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THE CONTENT OF ENGLISH TEACHING AT A POSTGRADUATE SCHOOL

The relevance of the problem. Vocational-oriented teaching of a foreign language at a postgraduate school is recognized as today's priority in the renewal of education in Ukraine. Foreign language communication is an essential component of scientists' academic activity and includes the following components: learning English as a way to master the specialty and as a means of scholars' growth. It becomes a tool for self-education of young researchers which significantly increases their professional chances to find themselves in the international academic environment.

Communication in foreign languages broadly shares the main skill dimensions as communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form in an appropriate range of societal and cultural contexts. It also calls for skills such as mediation and intercultural understanding.

Analysis of recent research and publications. A number of Ukrainian and foreign scientists have dealt with the problem of teaching a foreign language at a postgraduate school. Thus, I. Kotova, E. Pasov, M. Potashnyk, E. Shiyanov studied the teaching methods; A. Baribin, I. Batunov, J. Bell, D. Bonamy, L. Curnik, R. Gower, M. Khlіbov, S. Philpot, R. Prodromou were engaged in modern research on information technologies of vocational training; the methodical aspects of postgraduate training were covered by O. Astakhov, L. Bankul, O. Bukhniev, G. Dudney, N. Hockly,

O. Litvinyuk, M. Mascon, L. Pshenichna, O. Vasyanovich, I. Zhovta; teaching a foreign language at a postgraduate school of a non-linguistic university was a circle of scientific interests of A. Akimova, M. Brandes, S. Greeniv, L. Kuznetsova, V. Radayev, I. Tretyakova.

But the modern methodological literature does not offer a sufficiently detailed analysis of the English language teaching content in the process of training the scientific staff at technical higher educational establishments which led to the writing of our work.

The purpose of the article is to investigate the content and tasks of teaching the English language disciplines during postgraduate studies at a higher technical educational institution.

Presenting the main material. The main purpose of studying a foreign language at the postgraduate school of Odessa State Academy of Civil Engineering and Architecture is the foreign language communicative competence formation, i.e., achieving the level of practical language proficiency that allows to use it in professional researches.

Mastering English during this course requires skills in various types of speech communication which will permit the postgraduate students to read original foreign literature in the relevant field of knowledge; understand, search and process information, work with scientific papers of different functional styles and genres; use data from foreign sources in the form of translation or summaries; write detailed articles and theses related to

professional activities; make reports in a foreign language on the topics connected with the research; conduct a scientific conversation according to the specialty; comprehend extended dialogues and monologues (explanations, arguments, conclusions, etc.)

While carrying out the educational activities according to the postgraduate curriculum, the academy provides the following:

- conducting classes in the form of lectures, seminars, consultations, scientific circles and workshops, laboratory work, colloquia and others established by the institution as well as organization of the students' independent work in various disciplines;

- providing the research work when the postgraduates perform independent investigation in accordance with the direction of the curriculum;

- quality control of mastering the postgraduate curriculum by means of current progress tests, intermediate and final (state) students' certification [2].

The postgraduate studies, both full-time and part-time, are the 3rd level of higher education. Their goal is to educate qualified scientific staff who are able to conduct research, independently set goals and solve current academic problems, adequately perceive the relevant scholars' scientific achievements, present their knowledge to the scientific community worldwide.

For this purpose, the postgraduate study curriculum presupposes studying a number of disciplines and taking the correspondent "candidate minimum" examinations, independent students' work on their PhD thesis and its pre-defense (performing a scientific report on the main results of the prepared scientific qualification work according to the requirements established by the Ministry of Education and Science of Ukraine).

The conditions for the foreign language examination admission are as follows:

- postgraduate students and applicants who have the appropriate level of training are allowed to take the state exam. They have to read and translate the texts in a foreign language (not less than 100,000 printed characters) processed during their self-study (individual reading) and pass a written test in the foreign language (English) grammar;

- it is necessary to prepare an abstract in Ukrainian of 20-25 pages using materials in a foreign language which were developed during the self-preparation course as well as add a specialized vocabulary containing 100 terms, and a report on their own scientific research in a foreign language consisting of 2 printed pages;

- it is necessary to obtain the scientific advisor's comments on the relevance and quality of the abstract.

