

## ORGANIZATIONAL AND METHODICAL ASPECTS OF TEACHING FOREIGN STUDENTS

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*The article deals with language teaching methods and adaptation of foreign citizens, the teacher's responsibility being to assess the student's language level and abilities to gain further professional education in Ukraine.*

*The assessment of degree of language skills traditionally is an uneasy problem for a teacher as it is assessed not only the set of the learnt words and rules, but level of formed communicative competence. The extremely important positive factor at foreign language learning is the confidence of foreigners at fact that they have qualitative final result that is in successful mastering of language and, as consequence, the future profession. Therefore, task of pre-professional training of foreign citizens is actualisation and systematization of conceptually-terminological frame in language of the future training. The main task of the teachers training profile disciplines to foreigners, is systematization of knowledge, received in their native countries, acquaintance with conceptually-terminological frame of their future profession either in the Ukrainian or the Russian languages. Subject training of foreign citizens frequently considerably differs from similar training of the Ukrainian entrants; it is possible to explain this by various approaches and requirements of the Ukrainian and foreign educational institutions.*

*Considering scientists' achievements, own experience concerning circumstances of successful language mastering by foreign students, we have isolated such psychological and pedagogical conditions: purposeful selection and structuring of the language teaching material contents according to cognitive students' possibilities; regular and continuous motivation and stimulation of cognitive interest; realization of methods based on communicative and imitation-play approaches and directed on step-by-step foreign language mastering*

**Keywords:** educational environment, preparatory courses, teaching to foreign students, competence, pedagogical conditions

*У статті аналізується проблема професійної підготовки іноземних студентів, що навчаються у вищих навчальних закладах України. Подане нове розв'язання проблеми оцінювання комунікативної складової професійної компетентності майбутніх іноземних студентів у допрофесійній підготовці. Визначено стан сформованості комунікативної компетентності студентів-іноземців. Виділено організаційні складові, психологічні та педагогічні умови розвитку комунікативної складової професійної компетентності іноземних студентів*

**Ключові слова:** освітнє середовище, підготовче відділення, навчання іноземних студентів, компетентність, педагогічні умови

### 1. Introduction

The importance of professional training studies of foreigners is caused by several factors. First of all, it is so-called «deficiency of students», its consequences, as experts predict, will be observed in Ukraine till 2020. The article deals with language teaching methods and adaptation of foreign citizens, the teacher's responsibility being to assess the student's language level and abilities to gain further professional education in Ukraine.

Despite available achievements in the solution of a problem of professional Ukrainian language teaching in the higher educational institutions there are certain difficulties connected with insufficient development of foreign citizens' speech habits and communicative skills and abilities concerning their effective professional activity. Specified above predetermines requirement for improvement of different aspects of foreign citizens Ukrainian languages mastery directed both on the solution of separate questions of practical Ukrainian languages mastery and elimination of disagreements existing between requirement for foreign language experts capable to orient in sociocultural environment, who are ready to business, professional dialogue with other countries representatives and insufficient level of Ukrainian language mastery by graduates of the higher educational institu-

tions and intercultural communicative competence. Therefore, the further workings out concerning a substantiation of optimum factors which will provide success in the process of foreign citizens' foreign language mastery are necessary.

At present Ukrainian and European linguists, methodologists and teachers are working actively over possibility of learning and teaching several foreign languages simultaneously. Higher educational institutions of Ukraine cannot stand aside from the accelerated, advancing, innovative development of education and science in the world and demand maintenance of conditions for formation of high level foreign language competence at foreign citizens. In this connection the theory of multilingual mastery, multilingual didactics is being worked out, its subject is the study of optimum methods, ways, and means of several Ukraine languages mastery simultaneously or consistently in different conditions and at the different purpose of teaching. At the present stage there are projects on studying of several languages: Galatea (France), Eurocom (Germany and Austria). At the same time workings out concerning a substantiation of optimum conditions which will provide success in the process of several related foreign languages mastery are necessary and provide not only mastery of certain lan-

guage knowledge, formation of skills of practical language use, but also give the chance to glance more deeply in depths of national-language pictures of the world, to see their originality, to single out common vectors in modern language systems development of related and unrelated languages. After all, one of features of our time is constant interaction of universality, similarity of languages – on the one hand, and uniqueness, originality of each peoples' life, each national language – from other hand. Despite the domestic pedagogical science has generated own traditions in the organization of process of foreign language competence formation, overlaying of considerable quantity of the linguistic information at parallel studying of several foreign languages creates certain difficulties for teachers.

