

Interdisciplinary cooperation in the process of non-philology students' professional training

Modern social and economic needs of the Ukrainian society set requirements to the system of education and at the same time demand the creation of conditions for provision of harmonious personality formation, development of his/her individuality and upbringing him/her as a member of society. This process aims to join young generation to the social, national and world culture based on the value-oriented system and basics of professional education which envisages formation of professional qualities to ensure this person's competitiveness in getting a job and, hereby, the opportunity to active participation in the socio-economic activity of Ukrainian society.

According to this the main aim of the professional training of non-philology students in the higher learning establishments is to provide them with fluent professional English language skills as well as quality practical training in their major.

Teaching English of non-philology students should be constructed according to their interests and future professional specialization. The instruction of every subject from a learning program (including foreign language) should not be just an isolated collection of knowledge, but should correspond with the aim of University education which means perception of professional knowledge and competence. The question of interdisciplinary connections improvement becomes especially important considering striving for humanization, democratization, and internationalization of contemporary education. Furthermore, students need to operate more information fast and from different sources every day. Modern world is changing, traditional concepts are modernized, and new ones appear. Young people have to follow innovations.

The description of interdisciplinary relations requires explanation of the term 'interdisciplinary connections'. A number of scholars understand this notion as a system of connections between students and a teacher/ instructor, and also between teachers of different subjects. Introduction of this system entails knowledge acquisition with involvement of adjacent subjects' content for better understanding and easier skills assimilation.

Although transforming to the constant educational system, fragmentary interdisciplinary relations should evolve to interdisciplinary coordination. Researchers distinguish a concept of coordination or adjustment of learning programs, including unification of terms, which are learnt, forms, and methods of teaching. While developing this idea, M. Koniok states that a graduate of a modern university has to be able to apply 'apparatus of any subject learnt in its integrated connection to other subjects as a way of solving tasks in cognitive and professional activities'[2]. In the context of university education this aim may be achieved

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with the help of not only cross-subject notions, terms, and principles in professional-oriented and non-professional-oriented subjects, but also through the usage of specific professional-oriented tasks with so-called immersion into the sphere of future professional activity. The right implementation of interdisciplinary coordination also requires coordination of learning programs of different subjects: defining common aspects, similar treatment of terms, and answering the question in the course of which of these subjects a notion would be presented.

We support R. Gryshkova's [1] point of view that interdisciplinary coordination in foreign language learning makes English teachers acquire professional vocabulary of wide and specific usage from the sphere of the future professional activity of students and application of professional knowledge in teaching English for specific purposes. Smart interdisciplinary coordination allows instructors to prevent duplication and gaps in learning material and makes the process of learning more logic and joyful. It stimulates interest to learning foreign languages, development of productive and creative thinking, increasing of general erudition and search skills.

Interdisciplinary integration is considered to be the most developed form of interdisciplinary connections. Integration is the process of amalgamation of versatile concepts, methods, and elements of different sciences in one course or a learning topic. The starting stage of this process is integrated classes in a foreign language with authentic materials which coincide with professional education purposes. The final aim then is not only supporting strong connections in interdisciplinary topics, but also creating special professional courses, which could be taught in a foreign language.

The notion of 'interdepartmental synergy' is used by the scholar N. Todorova [5] for determining mutual support of teachers / instructors from different departments, integration of their achievements, programs, and diagnostic results. Therefore subjects do not contradict each other, and teachers have stable connection for consultation. Synergy then is a concept wider than coordination or integration, joining technical peculiarities of interdisciplinary connections implementation, and creation of special integrated modules and courses.

Interdisciplinary coordination and integration in complex with departmental synergy give an opportunity to create a constant connection between different subjects which will allow students to form a coherent world view by understanding global connections. It will also raise students' motivation for learning foreign languages.

This motivation mainly deals with students' future professional interests and specialization, which define peculiarities of information perception and memory. Students of technical specialization tend to need knowledge visualization and its further application in the form of schemes, tables, formulas, diagrams, and statistic data. At the same time students who specialize in politics, history, and international relations are supposed to communicate much through discussions and polemics. Students of any department have their own peculiarities of learning data perception, which should be taken into consideration in programs and course structure. In addition to specifics of learning material perception a teacher should pay attention to Foreign Language for Specific Purposes (LSP). Researches T. Hutchinson and A. Waters [6] define LSP as a language, teaching which is based on the aims of students. The process of teaching a subject should be built according to students' professional orientation, because its final point is forming an independent creative personality and a professional. Teachers of a foreign language at non-philological departments apply professional material to provide an opportunity for students to develop speaking skills due to their desire and ability to share professional knowledge. Professionalization also raises the general level of learning motivation, because students understand practical value of their skills.

We should also mention that a teacher/ instructor who is constantly improving as a professional, strives for new knowledge and skills, uses modern technologies and Web 2.0, and promotes interdisciplinary integration and interdepartmental synergy implementation, raises students motivation of learning a foreign language.

A number of scholars consider the question of professional-oriented instruction and learning. It is proved by the works of O. Tarnopolsky and S. Kozhushko [4], Z. Kornieva, L. Haidukova, as well as foreign researchers J. Crandall, N. Cloud, S. Burger, M. Wesche & M. Migneron, R. O'Dowd [7] and others. The researcher O. Krat [3] defines professional-oriented instruction as teaching based on taking into account students' needs in foreign language acquisition according to the peculiarities of their future professions. Versatile methods and forms of skills needed for the high level of communicative competence in a professional sphere are used in the teaching-learning process.

