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METHODICAL ASPECTS OF TEACHING ENGLISH IN THE TRAINING OF FUTURE PHILOLOGISTS

Summary

The article deals with innovative technologies and methods of forming foreign language communicative competence of future philologists. It is noted that information and communication technologies are an effective means of improving speaking and writing skills, developing analytical abilities and critical thinking, as well as personal characteristics due to the involvement of students in various sources and methods of learning. It has been proven that discussions are an important means of forming foreign language communication skills, analysis and synthesis of necessary information, cooperation in a team, proving one's own position and understanding the ideas of other participants in the educational process. The didactic possibilities of using educational projects in teaching English to future philologists are analyzed. It is noted that the inclusion of students in the search for solutions to professional problems allows them to develop practical skills and enrich their professional experience. In addition, participation in the project contributes to the development of verbalization skills, the ability to listen, ask and answer questions, and conduct a public presentation of information, which are important skills for successful foreign language communication in any sphere of activity.

Keywords: foreign language training of future philologists, computer-oriented technologies, discussion method

Introduction

Linguistic training of future philologists presupposes the formation of professional competence, one of the main components of which is the ability to use the language being

studied (in oral and written form) in various genre-stylistic varieties and registers of communication to solve communicative tasks in everyday, social, educational, professional, scientific spheres of life. The training program assumes that students must learn the necessary vocabulary, as well as develop the skills of analyzing and interpreting texts, be able to participate in problem-oriented conversations and discussions on suggested topics that take place in various spheres and situations of communication, while solving certain communicative tasks, etc.

In the arsenal of methodical tools, there are many technologies and methods of foreign language training of future philologists, in particular: methods of a problematic nature [1], which are aimed at developing critical thinking and communication skills; project learning technologies [2], which contribute to the formation of analytical abilities, skills of independent processing of the necessary language material and the ability to cooperate in a team; interactive technologies (audio materials, didactic games and discussions); the use of information and communication technologies, which provide sustainable motivation to master a foreign language, develop speaking skills due to the imitation of communicative situations of future professional activity [3].

In the process of teaching a foreign language to future philologists, the teacher needs to choose innovative teaching methods that will ensure the optimization of the educational process, intensive development of speaking skills and the use of language in various situations of a professional nature. Therefore, in cooperation with the students of the fourth year of study of the "Philology" specialty, we widely used information and communication technologies and discussion methods in teaching English. This made it possible to intensify the educational process, develop communication skills, critical thinking, the ability to analyze and synthesize the necessary information, the ability to express and justify one's opinion, as well as consider and take into account the ideas of others.

Purpose, subject and research methods

The purpose of our work is to analyze effective methods of teaching philology students of a foreign language, describe the stages of work on the development and improvement of speaking skills, and provide examples of the practical application of the specified methods and forms. In the research process, theoretical methods (analysis, synthesis, comparison and systematization of scientific views on the problem of foreign language training of future philologists) and empirical methods (observation and evaluation of students' work) were used.

Research results

In order to realize the goal of language training of philologists and improvement of language skills and abilities acquired during the previous years of educational activity, students of the 4th year were offered the optional discipline "Practical course of modern English". The subject of the course consists of such topics as "Political system of Great Britain, USA, Ukraine", "Elections", "Political parties", "Legislative, executive, judicial branches of government of English-speaking countries and Ukraine", etc.

For effective cooperation and increasing the motivation of philology students, in addition to traditional tasks aimed at learning the necessary lexical material and developing communication skills provided for in the basic textbooks, we used the means of computer-oriented technologies, namely YouTube videos, online editions of magazines and newspapers, mind mapping technology (mindmeister, bubbl.us, canva), discussions.

An important aspect of the development of the higher education system of Ukraine is the implementation of information and communication technologies as a means of realizing the personal potential of future specialists. The use of computer-oriented technologies enables students to quickly navigate the changing conditions of the educational environment, receive the latest information from various sources, self-develop and improve [4, c. 59].

Information technologies in education help solve the task of teaching professional communication, intensify the process of implementing communication skills, increase the pace of individualization of education due to modeling the necessary situations, using visualization [5, c. 34].