## **2. Literature review**

The problem of creation and development of preparation of professionals among the foreign citizens has been researched from different aspects: the methodology of teaching the language of the country of studying; the pedagogical support of major preparation of foreign students in higher education institutions (I. Semenenko [1]); formation of cognitive demands of foreign students (O. Rezvan [2]); the concepts of linguistic preparation of foreign students in higher education institutions of Ukraine and the role of the educator in the professional preparation of foreign students; didactic basis of foreign students preparation (A. Bronska [3], L. Viktorova [4], O. Zhyglo [5] and others). In the recent years, there were several dissertations have been accomplished, which were directly developing the different aspects of the researched subject. Thus, the questions of creating multicultural education of foreign students and the communicative competence of foreign students; the activation of linguistic activity of foreign students (O. Zhyglo [4]), the preparation of foreign students before studying the professional vocabulary (O. Palka [6], L. Viktorovna); the professional language abilities by means of complex of educational games (V. Kolomiec [7]); the pedagogical conditions of communication with foreign students have been defined (O. Tetyanchenko [8]), the pedagogical conditions of communication with foreign students before the studying at the higher education institutions of Ukraine have been researched (I. Sladkikh [9]); there have been defined the peculiarities of creating the communicational features of foreign students (I. Al-Shabul [10]) etc. In the meanwhile, the problem of professional preparation, the organization and the methodological peculiarities of phsyhological- pedagogical conditions for studying of foreign citizens in pre professional preparation realization was not researched in particular within the pedagogical studies.

## **3. Aim and research problems**

The purpose of this article is to study the circumstances helping foreign citizens to form: initiative in professional foreign language speech; professionally focused communicative competence; and to research methods and approaches which will raise interest to professional foreign language speech, allow to form knowledge, skills and speech habits of foreign citizens on a Ukraine lan-

guage by their inclusion to active educational-cognitive activity.

In order to reach the goal, the following problems have been solved:

- in accordance with the analysis of scientific literature, there have been defined the theoretical and methodological basis of the future students's communication side of professional competences;

- there have been defined the common tendencies and strategies in teaching students in foreign language and there have been developed the recommendations for their application;

- clarify the meaning, the content and the structure of «communicative competency for future foreign students»;

- define and describe the criteria and the indicators of foreign students's communicative competency in prior to professional preparation;

- reveal and prove the pedagogical conditions of future foreign students communicative competency in prior to professional preparation, which will allow foreign students use their linguistic and language knowledge for their further education with accordance to their future major.

## **4. Organizational and methodical aspect which provide forming of communicative competence of students-foreigners during the study at the preparatory department**

Considering scientists' achievements, own experience, results of teachers' interview concerning circumstances of successful language mastering by foreign citizens, we have isolated such psychological and pedagogical conditions: purposeful selection and structuring of the language teaching material contents according to cognitive foreign citizens' possibilities; regular and continuous motivation and stimulation of cognitive interest; realization of methods based on communicative and imitation-play approaches and directed on step-by-step foreign language mastering.

One of the conditions of effective language mastery by foreign citizens is selection and optimization of the teaching material contents according to students' cognitive possibilities. Under cognitive possibilities they understand, first of all, a complex of cognitive processes which are necessary for successful mastering. These are peculiarities of intellectual work capacity, attention, perception, imagination, memory, thinking of foreign citizens, character of their educational motivation etc.

The level of intellectual work capacity is known to be not constant; it changes during day and night and consists of several phases. This special dynamics of intellectual work capacity needs to be considered, providing time redistribution of a teaching material according to the tendency of introduction new foreign lexicon at the beginning of a practical class, when foreign citizens' perception is more active.

