview and understanding.

The purposeful use of various forms, methods, psychological and pedagogical means of learning a foreign language by the students of profession-

al disciplines will make the basis for their competitiveness in a globalized labour market.

The purpose of the article. To conduct a theoretical and empirical analysis of the relationship between the study of foreign languages and the expansion of cross-cultural communication of students-psychologists and the deepening of their training.

The presentation of the main material. The list of requirements for the professional training of a qualified specialist includes his ability to be a successful participant in intercultural communication and have the necessary communicative skills in professional communication. It also contributes to his profound professional and foreign language training.

A modern specialist should have the skills of practical use of foreign languages in different types of speech activities caused by professional needs. He must be able to master the newest information through professional foreign sources and be able to use it in their professional activities. Therefore, the purpose of the study of the discipline “Foreign language for professional purposes” is to develop the necessary communicative capacities in the areas of professional and situational communication in speech and writing; to develop practical skills and abilities of a foreign language in various types of speech and professional activities; to master the newest professional information through foreign sources; to improve competitiveness in a globalized labour market.

There is no doubt that between the teaching of foreign languages and intercultural communication there is close interdependence. Each lesson in a foreign language involves some forms of theoretical and practical «interaction» with another culture where every concept is subjective due to some language culture, unique impression of the world. For example, within the cultural approach in the study of a foreign (English) language by students-psychologists we discuss various aspects of sociological and historical development of European and American society, compare them with historical and present development of the Ukrainian people.

In the context of this approach the task of foreign language classes is the increase of cultural knowledge of students that involves them into the world's cultural values and the formation of skills of tolerant interaction in different situations. This approach creates the conditions for students' focus on universal values, promotes the growth of interest to both own and other peoples' culture and language.

To the content of the programme of «Foreign languages for professional purposes» we include the objectives to increase the knowledge about the concepts of ethnicity, nation, nationality, ethnic self-consciousness, ethnic identity, ethnic and interethnic tolerance; analyzing and understanding of

their mental peculiarities and characteristics of representatives of foreign language ethnic groups; awareness of social and historical prerequisites of ethnicity and identity of different cultures; actualization of the sense of ethnic identity and increase of understanding of its context; expansion of notions of ethnic differences and training skills of tolerance towards the implementation of these ideas in interethnic interaction; increase of ethnic and cultural competence through the recognition of cultural specificity of «the world» and its reflection in language, folklore and behaviour; development of effective intercultural communicative skills and interethnic dialogue; encourage the development of ethnic and cultural competence which is to establish effective communicative skills and interaction with people of different ethnic groups; increase the interest in deepening the knowledge of their own culture, the culture of other nations and the characteristics of communication and interaction of the cultures; strengthening of ethnic identity and expansion of the boundaries of ethnic self-awareness and tolerance, actualization of the interest in historical features of the development of their native and foreign language ethnic groups and others.

Internet makes possible to use a design method for learning psychological theories in a foreign language. Students under the guidance of a teacher (psychologist) collect the material that highlights the appearance and the development of different psychological schools and concepts. Based on the presentation of a collected material discussions were held. The main purpose of them was: the awareness and understanding of the problems and contradictions in the perception and interpretation of the information presented; the development of skills and abilities to give reasons and ground their views in a foreign language; the inclusion of the acquired knowledge in a new context of its understanding and others [14, p. 332–342].

The introduction of a foreign language in the process of professional training of students-psychologists is a means of expansion of their intercultural communication; it ensures the formation of their foreign language sociological and cultural competence; phased expansion of social and cultural knowledge; development of students' practical skills of everyday, academic and professional communication; formation of valuable attitude to sociological and cultural information, understanding the importance of sociological and cultural knowledge and skills to conduct cross-cultural communication and cooperation. This does not only broaden students' knowledge of foreign language countries, but also contributes to the development of their ethnic and national self-consciousness.

Considering the prospects of the development of national vocational education it should be noted that the last decade is characterized by a sharp increase in the international activity of Ukrainian higher education.

It is related to the disappearance of artificial barriers in international relations and the provision of considerable autonomy to universities, reformation of the opportunities for their integration into European and world educational space.

Conclusions. Educational work on teaching foreign language for professional purposes conducted by us has shown that the constant practice of speech in professional preparation of psychologists helps students learn not only to read and write in a foreign language, but also to think. They will be able to create foreign language presentations, participate in international conferences and trainings, conduct business correspondence that will expand their intercultural communication.

Prospects for further researches. The next stage of processing the problem of further specialized learning of a foreign language in the process of teaching professional disciplines will determine the most effective forms, means and semantic content of the programme of practical teaching a foreign language to the students of economic specialties.

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Abstract

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Effective way to enrich and expand the field of intercultural communication in interstate exchange of scientific and educational programs can serve as additional specialized foreign language learning in the process teaching educational subjects professional guidance. Purposeful use of various forms, methods of psychological and pedagogical methods mastering by students foreign language professional disciplines create a basis for competitiveness in a globalized labor market.

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tional programs, participation in international scientific conferences, to communication interactions in the conditions of world globalization.

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