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The problem of the texts' selection for the professionally-oriented reading in teaching a foreign language and its role in the formation of students' professionally-oriented competence

Проблема відбору текстів для професійно-орієнтованого читання при навчанні іноземної мови та її роль у формуванні професійно-орієнтованої компетентності студентів

***Summary.** The analysis of the professionally-oriented reading necessity and the importance of taking into account the profession specifics in studying the foreign language by the specialists to be was determined in the given research. The problems and disadvantages of the non-linguistic specialties students' language training were reviewed. The role of the professional texts reading in the overcoming of these disadvantages and in the formation of professionally-oriented students' competence was defined. The specificity of the profession is taken into account, which has become a priority in foreign language training for future specialists. The basic criteria for the professionally-oriented reading texts' selection were given. The basic methods of working with the professional texts at foreign language classes were highlighted. Short descriptions of types of reading the professional texts and working with them were defined along with the recommendations on the exercises based on these texts. The analysis of the pre-text and post-text exercises role in work with original scientific texts by profession aimed at formation not only of the reading skills but also of the foreign language communication for the non-linguistic specialties students'. The importance of using the authentic texts and the approaching the training conditions to the real professional situations was proved. The necessity of the professionally-oriented reading*

skills in current conditions of the international labour-market was pointed out. The problem and criteria of the selection of text material for teaching professionally-oriented reading in a foreign language and its role in the formation of professionally-oriented competence of students have been studied. The role of not only professionally-oriented reading, but also the performance of exercises and tasks compiled on its basis was defined. Different forms of presentation and criteria for selecting the content of reading professional literature were presented. It was proven that professionally oriented texts are one of the primary sources of forming the vocabulary of future specialists. Attention was focused on the fact that it is expedient to carry out dictionary dictations, which include the terminology of previous topics and bring it to automatism. It was analyzed that bringing educational conditions closer to real professional situations is becoming more and more special and important. It was presented that great importance is attached to annotation and referencing when working with professionally oriented texts. The fact that reading professional texts becomes the primary basis for further oral expression skills was highlighted.

Key words: professionally oriented reading, types of reading, authentic text, pre-text exercises, post-text exercises, professional activity, non-linguistic specialty.

Анотація. У статті проаналізовано необхідність професійно-спрямованого читання та важливість врахування специфіки професії при навчанні іноземної мови майбутніх спеціалістів. Розглянуто проблеми та недоліки мовної підготовки студентів немовних спеціальностей. Визначено роль читання фахових текстів у подоланні цих недоліків та у формуванні професійно-спрямованої компетенції студентів. Встановлено основні критерії відбору текстового матеріалу для професійно-спрямованого читання. Розглянуто основні види роботи з фаховими текстами на заняттях з іноземної мови на немовних спеціальностях. Наводяться стислі характеристики видів читання фахових текстів та роботи з ними, рекомендації щодо типів вправ, складених на їх основі. Проаналізовано роль передтекстових та післятекстових вправ для роботи з оригінальними науковими текстами за фахом у формуванні навичок не лише читання, а й іншомовної комунікації для студентів немовних спеціальностей. Доведено важливість використання автентичних текстів та наближення навчальних умов до реальних професійних ситуацій. Закцентовано необхідність навичок професійно-спрямованого читання в сучасних умовах розвитку міжнародного ринку праці. Досліджено проблему та критерії відбору текстового матеріалу для навчання професійно-спрямованому читанню іноземною мовою та його роль у формуванні професійно-спрямованої компетенції студентів. Визначено роль не лише професійно-спрямованого читання, а й виконання вправ та завдань, складених на його основі. Представлено різні форми викладення та критерії відбору змісту навчання читанню фахової літератури. Доведено, що професійно-спрямовані тексти є одним з першочергових джерел формування лексичного запасу майбутніх спеціалістів. Закцентовано увагу на тому, що доцільним є проведення словникових диктантів, що включають в себе термінологію попередніх тем і доведення її до автоматизму. Проаналізовано, що наближення навчальних умов до реальних професійних

ситуацій набуває все більш особливого та важливого значення. Представлено, що велике значення при роботі з професійно-спрямованими текстами надається анотуванню та реферуванню. Виокремлено той факт, що читання фахових текстів стає першочерговою основою для подальших навичок усного висловлювання.

Ключові слова: професійно-спрямоване читання, види читання, автентичний текст, передтекстові вправи, післятекстові вправи, професійна діяльність, немовна спеціальність.

