family-marriage relations "based on bare economic calculations", necessity to create a new household life, a new family, new relationships, based on "spiritual closeness".

The purpose *of the article is to show the process of gender-role of youth socialization through reforming household, marital and family relationships, the impact of party leaders, ideologists of the new authorities and total control of the State over this experiment in the 1920s-1930s.*

Results. *In general, a few key areas of discussion in this period can be pointed out: the first approach is "Modernization of household in a Communist way: projects and results", which highlighted the activities of the Bolshevik authorities aimed at the liberation of women from "home slavery" through the establishment of a wide network of public kindergartens, public catering enterprises; the second approach – "From the traditional to Socialist family: discussions, regulatory acts, results" spotlighting the policy of the Bolsheviks in the sphere of family relations, transformation of marriage and family.*

Originality. *The conversion of the Bolsheviks in the domestic sphere of the society objectively should have contributed to liberating women from household load, but the attitude of the State, economic and cooperative organizations to reforming household on the residual principle largely slowed down the process that eventually led to an increase in employment of women workers.*

Legal discourse concerning the new law on marriage and family (December 18, 1917) was about granting equal rights of spouses. For the first time, the woman to be married could keep her name, have a separate place of residence from her husband, to control her income and, in case of divorce could equally claim to get family property. The new marriage law did not cancel religious ceremonies, but deprived them of the right to marriage legalization. From now on, only civil registration was legitimate, both the wedding ceremony and the procedure of divorce much were much simplified. By the way, the new law abolished the concept of "illegimate child" – as born in and out of wedlock – could acquire the same rights.

Key words: *political-ideological component, household, family-marriage relations**,** relations between the sexes, gender-role socialization.*

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ENGLISH LANGUAGE TEACHING AT THE TERTIARY EDUCATION LEVEL: SYLLABUS TYPES AND DESIGN

Анотація: *У статті аналізується сучасний підхід до формування і типізації навчальних програм з вивчення англійської мови за специфіко-фаховим спрямуванням, які виступають важливими факторами, що сприяють успішному плануванню та організації процесу вивчення англійської мови студентами немовних спеціальностей закладів вищої освіти, а також зумовлюють покращення результатів навчання. Стаття розглядає навчальні програми як результат тісної взаємодії між різними чинниками, що включають соціальну та інституціональну політику щодо формування навчальних програм з англійської мови в межах університетів, аналіз потреб студентів, зміст навчальної дисципліни, а також вимоги сучасного ринку праці. Автором виокремлюються наступні типи навчальних програм з англійської мови за специфіко-фаховим спрямуванням: граматичні, лексичні, функціональні, ситуаційні, тематичні або основані на контенті, компетентнісні, а також орієнтовані на виконання завдань, роботу з текстом та інтегровані. Крім того, була визначена класифікація навчальних програм у відповідності до того, як вони організовані. В цьому контексті виділяють структурні навчальні*

програми, жанрово-текстові навчальні програми, а також процедурні, процесуальні програми, та програми, що орієнтовані на виконання завдань. До того ж, у статті диференціюють програми, орієнтовані на результат і програми, орієнтовані на процес, які на теперішній час мають тенденцію об'єднуватися у багатовимірні навчальні програми, що комбінують у собі всі характерні особливості попередніх навчальних програм.

Що стосується питань організації та логічної послідовності у ранжуванні контенту навчальних програм, то у статті описуються наступні критерії: складність, корисність або необхідність, частотність і традиційність мовних елементів, що вивчаються. У статті також розглядаються синтетичні та аналітичні підходи до розробки навчальних програм. Автором згадується важливість урахування наявності «прихованих» (внутрішніх) навчальних програм у всіх учасників освітнього процесу. До того ж, ці індивідуально зумовлені «приховані» програми часто сильно відрізняються від «офіційних» (інституційних або університетських) навчальних програм, що може призводити до певного роду конфліктів і гальмувати навчальний процес.

Підсумовуючи викладене, у статті наводяться рекомендації британських дослідників щодо необхідності побудови навчальних програм у відповідності до сучасних європейських вимог і стандартів інтернаціоналізації, гнучкості та мобільності, з достатньою кількістю годин практичних занять протягом всього періоду навчання, для того, щоб забезпечити успішність і результативність процесу викладання і вивчення англійської мови специфіко-фахового спрямування на третинному (університетському) освітньому рівні.