Video hosting YouTube provides various educational opportunities for learning and improving foreign language skills, including for future philologists. When mastering the above-mentioned topics of the 4th course, to the material of the main textbook we analyzed and selected several videos taking into account the following requirements: compliance with the lexical material, informational value, methodically justified possibility of integration into the educational process, time constraints. Tasks for the selected videos were developed in accordance with the main stages of working with the video material (pre-viewing, while-viewing, post-viewing activities).

The use of authentic video materials in the process of mastering a foreign language has a number of advantages: immersion of students in the necessary language environment; increasing the motivation of learning due to the actualization of cognitive, creative activity, compliance with professional interests; reflection of real situations of language use in a cultural

context; facilitation of perception by means of visualization of conversational situations [6, c. 34].

So, for example, when studying the topic "Legal System of the USA. Crime and Punishment" we took into account the completion of the previous tasks of the main textbook "Practical English Language Course" edited by L.M. Chernovaty and V.I. Karaban, which are based on the trial of the world-famous criminal case of O.J. Simpson, and we chose the video "O.J. Simpson. Inside the Case of the Defense". Completion of the proposed tasks made it possible to activate already learned vocabulary on the topic, supplement the glossary with new word combinations, and improve speaking skills with the help of a discussion. The tasks were formulated as follows: 1. Find English equivalents to the following Ukrainian words and word-combinations. 2. Recollect the situations these word-combinations were used in. 3. What is your attitude to the system of jury justification? Does it prove to be reliable, trustworthy and fair? Give your grounds using the information from the video.

The discussion method is considered very effective in learning a foreign language, as it allows students not only to learn the language, but also to apply it in practice. At the same time, students can use their awareness from other fields of knowledge, which contributes to a more complete and holistic understanding of the problem. Also, the discussion method helps to develop critical thinking and argumentation skills, which are important for any specialist in any field of activity. During the discussion, students learn to analyze information, distinguish between arguments and counterarguments, determine the main point, formulate their views and support them with arguments. In addition, the discussion method helps students feel like active participants in the learning process, which can increase their motivation and interest in language learning. The method promotes the development of critical thinking and argumentation skills, integrates knowledge from different areas and helps students apply their language knowledge in practice [7].

The success of the discussion is ensured by dividing the study group into subgroups with subsequent organization of dialogue between them. In each of the subgroups, the main roles-functions are distributed among the participants. The discussion should not turn into an uncontrolled conversation, for this it is necessary to take the following steps: 1) familiarize the students with the principles of conducting the discussion; 2) determine the scope of the discussion; 3) each expressed proposal must be subject to comprehension and interpretation; 4) to create alternative groups or groups of like-minded people in case of contradictions in judgments; 5) end each speech with specific conclusions. The role of leader in the discussion can be performed not only by the teacher, but also by students. The presenter should pay special

attention to the following aspects: 1) understanding between the participants of the discussion; 2) to what extent the group listens to the opinion of each participant in the discussion; 3) the atmosphere in which participants express their thoughts and emotions; 4) regulation of the time allotted for individual speeches, sequence of speeches, ways of expressing agreement or disagreement.

As a logical continuation of the topic, in order to replenish the vocabulary and develop communication skills, the future philologists were also asked to watch a video clip about another trial of a criminal case in court involving the same accused after he was acquitted after the murder. After completing the vocabulary exercises, the students had to comment on the words of one of the participants in the video clip. The task was formulated as follows: Comment on the words of Goldman's father: "What troubles me, not only Simpson, but the whole system. It gives the second chances to violent felons or anyone in jail. Ron (his murdered son) doesn't get the second chance." Participating in commenting on statements allows students to activate vocabulary, develop and improve analytical skills, creativity and teamwork.

Commenting on quotations is an effective method of developing foreign language communication skills, as it contributes to the development of the ability to analyze, understand and express one's own opinion about the text. When commenting on quotes, the future philologist must determine the main idea that the author wanted to express and understand the context in which this quote was said. Then it is important to analyze the meaning of this quote and express your own opinion about it, expand the opinion by explaining your reasoning, using already learned vocabulary and possibly finding a link to personal experience or knowledge. Commenting on quotes has become an interesting and educational activity for students who want to develop their communication skills. This method helps to increase the level of understanding of the text and the development of the ability to formulate opinions and argue them. As a result of commenting on quotes, the future specialist learns to be a more effective communicator and develop his speaking skills in general.