The statement of scientific problem. At the current stage of the development of humanity, civilization, as well as the rapid improvement of science and technology, one of the most important means of obtaining information is still reading, as one of the spheres of human social and communicative activity. Just as the development of communications does not stand still, the means and directions of professional cooperation are also being improved. For Ukraine today, this is especially relevant in connection with the entry of our country into the international labor markets, the expansion of cooperation with the countries of the European Union and other regions of the world, both in the political and economic direction, and in the field of education and science, and this requires, first of all turn, training of highly qualified specialists. And the requirements for such specialists are increasing from year to year. Now it is not only a high level of both theoretical and practical professional knowledge, abilities and skills, but also mastery of foreign languages.

Recently, the so-called “European space” has been actively forming, an integral part of which for education and science has become the Bologna process, which emphasizes the ability to apply the acquired knowledge at the international level. And that is why communication in a foreign language becomes one of the most essential components of professional training and subsequent activities of specialists.

Today, there are many shortcomings in the language training of students of non-language majors. But, summarizing, they can be reduced to such basic ones as: insufficient amount of time allocated for learning a foreign language (which still remains at best secondary in comparison to the main specialty); low level of language competence of the applicants themselves; insufficient development of the foreign language teaching methodology, which would adequately take into account the specifics of the interdisciplinary training of students of non-language majors.

Therefore, taking into account the specifics of the profession has become a priority when teaching a foreign language to future specialists. An important problem at the same time is that the level of mastery of at least oral foreign language professional communication by future specialists in the field of professional communication often turns out to be

insufficient and does not ensure the true readiness of students for active interaction with a professional foreign language environment. Of course, such readiness is achieved only with experience. But it is necessary to start forming this experience already from the first courses. As a result, the graduates are able to read professional literature, if necessary reproduce the topics covered during their studies, but cannot freely express their thoughts in a foreign language, which is the first condition for free communication in a foreign language, including professional communication.

Since the main goal of any graduate is further employment, of course, preferably in a specialty, he begins to explore the labor market, and the main requirement of most vacancies is knowledge of a foreign language to make foreign professional contacts, since any respectable employer always orients for foreign cooperation in their field. This is necessary because modern specialists must be able not only to communicate with foreign partners, but also to use international professional and cultural experience in their work. According to the research of sociologists, the most "in-demand" qualities in the modern world are the ability for creative development and self-development, the ability to make a creative decision in the process of dialogue, and this becomes possible only if a sufficiently high practical language level is achieved [1; 2; 4].

Achieving this level of practical speaking is achieved, as already mentioned, only with experience. And the necessary experience in such a field as a foreign language, in particular for students of non-linguistic specialties, is achieved only if the foreign language ceases to be "foreign" to them. And this can be achieved, under the modern conditions of teaching a foreign language in non-linguistic specialties, only with a sufficient amount of professionally oriented reading, as well as the performance of the necessary exercises based on it, which would develop not only communicative habits and various types of memory, but also form professional thinking.

Analysis of the researchers and publications into this problem.

Both domestic and foreign researchers devoted their works to the problem of determining the role and content of teaching students to read professionally oriented texts, as well as the selection of the necessary educational material that would meet the latest requirements of their time, since this topic is universal, always relevant and concerns students of each country. This study by G. V. Barabanova, T. P. Blagodatnaya, T. O. Vdovina, N. D. Galskova, N. I. Hez, M. A. Davydova, Z. I. Klychnikova, K. Ya. Kusko, R. P. Milrud, T. S. Serova, O. P. Yurkevich, T. Hutchinson, A. Waters, and others.

The aim of the article. To investigate the problem and criteria of selection of text material for teaching professionally oriented reading in a foreign language and its role in the formation of professionally oriented

competence of students; determine the role of not only professionally oriented reading, but also the performance of exercises and tasks compiled in his dream.

Presentation of the main research material. Today, taking into account the general situation and the requirements of modern science, considerable attention is paid to the problem of selecting a professionally oriented text for teaching reading to students of non-linguistic majors. Not only the topic of the texts and their volume, but also the organization of the educational process, work with these texts, and the presentation of the material are important. According to the content of the text, the teacher can most effectively organize educational activities in class, create models of situations for searching and analyzing certain information, control not only the content of students' statements, but also the freedom of the expressed opinion. And this means that through professionally oriented texts, a foreign language becomes one of the means of intellectual, social and professional development of a student both as an individual and as a highly qualified specialist.

