THE SPECIFICS OF THE ORGANIZATION OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION TRAINING USING THE "DISCOURSE-COMMUNICATION-INTERCULTURAL PROFESSIONAL INTERACTION" PARADIGM

СПЕЦИФІКА ОРГАНІЗАЦІЇ НАВЧАННЯ ІНШОМОВНОМУ ПРОФЕСІЙНОМУ СПІЛКУВАННЮ З ВИКОРИСТАННЯМ ПАРАДИГМИ «ДИСКУРС-КОМУНІКАЦІЯ-МІЖКУЛЬТУРНА ПРОФЕСІЙНА ВЗАЄМОДІЯ»

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According to the Bologna agreements, universities are considered as "corporations of knowledge production and as locomotives of further integration into other spheres of life" [3, p. 17]. At the current stage, a wide range of problems of education and its modernization are being discussed. The modern education system faces strategic tasks that cannot be solved without understanding the theory and practice of linguistic education. Particularly important in the context of the integration of states is the search for a mechanism to transform the diversity of languages and cultures from an obstacle to dialogue between representatives of different linguistic environments, as a means of mutual understanding and enrichment, as a tool for the creative development of a socially active and independent personality. Such a mechanism can be language education, based on the intercultural paradigm and proclaiming the principle multiculturalism as its guiding principle, which ensures social and academic mobility of young people. Social and academic mobility of a person is designed to help him deeply feel his belonging to his native people and at the same time recognize himself as a citizen of the country and a subject of a multicultural and multilingual world civilization [3, p. 10].

The affirmation of the cognitive paradigm of knowledge in modern science contributes to the fact that, studying these problems from different points of view, scientists proceed from an understanding of language

as a phenomenon that provides access to many not directly observable processes of a mental and cognitive nature as a priority direction of linguistic education. Therefore, any analysis -what kind of language activity reveals the cognitive possibilities and resources unconsciously used in it, taking into account various cognitive models and frames, as a priority direction of linguistic education.The role of discursive competence is growing, which is an integral substance of the communicative rules of their construction, and even the ability to create and understand taking into account the communication situation.

Discursive competence is based on the concept of discourse. Discourse (from the Latin discursus "conversation, conversation", French discourse "language", English discourse "written or oral reasoning, language", German Diskurs "discussion, conversation" in different languages means speech, the process of speech activity, the way of speech [2, p. 20].

In order to reveal the specifics of discourse and its role in teaching foreign language professional communication, it is first necessary to define the understanding of this phenomenon. The discourse category is one of the main categories in communicative linguistics and social sciences. It is important to understand the concept of "discourse" because in the English language the word "discourse" can be both a noun and a verb. Therefore, discourse should be understood as a process of interaction, but no less important as the final result of mental activity and communication. It should be noted that discourse is a social process of creating and reproducing meanings. The study of human discursive activity in the context of intercultural communication from a cognitive point of view makes it possible to describe the structures of representation of various types of culturally determined knowledge, as well as their influence on the linguistic strategies of discursive activity, characteristic of speakers of a particular language culture. This approach to discourse analysis is directly related to solving the problem of studying the linguistic image of the world, as it allows one to consider the discursive activity of a person as a reflection of the national picture of the world in the forms of communicative behavior, and the linguistic means used in the process of communication as a way of expressing a system of culturally conditioned meanings , representing the knowledge, assumptions, evaluations, and value orientations shared by members of society.

For the theory and practice of teaching IM, it is important to understand discourse as a complex speech that is not limited to the framework of a specific statement, but has certain extralinguistic parameters, such as: the speaker, the listener, their personal and social characteristics, and other aspects of the social situation. Depending on the field of activity,

a stereotypical set of speech acts, typical communicative situations, characteristic of representatives of one or another profession.

In the context of teaching oral foreign language professional communication, studying the features of the discourse of one or another specialty, analyzing its form and content, we inevitably enter the semantic field of the field of knowledge from which this discourse is taken.Knowing this specific field, we begin to actively use expressions characteristic of this discourse, thereby acquiring the ability to interact in various situations of professional communication. Some discourses are better than others under certain conditions, but all discourses are deterministic. In each specific field of professional communication, a targeted selection of language means is carried out, reflecting the intentional attitudes of the communicators.

In the light of all of the above, the following conclusion can be drawn: teaching foreign languages at a linguistic university, in accordance with the modern goals of education and requirements for specialists, should be based on the paradigm "discourse – communication – intercultural professional communication" [1, p. 9].

In this context, it seems appropriate to consider one more issue directly related to the above-mentioned vision, namely: how to organize the teaching of a foreign language through professional communication on the basis of selected language means, that is, what are the specifics of teaching terminology within the framework of the "discourse-communication-intercultural professional communication" paradigm ".