It is obvious, that perception depends on foreign citizens' attention. Outcomes of this mental phenomenon research are a basis for definition of specific pedagogical emotional memory (it is provided by the emotionality, interest to a foreign language, culture and history) can

play a considerable role in developing of foreign speech habits. Thus, quality of storing processes, preservation and reproduction of foreign lexicon depends on, whether there will be a chain of actions (requirement – desire – cognitive interest – motive).

The special role in foreign language mastering is played by the cognitive interest; its presence is one of the main conditions of learning efficiency and testifies to its correct organization. We will single out some major factors which assist in development of cognitive interest during foreign language mastering by foreign citizens: a) inclusion of students in independent search and discovery of new knowledge; b) solution of problematic communicative tasks.

In the methods there is generally accepted opinion, that during teaching the second language it is important to consider results of the comparative analysis of native and first languages, to find common vectors of modern language systems development, to involve historical and regional geographic data, to create comfortable lingua didactic environment which has high educational potential and activates communicative-cognitive activity. In this respect it is difficult to overestimate advantages of multimedia information technologies and Internet resources which really open wide horizons of possibilities for development of necessary language skills and abilities, raise foreign citizens' motivation provide not only an individualization and differentiation of teaching taking into account foreign citizens' abilities, but also remove a psychological barrier before language mastering, show productivity of learning through the establishment of an intercultural contact in virtual space, and also create conditions for self-education and distance education. Really, the scientists studying factors of motivation increase and cognitive interest of foreign citizens underline value of independent learning.

French scientist G. Chauminot confirms [11], that thanks to multimedia programs the student can work in the rhythm and according to their needs. Experimental researches of scientists testify that the best results were received by those students who used multimedia curriculums as principles of multimedia technology are characterized by acts of simultaneous visual and audio perception, synthesis and synchronization of verbalized and non-verbalized knowledge, synchronization and integration of time-spatial and visual-spatial sources of the educational information. Different training strategies for foreign citizens: meta-cognitive techniques for organization, focusing and self-assessment; affective strategies for processing emotions or circumstances; social strategies for cooperation with other participants of the learning process; cognitive strategies for obtaining new information and implementing it into the existing schemes, its analysis and classification; memorizing strategies for implementing new information into memory, its storage and withdrawal in case of necessity; compensation strategies (guessing or using gestures) to fight the imperfections and gaps in the current language proficiency.

As it is known, progress in language learning in the conditions of the language environment several times exceeds achievements for the similar period of time for language learning of entrants in their native countries.

The matter is that language in such conditions is remembered by a little bit another way: in the homeland it is learned through the reality, and in the country of language learning the reality is learned through language. The learners getting in foreign speaking environment and foreign cultural society, assimilate after a while, they use the rules operating in given circle of contacts that allows them to become full members of all public displays, including professional.

As we see, timeliness and quality of professional training at all its stages depends on many factors, including features of market economy as its necessary condition of effective activity became manufacture profitability, competitiveness of the enterprises, improvement of quality and quantities of the produced goods and services.

Here we mean a system of professional training of foreign citizens which includes pre-professional and professional stages, and also post-educational monitoring of professional success of the foreigners who had been educated in our country.

The first, pre-professional stage is a basic one as it forms not only bases of professional knowledge. In the course of such training the language and spoken bases critically necessary for the further training are being formed. Preparatory faculties and branches for foreign citizens where they receive necessary professional and language knowledge and skills within 10 months right after arrival in Ukraine, become the first and important steps in the course of further education.

The term «pre-professional training» was introduced according to recommendations of the UNESCO and the International conferences of work on professional training and education (1965) according to which level of labour training in comprehensive schools was defined as professional. Till this time the term and functions of pre-professional training was not a subject of separate study which is connected with peculiarities of historical development of education [12].

