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*N.O. Holiver, PhD, assoc. prof.
SIHE “Kryvyi Rih National University”*

FOREIGN LANGUAGE AS A TOOL FOR PROFESSIONAL MOBILITY

Mobility is the competitive advantage of the individual in a global labor market. Different types of mobility (social, career, educational, professional, and others) contribute to the efficiency of labor resources. In the international community, mobility is considered to be an important characteristic of the resource in education and in the labor market. In Europe, for several decades active academic mobility programs have been implemented with the support of federal agencies and independent research foundations. The Ukrainian scientists only recently have begun to pay attention to the professional mobility.

Knowledge of a foreign language increases the competitiveness of the candidate in the labor market and contributes to international mobility. Competent, competitive high school graduate should have good knowledge of foreign languages and be able to use information

technology. Analysis of current scientific studies on the training of future engineers shows that the potential of a foreign language is not used in full, there is no teaching methods providing targeted development of professional competence of the future experts by means of a foreign language.

Current research indicates that professional mobility of the future engineer is a quality that integrates specific knowledge, abilities and skills to acquire and implement an active professional position.

We believe that professional mobility includes professional development, mastering theoretical knowledge in the field and other basic sciences. There is also the range of abilities – namely, a critical attitude to information on the Internet and the media, rational use of professionally relevant information, organization and structure of their daily teaching and professional activity, self-setting and operational problem solving. The priority, however, is given to the skills of business and professional communication, teamwork, working with modern information and communication technologies, professional oral and written communication in a foreign language

Formation of professional mobility of future professionals requires a review of the traditional approach to learning a foreign language and organization of educational process in such a way that a foreign language would provide a reliable language platform to a future specialist, and would constitute an incentive for career advancement. There is no doubt that the basis of a restructuring lies in integration processes. Integration of disciplines can use the project activity that allows considering studying problem from different points of view, developing the ability to apply knowledge in solving specific professional tasks. The practical use of knowledge involves the integration of theoretical one in a specific professional situation.

Foreign language can contribute to the training of future specialist by solving professional tasks in a foreign language, reflecting the information and specialist communication activities. Foreign Language in this context is a means of communicative component of information culture of students' formation on professional issues with the use of information and communication technologies, participating in conferences and projects, development of the ability to work in a group.

Considering the foreign language as an instrument for expanding

professional knowledge and capabilities, one cannot mention the new educational technologies of teaching foreign languages. One of these is CLIL (Content and Language Integrated Learning).

CLIL is considering learning a foreign language as a tool for the study of other subjects, thus creating the need for the student tuition, which allows them to rethink and develop their abilities in communication, including their own language. The most common is the following definition: CLIL is didactic technique that allows students to generate linguistic and communicative competence in a foreign language in the same educational context in which they are taught and to develop general educational knowledge and skills [1, 2].

Today, higher educational institutions in many countries have successfully used the methodology CLIL practice that allows preparing not only specialists in certain professional fields, but also professionals who speak foreign languages.

The use of this technique in practice makes it possible to identify a number of positive features, as well as some problems of its implementation in the educational process. One of the advantages of this method is to increase the motivation to learn a foreign language. Language learning becomes more focused on specific communicative tasks. In the situations of communication in a foreign language, students are unable to demonstrate their knowledge in specialized areas, such as construction, geology, mining, electrical engineering, etc. without the knowledge of a foreign language. Accordingly, they have no possibility of communication in a professional context. Thus, the ability to communicate in a foreign language in a professional context is becoming a priority in the modern university education.

In addition, students have the opportunity to get to know and understand the culture of the target language, which leads to the formation of social competence of students. It should also be noted that the work on a variety of topics allows learning specific terms, certain language constructs that contribute to the replenishment of the vocabulary learning of subject terminology and prepares it for further study and application of acquired knowledge and skills.

Despite the large number of advantages of this method, the introduction of technique in the educational process may have a number of problems. One of the main problems is lack of foreign language

teachers with sufficient knowledge on a particular subject and, on the contrary, an imperfect knowledge of a foreign language of subject teachers. Therefore, for the implementation of such programs in higher educational institutions we need highly qualified teachers able to give lectures and conduct practical seminars and laboratory classes in at least two languages. One solution that has been successfully implemented in Kryvyi Rih National University is foreign language classes for teachers and advice in preparing lectures and teaching materials by the teachers of foreign languages department.

Another problem is the students' poor foreign language, which leads to an increase in the load of students, as well as to a number of psychological problems associated with the acquiring of the material in a foreign language. Undoubtedly, it is necessary to mention the problem of the development of educational and training programs, educational material, which would satisfy the students' needs.

One of the functions of a foreign language teacher is to organize interdisciplinary connections, development of strategy of collegiality with teachers of special disciplines for the use of special terminology, texts, and documents. The participation of the students themselves in the formation of their professional mobility elements, in addition to studying the required educational material, is in the active acceptance of the idea of professional readiness, involving knowledge of a foreign language. In addition, CLIL requires a completely new approach to the training. Teachers should use a variety of presentations, the organization of work, with an emphasis on the individual and the creative activity of students. This means that the study of the main subjects for students will be much more interesting and effective if takes place in the framework of the activity and the communicative approach, characteristic of foreign language classes. Thus, we can speak about the specific professional competencies of CLIL teachers.

Another important issue is the problem of student assessment. What should be assessed – the linguistic achievements of students or acquired knowledge of the subject? If both, how to do it? The lecturers should think about the model of formation of professional mobility development by means of a foreign language and the creation of an appropriate educational method providing effective teaching process.

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*Catherine Laverdant, Chief of FLE and French theatre direct
O.P. Georgüeva, professeure agrégée du département
des langues étrangères,
EESE "Université nationale de Kryvyi Rih"*

ENSEIGNEMENT DU FRANCAIS LANGUE ETRANGERE ET THEATRE

Les activités théâtrales pour l'enseignement et apprentissage se sont beaucoup développées depuis quelques années. Elles constituent un formidable outil pour favoriser l'apprentissage du français d'une manière ludique et motivante. Elles permettent également d'ouvrir à une dimension culturelle, sociale et émotionnelle de la langue. La pratique théâtrale destinée aux apprenants de français langue étrangère est relativement nouvelle. Sa mise en œuvre a accompagné la fondation des filières de FLE dans certaines universités françaises au début des années quatrevingt [2].

Jean-Pierre Cuq le disait déjà en 2003 dans son Dictionnaire de Didactique du Français Langue Etrangère et Seconde: «Le théâtre dans la classe FLE offre les avantages classiques du théâtre en langue maternelle: apprentissage et mémorisation d'un texte, travail de l'élocution, de la diction, de la prononciation, expression de sentiments ou d'états par le corps et par le jeu de la relation, expérience de la scène et du public, expérience du groupe et écoute des partenaires, approche de la problématique acteur/personnage, être/ paraître, masque/rôle.» [1]. Pour lui, la pratique théâtrale permettrait de résoudre un nombre «de difficultés scolaires et personnelles rencontrées» par les apprenants de français, d'une part, et que d'autre part, elle serait un soutien à l'éducation de « la personne » au sens large du mot et à sa stabilisation, en lui enseignant comment se servir de son corps comme de son