

**WORKING WITH PROFESSIONAL SCIENTIFIC TEXTS IN THE
PROCESS OF TEACHING FOREIGN LANGUAGES IN TECHNICAL
HIGHER EDUCATIONAL INSTITUTIONS**

Svitlana Nykyporets, lecturer

Nadiia Herasymenko, lecturer

Vinnytsia National Technical University

Vinnytsia, Ukraine

fotinia606@gmail.com

nadiiaherasymenko72@gmail.com

Annotation: The article deals with the issues of understanding and interpreting professional scientific texts by the students of technical higher educational institutions. Authors point out that the desired result can be achieved by combining didactic requirements for the text itself and the systematic presentation of educational material.

Key words: professionally-oriented foreign language learning, technical university, professional scientific text, non-linguistic university, educational process, educational material

In the modern technical university, the process of understanding and interpreting professional scientific texts by the students is quite complicated. That is why, the teachers of the foreign languages department of VNTU, pay great attention to the development of methods of teaching students of non-linguistic universities to work with texts of such fields effectively. The experience of teachers has shown that the best result can be achieved by combining didactic requirements for the text itself and the systematic presentation of educational material. Let's look at the above in more detail.

In our opinion, it is reasonable to take into account the existing scientific interpretations of the concepts of "text" and "text category" [1, p. 39] for improvement and development of the educational process, namely to their involvement for the purpose of teaching professional educational material, for methodical selection of scientific special texts, etc. When analysing professional texts for educational purposes, we focus not only on lexical but also on thematic selection.

The thematic field is a field for processing not only vocabulary, but also grammar, phonetics, syntactic analysis and application in the process of education. [2, p. 150] In addition, the communicative capabilities of each text are also different. The amount of text is of great importance in teaching, so you can use different amounts of text to learn a topic, even with the help of classroom and independent work, as well as applying the individual approach in small groups.

Features of methodically correct definition of scientific text as educational material are as follows:

- linguistic analysis of the scientific text, which can be processed in the classroom and outside the classroom with students of higher education and is the basis in the educational and methodological complex.
- sound choice of lexical, grammatical and syntactic features of a professional thematic field.
- search for thematic linear lexical supports to play a single thematic field. Thematic linear lexical supports are components of a number of educational professional texts that form a single theme in educational textbooks.

The basic provisions of these theses find their practical implementation in the educational tasks that our team creates. [3, p. 5] It is also desirable to note a new direction in the compilation of educational and methodological literature by teachers of Foreign Languages Department of VNTU, namely, lexico-semantic consideration of synonyms in the professional literature, as well as in professional texts on environmental monitoring and in the field of power engineering.

In conclusion we consider it necessary to admit that the problem of professionally-oriented foreign language learning is one of the most difficult spheres of learning in modern non-linguistic technical higher educational institutions and remains opened for the further methodical findings and improvements.

References

1. Вяхк. І. А. Стан сформованості іншомовної комунікативної компетентності майбутніх фахівців у галузі інформаційних технологій / І. А. Вяхк // Збірник наукових праць № 62. Серія: педагогічні та психологічні науки / [гол. ред. : Є. М. Потапчук]. – Хмельницький : Вид-во Національної академії Державної прикордонної служби України імені Б. Хмельницького, 2012. – С. 38 – 40.

2. Никипорець С. С., Герасименко Н. В. До питання формування іншомовної комунікативної компетенції у студентів технічних ВНЗ / С. С. Никипорець, Н. В. Герасименко // Матеріали науково-теоретичної конференції "Лінгво-методичні аспекти вивчення іноземної мови у навчальних закладах" 31 березня 2007 року, ВДПУ ім. М. Коцюбинського, м. Вінниця, с.149-151

3. Методичні вказівки до виконання контрольних робіт з дисципліни "Іноземна мова за професійним спрямуванням", І. С. Степанова, В. О. Плиненко, В. В. Науменко, Л. М. Багнюк, Л. Е. Габрійчук, С. С. Никипорець, ВНТУ, 2012

4. Mackay, R., Mountford, A. J. The teaching of English for Specific Purposes: theory and practice in English for Specific Purposes; A case study approach. (Mackay, R., Mountford, A.J.) Longman. London.

5. Robinson, P. ESP (English for Specific Purposes,) Pergamon Press Ltd. New York.

6. Abramovich G.V. The concept of foreign language competence as an aim and result of professional technical education. 2005, Nezhin: Publishing House of NSU after Gogol, 257.

7. Varianko T.V. Teaching to read scientific technical texts at the non-linguistic higher educational institutions. Kyiv 2012, Ukraine: FL, NTUU “KPI”.

8. Volchenko O.M. Peculiarities of students’ abilities to master a foreign language. Materials of VII International scientific and practical conference: Science and Education. 2004

9. Obraztsov P. J. Designing and structuring of a professionally-oriented training techniques. 2005

10. Anthony, L. “ESP. What does it mean?”

<http://www.interserver.miyazakimed.ac.jp/cue/pc/anthony.htm>.

11. Hutchinson, T., Waters, A. English for specific purposes: a learning-centred Approach, Cambridge University Press. Cambridge