To improve reading and speaking skills, future philologists were offered an article from the online publication "O.J. Simpson is given parole after 9 years" (Los Angeles Times, July 21, 2017). Working with the text, students performed the following exercises: 1. Match the words on the left with their definitions on the right. 2. Fill in the gaps using appropriate words and expressions from the text. After reading the newspaper article, students expressed their opinion about what they read. 3. Should people like Simpson be given parole? Does legal system of the USA proved to be faithful and pitch-perfect? Give your grounds.

The use of authentic online newspaper texts in the formation of foreign language communicative competence has certain advantages over reading book texts:

1. Improving vocabulary. Studying online newspaper texts helps students to replenish their vocabulary, as it contains a significant number of new words from the topic, and to understand the meaning of words in context.

2. Acquaintance with current vocabulary and topics. Newspaper texts contain information about current topics that are important for understanding the culture and society of the country whose language the student is studying.

3. Development of reading and text comprehension skills. Newspaper texts can be difficult to read and understand because they contain a significant number of unfamiliar words and expressions. But, on the other hand, it helps students develop their reading and comprehension skills.

4. Increasing the motivation of learning. Using newspaper materials online is more motivating for students because they are working with material that is real and relevant to the subject being studied.

5. Authenticity of the used educational materials. Online newspaper articles contain information from real life, which makes them more meaningful and interesting to study.

The next effective method of developing the foreign language communicative competence of future philologists is educational design, as it allows organizing the learning process in such a way that all students become active subjects of cognitive activity aimed at learning the learning material and its creative application in solving educational and professional tasks.

Participation in the educational project gives the future specialist the opportunity to realize creative activity, consider the researched material from different positions, show search activity, creative imagination, creative interaction between him and the teacher. The creative potential of a participant in educational design develops due to the possibility and necessity of mastering various types and forms of activity at each of the stages of project development and implementation.

Work on the project implements a number of educational functions that enable the effective formation of foreign language communicative competence: inclusion of those who are studying in the search for solutions to professional problems; development of collective activity skills and individual communication style; the development of healthy competition, which contributes to the development of self-confidence and increasing the level of self-esteem;

development of creative potential; development of verbalization skills, the ability to listen, ask and answer questions, conduct a public presentation of information.

As a result of working on projects, future specialists must present and defend it, usually in the form of a presentation made in Google Docs, where students can open access to the presentation to other members of the project group. Therefore, students can also develop online collaboration skills, which is an important component of modern education.

Philology students worked on the project "Political Systems of Great Britain and Ukraine. Any Similarities?" To implement the project, the future specialists used the information obtained at the previous stages of training, systematized and analyzed it, as well as researched other sources.

The effectiveness of the formation of foreign language communicative competence by means of educational design depends to some extent on the effective interaction of the teacher and students. It activates the motivational sphere of the individual, promoting the joint activity of students to achieve the goal of communication and solving a simulated professional problem. A foreign language becomes a component of the study of the specialty itself, the development of professional interests and the readiness of students to use the acquired knowledge in the professional field.

In the process of working on projects, students used mind mapping technology to generate ideas and systematize researched information. Building mental maps allows to structure ideas, develop creative thinking, construct logical connections between concepts, and increase motivation and learning intensity. Students used different online platforms to build intellectual maps, each of which has its own advantages and certain disadvantages (mindmeister, lucidchart, zapmeta, mindmup, bubbl.us, coggle, gitmind, canva).

An intellectual map is a graphic expression of the processes of multidimensional thinking. This is a powerful visual method that provides a universal key to revealing the educational potential of an individual and has the following advantages in the student's educational activity: it implements the principle of visualization, allows you to understand everything at a glance, since the block diagram shows everything that is most important in associative comparisons and connections, transforms the educational information into associative links between educational concepts, develops the creative thinking of an individual, logic and the ability to transform all educational material to the most important, increases the quality and intensity of learning, trains memory, develops concentration of attention [8].

Conclusions

The combination of traditional and innovative methods of teaching English to future philologists is an effective means of forming and improving foreign language communicative competence. The use of information and communication technologies provides access to many interactive resources that provide opportunities for practice and development of language skills, increases motivation to study, improves the process of formation of all components of foreign language communicative competence.

Carrying out exercises of a discussion nature helps to develop the ability to think constructively, adapt to the changing conditions of the professional environment, and be socially aware in interpersonal communication. We see the prospects for further research in the definition of criteria and indicators of the formation of foreign language communicative competence of future philologists.

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