One of the effective methods which coincides the need for interdisciplinary connections consideration is studying professional texts in a foreign language. Sources of these materials are articles in professional journals, posts on the Internet, fragments of monographs and authentic text-books. In the process of studying these materials students do exercises before reading a text and after reading it: answer questions, create text

plans, names for text parts and paragraphs, comment on problematic objects and discuss them. Successful text work is impossible without sufficient professional vocabulary.

The attention in teaching methodology is focused on the opportunity to form lexical skills as a rule. One of the tasks of teaching foreign terminology of some specialization is accumulation of language material and development of the skills of lexical units' usage. A number of didactic problems arise while working with terminology, e.g. right choice in selecting terms and defining the volume of the professional vocabulary, which is needed for communicating professional information. The way a teacher solves these problem influences the choice of professional texts in a foreign language.

Acquisition of foreign communicative competence is impossible without communicative practice. One of the traditional ways of speaking skills development is making monologues and dialogues, and also active involvement of students in discussions in a foreign language. Internationalization of learning space in the last few decades makes it possible for an educational institution to invite foreign professors for conducting classes, although not every university has a sufficient material and intellectual background.

Internet environment allows students and teachers to go beyond these limits and facilitates authentic communication with real interlocutors on actual topics, including professional ones. Blogs, forums, and podcasts give users access to the newest information of any orientation. A teacher should remember that Internet means should be applied carefully and gradually.

The background for right professionalization of teaching a foreign language in a university in the contemporary educational system is using interdisciplinary tasks. They are tasks, which are designed for professional knowledge application in a foreign language, or research tasks, solving which students should use information from the sphere of their future work.

The next step could be complex interdisciplinary text-books, tests and further – special interdisciplinary summarizing classes, seminars, and conferences. In this case professionalization in learning a foreign language based on interdisciplinary integration makes a progress from solving interdisciplinary tasks to multilateral connections between different subjects and to the development of the system of teachers' interaction, which will include special integrated courses.

The ultimate goal of professional courses and foreign languages integration is creation of a number of special complementary subject courses, which will be taught by teachers, who have deep knowledge in both a specialization and a foreign language, or by the so-called teaching team, which will start their cooperation with a course program development and will maintain constant connection in the process of its implementation.

Taking into consideration all the above said, we worked out and implemented several complementary subject courses into professional training of non-philology students in Petro Mohyla Black Sea State University. These courses are based on professional terminology, realities of future professional life and are aimed to acquire the skills of communicative behavior in various professional and business situations. Having tested students' level of English before complementary subject courses and after them we got the following results (diagram 1).

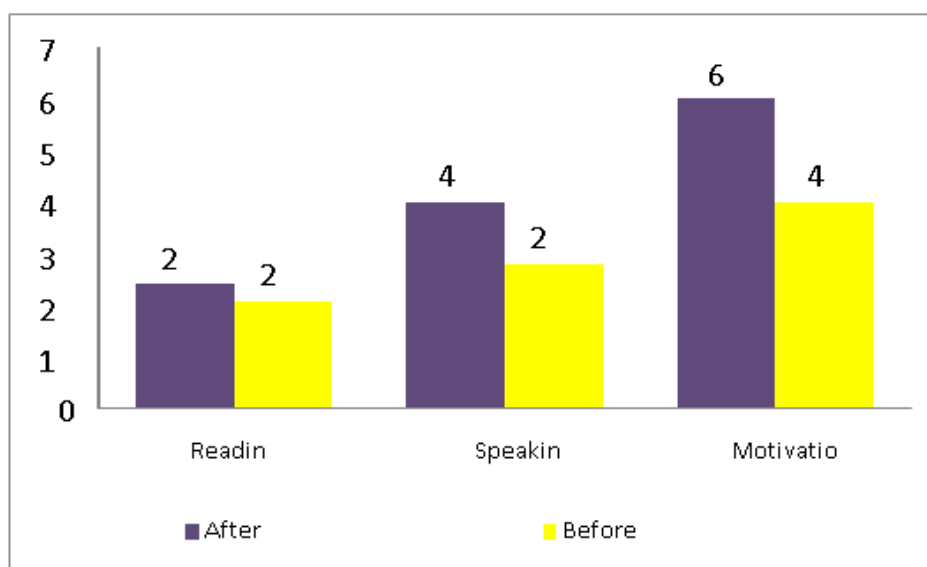


Diagram 1. Results of implementing complementary subject courses

Attending complementary subject courses improved students' skills in professional and scientific reading on 5%, speaking with real interlocutors – on 17%, and raised their motivation on 22%. We think that lectures and practical exercises, additional tasks, supplementary didactic materials in audio and video formats concerning professional topics together with exercises on understanding the content of authentic texts, using cases at hand, round table discussions and business acting during these complementary subject courses helped students of non-philological departments improve their skills in speaking and reading. Perception of the improvements in their English and major at the same time motivated them to study the language to achieve better results.

Having received these results we came to the conclusion that the theory of interdisciplinary coordination gives practical results which are especially valuable for non-philology students whose competitiveness in finding a well-paid job increases proportionally to their level of professional English knowledge.

Further research should be aimed at the problem of complex interdisciplinary text-books, tests as well as furnishing complementary subject courses with interdisciplinary summarizing classes, seminars, and conferences.

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The article deals with the problem of interdisciplinary cooperation in the process of professional training of non-philology students. Special attention is paid to the implementation of complementary subject courses in English for non-philology students.

Keywords: *professional training of non-philology students, motivation in learning foreign languages, interdisciplinary coordination in teaching professional foreign language, interdisciplinary cooperation, interdisciplinary synergy.*