The structure of the foreign language exam includes the following:

- to read an authentic English text in the specialty and present its written translation into the native language. The volume is 2000 printed characters; execution time – 45 minutes;

- to write a resume of a Ukrainian-language article (500 printed characters) in the following branches of science: construction, architecture and urban planning,

economics (with a dictionary). The volume is 4000 printed characters; execution time – 40 minutes;

- oral communication in a foreign language on the issues related to the applicant' specialty and scientific work in the amount of at least 20-25 sentences and an interview on the topic of the thesis.

Let's dwell on the goal of the discipline and the expected learning outcomes. The aim of the foreign language course for postgraduate students ("Doctor of Philosophy" educational level) is to master, improve, and further develop the future researchers' knowledge (up to B-2 level according to Common European Framework of Reference for Languages) in the fields of their professional and situational communication with the academic community within international cooperation programmes in oral and written forms. That will lead to the basic language competencies formation, namely their ability to apply the foreign language knowledge to carry out research and implement innovation in a particular field of their professional activity [5].

By the end of the studies the postgraduate students are to know the following points:

- lexical, morphological and syntactic features of scientific literature;

- general academic and specialized foreign terminological vocabulary on the topic of the scientific work;

- speech culture basics and speech scientific communication etiquette features;

- language constructions necessary for scientific discussions;

- scientific works admission rules (resumes, articles, abstracts, etc.) in English.

They also must be able to communicate in a foreign scientific language according to the speciality orally and in writing; read authentic scientific literature on the topic of the thesis (with or without a dictionary); write annotations of scientific texts in a foreign language; participate in problematic discussions with foreign scientists; translate scientific articles, abstracts, etc. (into native and foreign languages); use electronic dictionaries and information technology tools; work in international research teams to solve scientific and educational problems; describe the main provisions and results of the scientific research in a foreign language according to the international standards and requirements; apply modern methods and technologies of foreign language professional and academic communication [3, p.12].

The discipline "**English for Postgraduate Students**" taught at Odessa State Academy of Civil Engineering and Architecture belongs to the cycle of basic postgraduate subjects. Its study at this stage moves to a new level of foreign language learning which is seen as a means of integrating education and science in different regions of the world: it facilitates the scientific information access, use of Internet resources, helps establish international scientific contacts and expands opportunities for professional development. The English language course is closely connected with other

disciplines of professional postgraduates' training and their research work.

Let's look at the curriculum topics more precisely. They include the following: "Lexico-grammatical and Linguo-stylistic Means of a Scientific Style", "Lexical and Grammatical Means Characteristic of the Language of Abstracts and Commentaries"; analytical reading (general scientific nature texts), foreign scientific literature annotations. As for the oral practice (monologues and dialogues), they are as follows: "The Structure of a Dialogue (general scientific, social and everyday topics related to foreign research trips)", "Postgraduate Studies", "Experiment", "Data Processing", "Scientific Conferences", "PhD Thesis". As for the grammar, they include: "Verb Tenses", "Modal Verbs", "Sequence of Tenses", "Types of Sentences".

The independent work consists of the following tasks: individual reading (authentic texts on the topic of the postgraduate student's thesis – articles, abstracts, summaries, etc.); scientific reports compilation; scientific literature annotation and abstracting; rendering Ukrainian / Russian scientific articles into the English language and so on.

As it has already been mentioned, upon graduation, the future academicians should know the features and grammatical structures of the English language and its scientific style characteristics; fundamental general academic and special terminology; basics of translation theory and translation transformations, contextual substitutions, ambiguity of words, etc.; intercultural features of conducting research activity in their professional field; communicative behaviour rules of intercultural scientific communities; requirements for the scientific papers design and layout adopted in international practice. Also, young scholars must be able to read specialized original literature in English; highlight the main ideas and facts, find logical connections, eliminate redundant data when reading a foreign text and draw up information obtained from foreign sources in the form of translations, abstracts, annotations, etc.; carry out oral monologue and dialogue communication of a scientific focus (reports, messages, presentations, conferences, debates, round tables); receive information from audio texts in the situations of intercultural professional scientific communication (reports, lectures, interviews, debates, etc.); use the etiquette norms of scientific and professional communication; clearly state their point of view on a scientific problem; understand and evaluate the opposite opinion; strive for cooperation, reach an agreement, develop a common position in the conditions of views and beliefs differences.