Usually, scientific or popular science articles are used as a type of scientific literature. Such professionally oriented texts are the basis of the content of foreign language teaching in non-linguistic specialties, they help to form the vocabulary of future specialists, they provide live examples of the use of terminological vocabulary in a real context. However, it must be stated that during the training of professionally oriented reading of students of non-linguistic majors, weak basic knowledge of many of them in reading is revealed, which subsequently leads to the impossibility of working with foreign language sources during the preparation of scientific research. Yes, some students can communicate, for example, in English, but this is usually a simple conversational basic vocabulary, learned in most cases "by ear", which lacks a professional orientation. That is why there are problems related to reading skills. The presence or acquisition during training of such reading skills, especially on the example of professionally oriented texts, will allow students of non-language majors to maintain academic knowledge, develop personality and achieve professional success. After all, such texts, which describe what students are going to devote, if not their whole life, then their career, will stimulate their interest, attract attention, provide new knowledge or interesting facts about what is already known. That is why the development of reading skills of professional texts is one of the main goals of professional foreign language courses.

The following stages can be distinguished in the training of professionally oriented reading:

- pretext provision with new thematic vocabulary;

- independent reading of a professional text;
- classroom reading of the text;
- performance of a number of exercises for a better understanding of the content;
- annotating and referencing the text with the aim not only of deepening the understanding of what has been read, but also to develop the skills to operate with the received information.

There are different forms of teaching and criteria for selecting the content of reading professional literature. And according to different criteria, different classifications of types of reading are distinguished. For non-linguistic specialties, these four types are quite sufficient, as they can quite fully satisfy almost all requests of future specialists in the process of obtaining the necessary information from a specialized text. Therefore, when working with a text of a certain style and a certain professional orientation, it is so important to take into account its stylistic features and choose a certain type of reading.

So, for example, to work with texts of a large volume, it is advisable to use the techniques of introductory reading, without requirements for obtaining specific information from the text. The material for studying reading is cognitive scientific texts that contain important information for students and linguistic and semantic difficulties, because this type of reading involves not only the most complete and accurate understanding of all the information presented in the text, but also its critical interpretation. These texts, by their content and subject matter, should satisfy the cognitive and communicative needs and interests of students, correspond to the intended purpose of each text in real life.

It is also necessary to emphasize that the actual reading only at the very beginning of the study will be reading to understand the content of the text as a whole. In the future, it is necessary to set certain tasks before students before reading the text, in order to gradually familiarize them with the specifics of reading special literature and develop in them solid skills and abilities necessary for future professional activities.

Also, reading professional texts should not be just reading with certain exercises. Great attention should also be paid to reading texts aloud. After all, from the very beginning, a student must get used not only to his own pronunciation (which also needs to be polished), but also to the sound of specialized vocabulary and certain expressions that are used in one or another specialty and can have different meanings in different fields. Thus, in his professional activity, the future specialist will not be able to limit himself only to reading the latest scientific publications. He will also have to communicate with colleagues, receiving information by ear and reproducing it. That is why special attention should be paid to reading aloud, and with an individual approach to each student.

As already mentioned, professionally oriented texts are one of the primary sources of forming the vocabulary of future specialists. Therefore, to introduce new vocabulary to each new topic, it is advisable to perform pre-text and post-text exercises. As a rule, correlation exercises can be included in the pre-text exercises:

- terms and pictures;
- terms and definitions;
- true and false statements [5; 7; 9].

At the beginning of working with the text, small stimulating tasks can be given, such as, for example, looking through the text and finding words, terms, names, expressions, abbreviations that students may already be familiar with as specialists in a particular field. This will help prepare students to perceive new material with the help of what they already know, and will save them from feeling wary and treating a foreign language text as something “foreign”. After that, it is advisable to move on to learning reading for the most complete understanding of the content of the text, as well as with the aim of learning to find answers to questions, which are one of the most common types of post-text exercises. Post-text exercises can also include filling in gaps in sentences; combining parts of sentences; formation of professional terms by correlating different words.

As for learning new thematic vocabulary, of course, for this, it is advisable for students to create their own thematic dictionaries for each of the specialized texts, which can later be useful to them even after graduating from the educational institution. As future specialists, students must quickly navigate the terminology of their profession, both in their native language and in a foreign language, and for this, constant current control is necessary. Therefore, it is advisable to conduct vocabulary dictations, not only after each new text to learn the vocabulary of this particular topic, but also general ones, which will include vocabulary from previous topics, so that students' knowledge always remains “alive”, the terminology of previous topics is not forgotten under the influence of new vocabulary, and practiced literally to automatism.

Therefore, in addition to the already mentioned types of exercises and control over their execution, it is necessary to focus attention on discussions. It is one of the most effective ways of working with professionally oriented texts. The teacher should not forget that students should be interested in working in classes, because only interest in what is being studied really helps to learn and not forget later. Therefore, the tasks for discussions should be formulated in such a way that they are as close as possible to real situations and are as closely related as possible to the future professional activities of students.