Pre-professional training which is «complete training-educational process, provides the integrated interaction of the general educational and professionally oriented knowledge, abilities and skills on the basis of individual oriented approach towards subjects of training with an obligatory bias on motivational aspect of choice of the future profession, personal qualities and propensities» [13].

Such training is a component of further professional training; its purpose is to promote formation of steady orientations to labour activity, morally-labour and practical readiness for work, education of labour culture, development of creative abilities, intellectual and psychophysical characteristics of a person. «Presence of effective system of training of the new specialists meeting modern requirements to the qualified labour force is obligatory condition of economic stability of society as a whole» [14].

The basic criterion of effectiveness of system of pre-professional training at all its stages is «successful inclusion of the trained specialists in professional activity» [15]. Therefore one of the primary goals of pre-professional stage is the maximal support of each future

foreign student in a question of choice of direction of training most suitable to his possibilities and propensities. It is necessary to be convinced of motivational firmness of this choice and in case of need to help to change this direction. Such approach is caused by reorientation of modern education from academic and subsequent professional achievements on individual as the individual, «prepared for life in the market conditions, is competitive» [16]. As it is known, the competition means development, constant dynamics and struggle for achievement of the best results that is pledge of constant growth, self-improvement.

But, as practice shows, pre-professional stage of system of vocational training must not only promote conscious choice of profession, formation of its steady motives. One of the basic tasks of this stage is «formation and development of necessary personal characteristics, mastering of initial professional knowledge, abilities, skills, and also contribution to mastering the abilities, helping to reduce adaptation time in a higher educational institution» [17].

Formation of psychological readiness for a future profession is exclusively important, it will help to soften as much as possible difficulties of the adaptable period which foreign citizens overcome during transition from a status "foreigner" through «listener of preparatory faculty» to the status «student of a higher educational institution».

## 5. Results of the research

According to scientific pedagogical research, pre-professional training of Ukrainian students begins in general educational school and proceeds in senior. Two periods are traditionally distinguished. The first one is propaedeutic (2–3 years, 7–9 forms of a comprehensive school). The purpose is to acquaint pupils with professions, to promote in choice of the future professional vector. The second period is pre-professional. Duration is 2 years; an audience is pupils of the senior school. The purpose is localisation of choice and profound studying of the future profession.

As object of our research are foreign citizens, acknowledgement of motives of conscious choice of a profession exists as the practice shows, the majority of arriving foreigners for training were already defined with choice of their future profession in their native countries under the influence of family members' opinion, economic factors or personal preferences. So, according to our research, 89, 7 % of foreign citizens plan to be educated using either the Ukrainian language or the Russian language. 3, 3 % will create own business in Ukraine and 7 % of foreigners wish to raise their own cultural level, to get acquainted with history and country life, to travel etc.

The first and basic task of pre-professional training of foreign citizens is language learning which will be their language of further training. Effective training in higher educational institutions of Ukraine is possible only under condition of the effective linguistic adaptation resulting in the knowledge of language and spoken abilities in the volumes necessary for the further training.

Mastering of language at preparatory faculties is the main task of foreign listeners which, as a rule, show

high interest in language learning. This interest is stimulated by external motives, such, as successful completion of preparatory faculty and entering higher educational institution, novelty of a subject, the interest shown to cultural and community features of the country and so on. Internal motives are important as well – desire to be prominent in group, to raise the authority in the student's environment, to receive a positive estimation.

The assessment of degree of language skills traditionally is an uneasy problem for a teacher as it is assessed not only the set of the learnt words and rules, but level of formed communicative competence. Speaking about criteria of assessment, we completely support the thought stated by P. Sikorsky which asserts, that in such criteria certain contradiction is put down. On the one hand, teachers are offered to assess level of competence which is reduced «neither to knowledge, nor to skills», simultaneously taking into attention the fact that «object of assessment of educational achievements is knowledge, skills, experience of creative activity, experience of the emotionally-valuable relation to the world» [18].