After mastering the above-mentioned skills, the future scholars are able to process a large amount of foreign language information in order to prepare translations, annotations, summaries, abstracts; register applications for international conferences participation; write reports and make presentations in English with visual support at conferences and seminars; work with the world information resources (research websites, foreign universities and professional communities web-pages, electronic encyclopedias, etc.).

The foreign language curriculum at the postgraduate school at Odessa State Academy of Civil Engineering and Architecture also provides that by the end of the study the young scientists must possess all the four kinds of speech activity, namely, reading, writing, speaking and listening. Let's dwell on them in detail.

Regarding the speaking skills, the future scholars should be able to make a prepared oral presentation on the profile of their scientific specialty or research topics, arguing their position and using aids (graphs, tables, charts, Power Point presentations, etc.); write resumes and reports in English; conduct dialogues in the situations of scientific, professional and everyday communication within the studied language material and, in accordance with the chosen specialty, participate in discussions and scientific conversations expressing certain communicative intentions. The postgraduates also develop the skills to comprehend the original specialized utterances, monologues, dialogues, and texts based on the learnt language material, background country and professional knowledge, language and contextual guess. Speech training is grounded on the acquisition of a big amount of professional vocabulary and the development of the students' ability to actively use English which is possible only by creating motivation and removing psychological and linguistic barriers to communication.

The postgraduates also must master all the types of reading original professional literature and improve all the academic writing skills within the studied language; be able to make a plan of what has been read, render its content in the form of a summary; write a message or report on the topic of the study; make an annotation, abstract, thesis; conduct business correspondence; correlate the language means with the norms of the written behaviour inherent to native English speakers [4, p.18].

As for the listening, it should be noted that its success will depend on the degree of the students' compensatory (adaptive) skills formation that allows the listener to successfully perceive, comprehend and understand a foreign message with insufficient language, speech, practical or life experience. They include: the ability to use linguistic and contextual guess on the meaning of unfamiliar language tools; rely on the plan, keywords, paralinguistic and extralinguistic information (gestures, facial expressions, clarity, etc.) that precedes the text; use the prompt functions of drawings, diagrams, and graphs; specify the details with the help of repeated clarifying questions.

In terms of its structure and content, the English language postgraduate course at the academy is based on original English and American sources (journals publications, new scientific announcements, the Internet data, etc.) according to the profile of the applicants' professional choice. Based on the above-mentioned, the required language skills and abilities to acquire different types of speech activity and translation are improved. With the help of the same educational materials the necessary phonetic, lexical and grammatical knowledge is upgraded, expanded and deepened.

In the field of translation, the students must be able to translate scientific and special texts from English into

Ukrainian and use dictionaries, reference books and other sources of additional information identifying and distinguishing their types; read, translate and annotate English scientific articles (essays, presentations, authors' and critical summaries, annotated bibliography, official letters, etc.) on their specialty; create various types of professional scientific documents in a foreign language; conduct written scientific communication on the topic of the research with English-speaking colleagues from other countries. Improving the mastery of grammatical material (morphology, syntax, word formation, word combination), as well as active learning of the most commonly used scientific and professional vocabulary and phraseology of the English language takes a significant place in the process of written and oral translation from English into Ukrainian [3, p.40].