In recent years, this trend of bringing educational conditions closer to real professional situations is gaining more and more special importance. It is based precisely on the use of authentic texts. Although there are different interpretations of this concept, most researchers believe that a text that was not originally designed for educational purposes should be considered “authentic”. Thus, G. V. Barabanova claims that the authentic text, which provides factual material for the organization of educational communication, is a universal didactic unit of professionally oriented education [1, p. 101].

As already mentioned, great importance is attached to annotation and referencing when working with professionally oriented texts. Most of these types of work are used already in senior courses at the final stages of processing texts, because, as future specialists, students must learn to grasp the essence of the information read and concisely present it.

After reading the text, it may also be appropriate to perform lexical-grammatical exercises that will help to better understand the use of certain grammatical constructions in a certain situation (why exactly this way and not otherwise) to practice the use of thematic vocabulary. Moreover, such exercises can be performed both in the classroom and independently, and you can also offer students to complete similar exercises themselves and develop keys to them, which will make it possible to better understand not only the content of the text, but also the principle of its construction. These exercises can be both written and oral to train different types of memory [5; 7; 9].

As already emphasized, reading professional texts becomes the primary basis for further oral expression skills. Therefore, it can be concluded that a foreign language educational text, as a basis for oral expression, should:

- take into account the needs and interests of students;
- contain novelty elements;
- take into account the future specialty and professional interests of students;
- relate to the topic being studied;
- focus on solving a specific communicative problem;
- to serve as a carrier of additional information on a specialized discipline;
- to meet not only the concept of the modernity of the language, but also the criteria of normativity and frequency of use.

That is why the problem of selecting material for reading professionally oriented texts is so urgent. Only correctly selected professional texts, their correct and interesting presentation, properly organized exercises for them will help to achieve the main goal of teaching a foreign language in

non-linguistic specialties, namely: to form students' skills and abilities to read professional literature in a foreign language, to navigate in it, and on the basis of this in sufficient volume to master oral speech for conducting a conversation. In addition, properly selected professional texts promote students' interest in learning both their specialty and a foreign language, expand their knowledge about their future profession, deepen their professional training, serve as a basis for their own monologue statements and for communicative activities.

Accordingly, the main criteria for the selection of such authentic professional texts include: informativeness, scientific content, availability / possibility of construction for the development of not only reading, but also speaking skills. The most important criterion is the cognitive value of the material, the accessibility of its presentation. It is also advisable to observe the gradation of the amount of novelty in educational texts. For the first courses, it is better to start with texts with a small amount of novelty of the material, accordingly increasing the content novelty of the texts, moving to completely authentic ones. This will help to avoid "shock from oversaturation of information" and will not scare away further study of a foreign language.

In the process of working with professionally oriented texts, students face the following tasks:

- to obtain information that would deepen the educational material received by students in the process of studying professional disciplines;
- to form the necessary skills for further independent reading of literature by specialty [3, p. 76].

It is also necessary to emphasize one more important point. At the current stage of revitalization of international cooperation, one of the most relevant areas of activity (and for students, in particular) is participation in the writing of international projects and grants. It is clear that it is impossible to adequately prepare students for participation in project work, as this is an unpredictable dynamic process. But there are certain skills and abilities that can be practiced before starting the project. And in the role of participants of such projects and grants, students, first of all, should be ready to perform tasks built on the skills of professionally oriented reading. This makes it possible to search for, process and use important information while working on the project, as well as to increase professional qualifications and the level of language proficiency as a result of familiarization with foreign experience in the field, which is primarily associated with reading literature, and recently with mediated communication via the Internet [6; 8].

Conclusions and prospects for further research. So, taking into account all of the above, we can summarize the following.

The selection of material for learning a foreign language in non-linguistic specialties is extremely important. First of all, it must meet such criteria as the relevance of the information it contains, its actual informativeness, compliance with the relevant discipline, the opportunity to develop speaking skills based on it, and compliance with the interests of students. This is most facilitated by the use of authentic sources of specialized literature, periodicals (which will guarantee compliance with the criterion of novelty of information), and the Internet. In addition to the actual text of the specialization, the educational material should contain work with the dictionary, pre-text and post-text exercises both to consolidate the material and to develop and improve speaking and writing skills. This will also contribute to the achievement of one of the main goals of learning a foreign language in general, namely, the ability to apply a foreign language in the right situation (whether it is a conversation or finding the necessary specialist literature for writing an international project).

The experience of practical work proves that a correctly selected professionally oriented authentic text and a set of various exercises developed on its basis play an extremely important role in the study of a foreign language in non-linguistic specialties, contribute to the versatile and integral formation of the student's personality, and prepare him for future professional activities.

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