As you know, industry terminology is primarily intended for the exchange of professional information, that is, for professional communication, it is used by representatives of a certain part of society and has a pragmatic orientation.The formation of industry terminology as a set of special lexical units intended to denote certain professional concepts is the result of the development of scientific knowledge, intellectual and cognitive activities of a person, which allows mastering the basic concepts of a certain field.

Industry terminology is created for the exchange of professional information, that is, for professional communication, addressed to a certain part of society and has a pronounced pragmatic character.

In the plane of didactic developments, questions related to the intensification of the process of teaching terminology in non-language universities should arise.

First of all, it seems to us that it is necessary to formulate the basic requirements for texts with which students work independently and/or in the learning process in a foreign language, since the main unit of information in the learning process is still the text.

It is appropriate to select texts of different types based on the following criteria:

a) first of all, the nature of the selected texts is determined by the communicative needs of students in certain types of texts and terms, distributed among various types of speech activity, oriented to the future profession, both for reception and for production: definition texts, descriptions, corrections, instructions, abstracts, annotations;

b) graduation in terms of simplicity/complexity is carried out depending on the stage of study. The selection of texts for learning is also carried out according to the saturation of the necessary terms (from simple terms at the first stage of learning to complex terms at the second stage and complex word combinations and abbreviations at the third stage);

c) by transmission channel: for students who do not study philology, the most relevant written texts (printed) and texts from the computer screen, computer audio texts;

d) selection is carried out by source/scope of application:

– textbooks/scientific texts (a small part at the third stage of education);

– Internet texts of both types (educational and professional): hypertexts, links, reference texts, messages on forums and e-mail texts of various contents;

e) the system of working with industry vocabulary should be most optimally built on the basis of hypertexts both during classroom classes and in the case of independent individual work of students with a computer and the Internet.

Informational and communicative competence is an integral component of the professional competence of non-philology students.The specifics of the origin and formation of terms should be taken into account in the structure of the textbook in the form of special tables and used as a basis for building a system of exercises and tasks in accordance with the studied main text.

The following are the main principles of selecting industry terminology for student training:

– the principle of communicative and professional necessity (need);

– the principle of dominance;

– principle of recognition (internationality);

– principle of frequency;

– principle of ease/difficulty of assimilation.

Other principles of choice, relevant for the general vocabulary but secondary to the branch dictionary.

From our point of view, it is appropriate to divide the work on the terminological component of a foreign scientific text into pretextual, intertextual, and hypertextual stages.

Pre-text study of special vocabulary

Students get acquainted with the terms of this topic. Spelling, transcription, interpretation of terms in English is provided. In this regard, it is necessary to carefully study professionally oriented vocabulary.

This is due to the complexity and novelty of the studied terms. Sometimes it is difficult for students to give their correct interpretation. It is appropriate to draw students' attention to such factors.

1. Internationality of the terminological vocabulary.

2. Ways of word formation.

3. Presence in scientific texts of definitions expressed by a noun.

4. Polysemy.

5. Synonymy of terms.

6. Antonym.

7. Homonymy.

8. Lexical compatibility.

Text stage

Work with a special text on this topic. The following stand out in the texts: font terms and phraseological units, which were worked out in the exercises with subtext. Analytical, educational reading is carried out with the study of lexical and grammatical features of the text.

Post-text stage

Exercises of the post-text stage can be aimed at solving the following tasks.

1. Consolidation of terminological units in speech.

Consolidation of vocabulary with the help of reverse translation exercises. Consolidation of vocabulary in terminological games. Consolidation of vocabulary in "question-answer" exercises.

2. Discussion of the text, a discussion during which questions are asked, which requires knowledge of the terms and understanding of the text.

At this stage, analysis and modeling of professional activity (quasi-professional activity) is carried out; imitation of social interaction by means of a foreign language.

3. Control of lexical skills.Formation of monologic (dialogic) speech skills on material of a problematic nature. At this stage, graphics are mastered, which are widely used in practice as ways of presenting information. In the methodological literature, the following methods of graphical representation of information are distinguished: conceptual, semantic, network and mental maps; cards with text markings [4, p. 58].

To improve the understanding of the content of the text, for the formation of means and methods of assimilation of language material, to convey the content of the text also help other types of graphic supports. For example, the text can be built in the form of a table.

The proposed methods of introduction, development and reproduction of units of the professional lexicon can be changed and supplemented depending on the specifics of the audience, goals and stages of training, ensuring individualization of training, organization of independent work of students, use of various organizational forms of training.

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FORMATION OF THE LINGUISTIC AND CULTURAL PERSONALITY OF A SPECIALIST IN THE UKRAINIAN LANGUAGE CLASSES IN A PROFESSIONAL ORIENTATION

ФОРМУВАННЯ МОВНО-КУЛЬТУРНОЇ ОСОБИСТОСТІ ФАХІВЦЯ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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Філологічні знання важливі в усіх галузях професійної діяльності. У процесі навчання у закладі вищої освіти необхідними є знання як із спеціальних, так і з гуманітарних предметів. Фахівець повинен