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INTEGRATED APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES TO FUTURE FOOD INDUSTRY ENGINEERS AND TECHNOLOGISTS

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Abstract*. Professional foreign language training of future food industry engineers or technologists at universities should be based on an interdisciplinary approach. Students' foreign-language professional competence can be formed more efficiently in the process of learning a foreign language when using the interconnection of educational disciplines on the basis of inter-subject coordination. An interdisciplinary approach combines the linguistic, professional, computer and cultural orientation of learning, and allows to distribute the content of the curriculum between classroom and individual work evenly. The advantages of the integrated approach to teaching English and main requirements to its effective implementation are studied.*

Key words*: interdisciplinary coordination, interdisciplinary approach, professional foreign language competence, future food industry engineer or technologist.*

Introduction. Studying the course "English for specific purposes (ESP)" at a higher school raises special motivation when the professional interests of students in their professional field are taken into account. Students' foreign-language professional competence can be formed more efficiently in the process of learning a foreign language when educational disciplines are interconnected and interdiscipline coordination exists. Especially it is necessary in professional fields related to servicing. When learning language at a professional basis, students, without persuasion, immediately understand the importance and necessity of having at least minimal knowledge of a foreign language in their profession to become high quality specialists or experts in the conditions of intense competitiveness of the labor market.

Training food scientists and technologists (FSTs) to have appropriate skills begins with identification of those skills most desired by employers. In 2010 - 2011, under the project TRACK-FAST: Training Requirements and Careers for Knowledge-based Food Science and Technology in Europe 16 workshops in 16 EU countries had the participation of 315 local FST employers contributing with ideas of ideal skills for FSTs at their organizations. A year before, a questionnaire-based study had gathered information from 281 respondents on skills found in their currently employed FSTs, and this allowed a comparison of the current and ideal situations. According to the Food and Science and Technology Market Needs Report among the soft skills found in the currently employed average Food and Science and Technology Market *Communicating Skill is c*onsidered the number one, found in 94% employers. This skill category included writing, reading and presenting information, listening and understanding instructions and ability to speak other languages (specifically English). Communicating is the number one skill in each employment area and each geographical region and is found in over 90% of FSTs in all 4 regions, with the highest value for the Central Europe, 98%. The high value for communication skills, particularly the knowledge of English (which can be regarded both as a business and science language), can be related to several phenomena. One is globalisation in food trends and market development and, consequently, an increasing number of business and industry

contacts beyond national borders. Another can be the growth in technological challenges and structural complexity in the F&D workplace, accounting for an increased need for improved internal communications[1].

That is why professional foreign language training of future food industry engineers and technologists at higher educational establishments is to be based on the interdisciplinary approach.

Methods. The works of P. R. Atutov, S. Ya. Batyshchev, O. M. Dzhejula, I. D . Zverev, P. I. Kuzmenko, P. H. Kulahin, V. N . Maximov, V. K. Sydorenko, V. V. Steshenko, D. O. Thorzhevskyi and other scholars are devoted to problem of interdisciplinary coordination.

A. V. Galusha, Yu. Yu. Plonish, Yu. L. Sokolnikova, O. M. Tkachenko, M. Danilov, B. Yesypov considered interdisciplinary coordination as a crucial factor of optimizing the learning process and made a number of specific recommendations together with theoretical justifications for deepening and expanding the relationship of academic disciplines.

The works of M. N. Skatkin are devoted to the problem of interdisciplinary connections, in which the various aspects of this problem are investigated in detail, in particular much attention is paid to the history of the emergence and development of the idea of interdisciplinary connections.

The possibility of using an integrated approach in the training of future teachers of technology, peculiarities of the integration processes in higher education is investigated by N.A. Borisenko, I.V. Sokol.

The system of interdisciplinary connections and methods of their application in pedagogical higher educational establishments are studied in works of A. Yeromkin and D. Vozdynskyi, V. Motorina studied improvement of the professional training of future teachers on the basis of interdisciplinary approach, O. Muzalov studied means, methods and forms of application of interdisciplinary connections in the process of formation of pedagogical mastery.