The opinion is true, that while assessing the quality of language fluency there are three accent spheres: knowledge, behaviour and attitude. Knowledge is meant not only lexical, grammatical and other units, but also historical and cultural features of the learnt language. The behavioural component means degree of adequate interaction with native speakers in a certain context. Under the relation is meant ability to show empathy to a situation and interlocutor. But as the empathy is not subjected to standard assessment, it is accepted to base on that, how substantial component of a subject promotes formation of the positive relation of students to learnt language, to its culture and to native speakers [19, 20].

Such approach based on comprehension of main objectives of pre-professional stage of professional training system of foreign citizens which should be realised in the course of teaching and educational work at preparatory faculties, promotes qualitative training of foreigners and supports positive motivation of foreign citizens to continue education in Ukrainian higher educational institutions.

Therefore, taking into the account the main scientific results of the research, allowed to provide the recommendations for solving problems, concerning the problems of foreign students communication in Ukrainian language studying:

a) develop the measures which will help to boost Ukrainian studying motivation via demonstration of application the language competency application in the professional activity;

b) suggest the measures which would be focused on the support of innovation pedagogical activity of teachers who educate foreign students;

c) create professional linguistic preparation quality monitoring systems: for teacher – provide monitoring of studying process; for foreign students – organize self control of the language acquisition quality.

## 6. Conclusions

Pre-professional training of foreigners is the major component in formation of a foreign specialist. The outlined problems only partially open essence and fea-

tures of pre-professional training of foreign citizens as quality of professional training depends on set of personal and business qualities, abilities to adapt for social and economic calls quickly and successfully, educational and professional mobility, motivation, initiativeness.

The considerable role in degree of effectiveness of such system is played by ties of preparatory faculties with higher educational institutions where foreign citizens plan to enter. It is thus paid special attention on formation of those skills which are necessary for successful continuation of training, and, in due course, for employment and fastening on a workplace.

Prospects of our research can serve monitoring of the academic and professional success of the foreigners trained on preparatory branches and faculties for foreign citizens in higher educational institutions of Ukraine.

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## РОЛЬ КЛАСИЧНИХ УНІВЕРСИТЕТІВ УКРАЇНИ У ФОРМУВАННІ КУЛЬТУРИ БЕЗПЕЧНОЇ ЖИТТЄДІЯЛЬНОСТІ СТУДЕНТІВ

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*Проаналізовано ознаки, функції, переваги, завдання класичних університетів у системі вищої освіти. Обговорюється стан навчання безпечній життедіяльності у спеціалізованих, технічних та класичних видах. Надається перевага класичному університету щодо формування культури безпечної життедіяльності. Пропонується використовувати випускників класичних університетів для здійснення наукової, просвітницької, волонтерської та допоміжної ролі у забезпеченні безпеки країни*

**Ключові слова:** класичний університет, культура безпечної життедіяльності, студент, охорона праці, освітній процес

*There were analyzed the signs, functions, advantages, problems of classical universities in the system of higher education. There was demonstrated the condition of teaching the safe life activity in specialized, technical and classical HEI. There were given the regulatory documents that provide the process of teaching questions on civic safety in higher educational institutions of Ukraine. There are given reasons for possibilities of classical universities that prepare the wide spectrum of specialists of different specialties, for combination of mastering of humanitarian, natural, social, exact sciences with the process of formation of the safe life activity. There were offered the ways of structuring of the process of training the safety specialists. The defense and protection at emergencies and at productive activity is provided by graduates of technical and specialized higher educational institutions. Civic safety as a common safety of population, prophylactic work for guaranteeing the safety in everyday life and routine must be prerogative of graduates of classical universities. The preference in formation of culture of the safe life activity is given to the classical university. There is offered to use graduates of classical universities for realization of scientific, educational, volunteer and supporting role in safety provision*

**Keywords:** classical university, culture of safe life activity, student, labor protection, learning process

### 1. Вступ

Класичні університети є основою сучасного інституту вищої освіти та однією із форм розвитку співробітництва на світовому освітньому просторі.

Це зумовлено тим, що за всіх відмінностей і тонкощів національних державних освітніх стандартів, за всього динамізму та національних особливостей проблем вищої школи залишається незмінним статус