Ключові слова: *навчальні програми; англійська мова специфіко-фахового спрямування; третинний освітній рівень; дизайн навчальних програм; «приховані» навчальні програми; «офіційні» навчальні програми; типізація навчальних програм; аналітичні та синтетичні підходи; багатовимірні навчальні програми*

The problem statement: The processes of globalisation impose new demands as for quality, goals and content of English for Specific Purposes (ESP) teaching and learning. In this regard, it is significant for teachers to consider learners' individual needs, and to ensure current approaches and demands while planning a learning process. Moreover, they need to take into consideration personal, social, cultural and economical circumstances, which can cause issues and sometimes make realisation of an individual potential in studying impossible. The process of learning ESP by students of non-linguistic study fields remains especially vital and significant during the last decades. Present-say professional demands placed on prospective specialists include the high level of profession-oriented knowledge and skills as well as combination of willingness and ability to master their professional proficiency, to be a competitive and mobile expert in our integrated world. Thus, these demands obligatory encompass a good command of the English language both for specific and occupational purposes. Consequently, the final goal of higher tertiary education is to train qualified and competitive specialists capable of meeting the employers' requirements built upon certain competences of specific character with the knowledge of ESP secured its place far not in the last line.

Today, teaching students to use the language on a daily basis as well as to know how to apply it in profession-specific situations is incorporated into the fundamental tasks of the courses teaching ESP. The aspects of organisation of ESP teaching and learning cover formation of syllabuses, creating ESP teaching courses, reasoning for timetable arrangements, appropriate amount of contact study hours, availability and contents of learning and supporting materials. As for the planning and organisation of ESP teaching and learning, they include the process of development of ESP syllabuses as a product of interaction of several factors, starting from social and institutional policy aspects to the ways the culture of an educational process formed after the documents' implementation. A syllabus design is a complicated process built around an initial analysis of students' needs and the contents of education, and later on, evaluation of the program effectiveness. The most widespread approach to the syllabuses' analysis is examining their content, that is, units they are divided

into, structures, functions and notions, situations, genres and types of texts, processes, procedures and tasks, language skills.

Recent literature and studies review encompasses the works and publications by various preeminent British, Australian, American educators, such as J.C. Richards and Th.S. Rodgers, D. Nunan, R.K. Johnson, R. White, S. Corder, G. Hall and others, who investigate the types of syllabuses, their role in ESP teaching and learning, criteria of syllabus designs and implementation, and numerous aspects of current syllabus enhancement. However, despite the existence of many studies concerning ESP syllabuses, there is a relative lack of systematising works on the subject. Thus, it would be vital to make attempts to systematise types of ESP syllabuses, current approaches towards syllabus design, ways ESP syllabuses are constructed, organised and applied.

The article aims to conduct a detailed analysis of the current approaches towards the types, forms and characteristics of ESP syllabuses. The goal of the work is to describe mechanisms of the processes within the organisational aspects significant for development of effective syllabuses, regarding the latest data, as well as to examine the recent research concerning means and tools of creating ESP syllabus currently available in the world.

The main body of the article: Different researchers and reference sources usually classify a syllabus in similar ways. Oxford Dictionary of Education defines it as a specification of the content of a course of study, when the teacher translates the contents of the syllabus into an appropriately sequenced series of lessons designed to enable learners to achieve the learning outcomes, which the syllabus sets out. [1, p. 292-293] Richards and Rodgers mention that the term syllabus is used to refer to the form in which linguistic content is specified in a course or methods. [2, p.30] Hall suggests a syllabus to be generally understood as the content of a particular language program (or subject area) or the step-by-step guide that sequences and structures content, specifying what is taught. [3, p. 199]

The methods of ESP teaching generally involve overt or covert decisions relating to the selection of language items or features that are to be used within a course or method. In regards to this, we may identify two forms of syllabuses employed: a "priori" syllabus and a "posteriori" syllabus [2, p. 31]. Priori syllabuses are usually determined in advance of teaching and linked to specific approaches and methods. A number of taxonomies of syllabus types in language teaching have been proposed. Richards (2001) [4, p. 26] lists the following basic syllabus types – grammatical, lexical, functional, situational, topical or content-based, competency-based, skills-based, task-based, text-based, and integrated. They are used accordingly with the subsequent methods: Oral/Situational methods employ a situational type of syllabus, Audiolingual methods use a grammatical syllabus, Communicative Language Teaching make use of a functional syllabus, Task-based Language Teaching is oriented to a task-based type of syllabus. They usually consist of a list of grammatical items and constructions, together with a related list of vocabulary items, or may specify the certain communicative content of a course in terms of functions, notions, topics, grammar, and vocabulary, or can be organised in terms of text-types activities such as reports, recounts, and narratives. However, posteriori syllabuses are usually determined after the lesson, from examining lesson protocols and result from interaction between teachers and students. This type of syllabuses is distinctive to process-based methods, such as Community Language Learning, known as Counselling Learning when learners select content for themselves by choosing topics they want to talk about [2, p. 31].