Results and Discussion. In pedagogical literature there are more than 30 definitions of the term "interdisciplinary connections", there is a variety of approaches to their name, pedagogical assessment and different classifications.

The analysis of works has shown that the use of interdisciplinary connections is interpreted differently and with different definitions: such scholars as V. G. Onushkin, N. V. Basova define the principle of interdisciplinary connections as the didactic principle of learning; N. V. Basova define as the principle of taking into account interpersonal connections, S. V. Mishchenko define as the principle of interdisciplinary integration, M. P. Kupriyanov and O. P. Okolelov define as the principle of integrity and interconnection of all disciplines; other researchers, developing the content of other principles of learning (e.g systematic, fundamental), constantly include interdisciplinary connections in their content.

Consequently, interdisciplinary connections being the principle of systemacy make it possible to synthesize the interdisciplinary knowledge required in the transition from one degree of education to another.

P. G. Kulagin believes that interdisciplinary coordination is a means to overcome the artificial boundaries between separate systems of knowledge acquired by students in the process of studying various disciplines. The implementation of such coordination involves the purposeful use of the entire arsenal of forms, methods, techniques, pedagogical tools that help to identify new possibilities for their use in teaching different disciplines. [4]

In our study, we will use the term interdiscipline coordination, since in our opinion it fully reflects the specifics of the process of formation of foreign-language professional competence of future food industry engineers and technologists.

It is worth noting that some researchers differentiate integration and coordination. So R.O. Hryshkova defines integration as a process and the result of creating something linked, united and integral in the process of learning and it is carried out through the merger of elements of various educational subjects in one synthesized course (topic, section, program), the merger of scientific concepts and methods of teaching different disciplines in general scientific concepts and methods of cognition, complexification and summation of the fundamentals of science in the disclosure of interdisciplinary educational problems. But co-ordination is the harmonization of educational programs of related subjects due to common interpretation of the studied concepts, phenomena, processes and the time of their study, that is, it is carefully designed interconnection of educational subjects, promoting the integration of knowledge [2].

Therefore, we define "interdiscipline coordination" as a continuous dynamic multilateral connections in the teaching of ESP and professional disciplines, which contain special vocabulary, necessary for developing foreign language professional communication skills, which teachers should develop in foreign language classes.

We agree that interdisciplinary coordination is an installment of mutually coherent content of education in teaching disciplines that are taught, due to the specifics of each subject. Interpersonal coordination helps to achieve greater effect in the general development of those who study, in harmonious development of all spheres of their intellectual and emotional activity. The main significance of interdiscipline relationships is that they enable to link all knowledge acquired from different disciplines into a unified system, as well as to obtain new knowledge based on these relationships.

Interdiscipline coordination requires compliance with certain rules and procedures at the level of departments and individual teachers such as:

- clarification of the contents of the academic discipline and the allocation of intercultural aspects from its content;
- a previous study of professionally directed material or topic in the native language so that the teacher of English cannot take over the functions of the teacher of specialized disciplines, in which he/she is not a specialist;
- adjustment of curricula to ensure the sequencing of professionally oriented topics in native and foreign languages;
- use of types of training activities typical to foreign language classes at classes of specialized disciplines in native and English languages (situation simulations, work in pairs, presentations, discussions, meeting etc.) [2].

One of the methods of interdisciplinary coordination is to work with newspapers and journals on specialty in a foreign language. Newspapers, journals are a valuable source of educational material equally for foreign language teachers and for students studying this language. For example, by studying ESP, future food industry engineers and technologists are working with such magazines as Journal of Food Processing & Technology, Journal of Food Processing and Preservation, Journal of Food and Dairy Technology, Science, Beverages World International, Food Research International, International Journal of Food Engineering.

We agree with D.V. Malyavin that in the process of learning a foreign language, reading newspapers and journals are used for:

• development of various linguistic competences, including reading and working with vocabulary or grammar;

• focusing on the various aspects of society and culture of the country being studied;

• stimulation of the discussion on the issues covered in articles [5].