Another goal of the discipline is the development of young scientists' academic and professionally oriented communicative speech competencies which will help them carry out the research essential for writing their PhD thesis and present the results in English in writing. As a result of mastering this course, they are to know the basic vocabulary and terminology used in the scientific English-speaking environment; differentiation of genres and types of academic and professional literature (books, monographs, textbooks, scientific articles, descriptions, patents, reference books, catalogues, etc.); grammatical and linguistic rules of abstracting and annotating scientific articles in English; features of auxiliary vocational literature and Internet sources (special dictionaries, directories, web-sites, etc.). The selection of specific language stuff for the English language classes at a postgraduate school should be guided by the following functional categories: means of presentation, reports or texts (expression of consent/disagreement, ability/inability to do something, finding out the possibility/impossibility, confidence/uncertainty in the reported facts); structuring the discourse (introduction to the topic, development of the idea, changing, summarizing the message, initiating and finishing the conversation, greetings, expressions of gratitude, disappointment, etc.); mastery of the basic dialogue etiquette formulae, scientific discussions, and messages construction and so on.

By the end of the study provided by this curriculum, the vocabulary of the postgraduate students must be at least 5,500 lexical items taking into account the university minimum and potential vocabulary including approximately 500 technical terms.

An important guarantee of achieving the required results is the seekers' individual work. It should solve the following tasks: development of self-organization and self-discipline skills; improving the English language scientific and professional communication abilities obtained during the lectures under the professors' guidance; new knowledge acquisition, formation and development of expertise that provide the opportunity for scientific and professional communication in English; upgrading the research skills using the foreign language [1].

Such activities involve the construction of the educational process where a certain part of the work is

performed by the students independently and precedes the joint study of the educational material in the lecture room with the tutor. Its purpose is to arouse the students' interest in the problem to be clarified; process the information that will allow them to consciously treat the taught language means; approach it critically evaluating from the standpoint of their scientific and linguistic experience.

The knowledge control which is a necessary part of the training is aimed at systematic verification of the quality of learning lexical and grammatical material as well as stimulating constant individual work. In its organization and conduct, much attention is paid to the formation of the postgraduates' self-educational competence as an ability to monitor and evaluate their own progress in the classroom, and also maintain and improve the foreign language proficiency in the self-development process.

Conclusions and prospects for further development. Modern processes of globalization and integration of Ukraine into the European community require young professionals to have a high level of knowledge of foreign languages. Knowledge of foreign languages has become a "key qualification" in both professional and private life. The high level of foreign language training of graduate students as future scientists will increase their competitiveness and promote their mobility in the global labor market.

Summarizing all the above mentioned, we can make a conclusion that the content of teaching English at the postgraduate school of Odessa State Academy of Civil Engineering and Architecture is to develop the applicants' communicative competence in order to master the professional foreign language at the level sufficient for their academic communication in the international scientific environment. In the future it is planned to investigate the methods of independent, individual, and distance education during postgraduate studies.

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ЦИФРОВІЗАЦІЯ ОСВІТНЬОГО ПРОЦЕСУ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Постановка та обґрунтування актуальності проблеми. Цифровізація освітнього процесу сприяє підвищенню відкритості, гнучкості освіти, зростанню мотивації студентів до процесу навчання, розвитку мережевої моделі взаємодії вузів. Вона призводить до створення нової освітньої ситуації шляхом включення до системи освіти нових ролей викладача, що змінює конфігурацію відносин між основними її учасниками. Цифровізація вносить суттєві зміни у взаємодію викладача та студента в процесі навчання, що потребує відповідної адаптації. Сьогодні на тлі світової адженди - пандемії COVID-19, одним із наслідків є перехід до онлайн-освіти, створення віртуального освітнього середовища, що породжує

потребу в зміні управління освітнього процесу. І якщо ці зміни не відбуваються, то цифровізація може спричинити негативні наслідки [7].

Науковцями широко обговорюється проблема змін у системі освіти, які відбуваються під впливом цифровізації. Багато робіт про переваги, які несуть в собі цифрові технології, які використовуються в освіті. До таких переваг відносять: широкий доступ студентів до інформаційних ресурсів; можливість будувати індивідуалізовані освітні траєкторії; прозорість діяльності освітніх організацій; оптимізацію взаємодії між викладачами та студентами, між усіма учасниками освітнього