In regards to the ways syllabuses may be organised, some researchers classify constructing a syllabus by content, organisation and presentation [3, p. 201]. Perhaps the most common way of describing syllabuses is in terms of their content, that is, the nature of the units the syllabus is divided, for example, structures, functions and notions, situations, genre and text-type, processes, procedures and tasks, or language skills. Structural syllabuses

systematically introduce learners to grammar items such as modal verbs, tenses, plural forms or sentence structures. In this context, functions, situations or tasks may also be introduced to facilitate the central focus on structures and forms of the target language. Yet despite the fact that the focus on forms and structures has been criticised for a long time, and the impact of communicative and task-based approaches and widespread understanding that meaning matters more than forms, most ESP course books are organised according to the structural type of syllabuses. In contrast, functions or 'the communicative purposes for which we use language' [5, p. 35] and notions as conceptual meanings such as 'time and duration' propose more meaning-focussed approach to syllabus design, where the basic units include 'asking for information', giving advice', etc. Moreover, a syllabus may be organised around situations such as 'at the Supermarket', 'at the Counsellor's', 'at the GP's' etc. Consequently, nowadays, notional-functional syllabuses are rare in their pure form, because ESP courses cannot teach all the functions and structures of the English language. In addition, they are often organised by taking into account genre- and text-based aspects. Although different in their own ways, structural, notional-functional and genre-based syllabuses focus on and categorise language. In contrast, procedural, process and task-based syllabuses prioritise principles of ESP teaching and learning and the routes or means of ESP teaching and learning more significantly. Thus, we can differentiate product-oriented and process-oriented syllabuses [3, p. 202]. Product-oriented syllabuses usually focus on *what* is to be learned and are organised according to the external (regarding the students' interests) factors. For example, the learning goals are determined and established by the institutional authority, the course content is selected by an expert, objectives are defined in advance, all decisions as for the lessons plans are made by teachers, assessment is made according to the general demands of achievement or mastery. Process-oriented syllabus designs focus on *how* ESP is to be learned and are as a rule internal to learners because objectives are negotiated between learners and teachers and described afterwards, content is identified by learners and comprise of what learners bring and want, assessment is made in relationship to the learners' criteria of success. [6, p.44-45] Thus, in order not to go to extremes, the most common contemporary type of syllabus designs is the multidimensional or multi-layered syllabus, which serves as a hybrid type of a syllabus combining structural, functional and notional, task-based learning and skills development elements.

The following aspects of ESP teaching and learning improvement involve organising, sequencing and grading the contents. There exist several ways for content to be sequenced in ESP syllabuses. The most widely spread criterion is difficulty, or awareness of necessity to teach easier material before introducing learners to the more difficult items. However, similarly to contrasting external and internal factors influencing syllabus designs, there might appear certain issues in interpreting notions of 'easiness' and 'difficulty'. Moreover, linguistic forms can be of dual nature. Thus, the articles in the English language are simple in forms, but the peculiarities of their use are difficult to explain and learn. In addition, the existence of the learners' 'internal syllabus' linked to 'in-built learning programmes' complicates perceptions of what language items learners are ready to learn and, therefore, which language they are likely to find difficult [3, p. 163-164]. Usefulness, or urgency, constitutes another principle around which teachers plan ESP syllabuses. It focuses on learners' immediate needs and is linked to frequency. However, the relationship between usefulness and frequency is not always clear as in certain specific contexts definite infrequent words may be more useful than the ones that are more frequent. Tradition also plays an important role in syllabus design because learners and teachers expect certain items to be included. It highlights the principle of grouping items to be taught together, for example, some and any, will and going to and many others. Although syllabuses are often organised linearly, when language items are dealt with one after another and mastery is assumed before learners move on, content is mainly

organised cyclically, through a spiral syllabus [7]. According to it, learners return to the same content area to explore it in more depth in various contexts. It is typical of this approach to start with learning the basic meaning of the notion, then, on the next stage, to introduce additional meaning, gradually advancing learners' knowledge.