Students consider newspapers as a stimulating and motivating resource because they offer interesting, relevant, topical and varied information. For many students they also give "the key" for the understanding of foreign society, its traditions, prejudices, ways of thinking. For these reasons, the newspaper article is one of those materials that requires some effort from students. In order to ease the task of students, students interests should be placed on the first place, and on the second- the content of the newspaper material.

The second important method of interdisciplinary coordination is work on the expansion of the terminology dictionary of students, which means:

- mastering professional terminology in the process of developing and deepening the understanding of professional terms,
- forming skills and abilities to determine and compare content and structure of professional terms,
- familiarizing students with terminology dictionaries,
- forming skills to build vocabulary articles of professional terms,
- using special terminology in oral and written professional communication.

Students' acquisition of professional terminology, the formation of skills to apply them in the field of professional communication, can take place through the use of problem solving tasks, business games, discussions, terminological dictations, test tasks, work with dictionaries and reference books, etc.

The third direction of work on providing interdiscipline coordination is to promote the research work of students, namely: writing reports, reviews, abstracts on professional topics, making presentations at scientific conferences with reports on the specialty.

To increase the value of the results of students' research work during the presentation of prepared abstracts and reports the technique of "revival abstracts" is actively used at practical foreign language classes. This technique helps to increase attention of the student audience, allowing the audience to express their interest to the problem presented by the speaker, induces them to ask questions during the speech (after disclosing the content of each paragraph of the plan of the abstract or report), to find out the content of unfamiliar professional concepts and terms in the dictionary that provides personal perception and self-learning of educational material.

Each speech is discussed by all the students of the academic group, and evaluated by the "expert methodological council", its members were chosen in advance from the best students of the group. Such classes encourage students to communicate on professional topics, which incite the development of student's professional and terminological competence, promote the use of professional terminology, help in formation of the creative personality of a future specialist, create an atmosphere of rivalry, and increase motivation for learning.

Such activities allow us to realize the possibilities of an interdisciplinary approach in learning of ESP by future food industry engineers and technologists.

Conclusions Consequently, interdisciplinary coordination is an effective means of strengthening the interconnections between professional disciplines and ESP. It helps student to understand better the interdependence of things and events in a globalized world, contributes to a holistic perception of the environment. Interdisciplinary coordination creates conditions for actualization of students' knowledge in various fields of science, prompts for finding new interesting information about life, doing business, and manners of solving various problems in cultures of different peoples. It allows every student to feel as a researcher, to be engaged in realities of an unknown, foreign culture.

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ИНТЕГРИРОВАННЫЙ ПОДХОД К ИЗУЧЕНИЮ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ ДЛЯ БУДУЩИХ ИНЖЕНЕРОВ-ТЕХНОЛОГОВ ПИЩЕВОЙ ОТРАСЛИ

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Аннотация. *Профессиональная иноязычная подготовка будущих инженеров-технологов в вузе должна осуществляться на основе междисциплинарного подхода. Использование взаимосвязи учебных дисциплин на основе межпредметной координации в процессе изучения иностранного языка позволяет эффективнее сформировать у студентов иноязычную профессиональную компетентность. Междисциплинарный подход объединяет лингвистическую, профессиональную, компьютерную и культурологическую направленность обучения и позволяет равномерно распределить содержание программы обучения между аудиторными и самостоятельными видами работ.*

Ключевые слова*: межпредметная координация, междисциплинарный подход профессиональная иноязычная компетентность, инженер-технолог пищевой промышленности.*

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СОЦІАЛЬНО-ПЕДАГОГІЧНА РЕАБІЛІТАЦІЯ ДІТЕЙ І МОЛОДІ В УМОВАХ СПЕЦІАЛІЗОВАНОЇ ДИТЯЧО-ЮНАЦЬКОЇ СПОРТИВНОЇ ШКОЛИ ДЛЯ ІНВАЛІДІВ

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Анотація. *У статті розглянуто питання соціально-педагогічної реабілітації дітей і молоді. Показано роль спеціалізованої дитячо-юнацької спортивної школи для інвалідів як суб’єкта соціально-педагогічної реабілітації. Наведено та проаналізовано результати діагностики самооцінки молодих людей із психофізичними*