Syllabuses may present language synthetically, when it is broken down into a series of constituent parts that are taught separately. Alternatively, language may be approached analytically, where there is much less careful linguistic control within the learning environment and language is not perceived as a series of items to be progressively mastered. Synthetic approaches to syllabus design are closely linked to structural syllabuses, and consequently to Grammar-Translation and Audiolingual language teaching methods. More analytical approaches to syllabus design mainly relate to process-oriented syllabuses and underpin stronger forms of Communicative language teaching and Task-based language teaching. However, most contemporary syllabuses draw upon both approaches, being a combination of them.

Conclusions and further research prospects: To summarise, it is significant to mention that ESP syllabus design involves certain decisions about language content, organisation and presentation. Syllabuses provide transparency, clarifying learning objectives for teachers, learners and other interested parts including parents and policy-makers. They also regularise and guide teaching and learning; specifying what content is taught and how it should be organised. Yet the main attempts in a syllabus design are to ensure uniformity, it is highly problematic to identify clearly what can be learned easily and quickly, as well as to predict ESP learning outcomes through individual characteristics, which involve 'hidden syllabuses'. [8, p. 6; 9, p. 179-183] 'Hidden' syllabuses may be typical not only of learners. Here we can speak about teachers' 'hidden' syllabuses since their beliefs about the ESP learning content and its organisation differ from the 'official' syllabus. Indeed, all interested parties including learners, teachers, parents, institutional authorities and policy-makers may have their own 'hidden syllabuses' that may cause mismatches between the 'official' syllabus and actual practice.

Finally, it is significant to state that in order to enhance ESP learning organisation it is necessary to remember that syllabuses should act as a guide for teaching and learning, however they are not to be too prescriptive or overly comprehensive, since they may be viewed by teachers as controlling and disempowering documents that impose both content and classroom methodologies. Consequently, syllabuses need to be designed in close connection between teachers, learners and administrators and leave scope for individual interpretation. There is a pressing need for a more modern and flexible syllabus in ESP at university level. [10, p. 82] Besides, following the recommendations given by Bolitho and West, contemporary versions of ESP syllabuses designed in Ukraine should be organised in accordance to the current approaches and correspond to the worldwide standards [10, c. 95]. Since there exists an urgent requirement for contemporary teaching and supporting ESP materials, a more modern and flexible syllabus for English at university level, the Ministry of Education and Science of Ukraine should ensure that international ESP materials are used with the accompanying technological support and aids, a contemporary, communicative ESP syllabus meeting international standards is being developed, and an ESP course is taught correctly in accordance to the number of contact hours recommended for the entire study period (of four years) to achieve required CEFR standards in language learning [10, c. 96].

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ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ НА ТРЕТИННОМУ РІВНІ ОСВІТИ: ТИПІЗАЦІЯ І ДИЗАЙН НАВЧАЛЬНИХ ПРОГРАМ

Abstract: Introduction: ESP teaching to students of non-linguistic study fields remains significant at the university level. ESP knowledge and competence are vital in regards to the contemporary processes of globalisation and internationalisation. The aspects of ESP teaching and learning organisation cover EPS syllabus development, ESP courses creation, timetable arrangements, availability of appropriate learning and supporting materials. ESP syllabuses as a product of interaction of numerous factors play a crucial role in planning and organising ESP teaching and learning.

The purpose of the article is to describe and systematise current views on the types of ESP syllabuses, their forms and characteristics, approaches towards a syllabus design, ways ESP syllabuses are built, developed and employed.

Results: It has been defined that in their nature, ESP syllabuses depend on several factors, which include specific teaching approaches and methods. In this regard, we have distinguished grammatical, lexical, functional, situational, topical or content-based, competency-based, skills-based, task-based, text-based, and integrated syllabuses. Among factors influencing syllabus construction, content, organisation, and presentation have been identified. In this concern, researchers have defined structural, notional and functional, situational, genre- and text-based, process or procedural, task-based and language skills-based syllabuses.

Moreover, ESP syllabuses may be differentiated according to their focus, whether it is placed on the language per se, or it prioritises the principles and means of ESP teaching and learning. Thus, we can point out product-oriented syllabuses and process-oriented syllabuses respectively.

The next aspects concerning ESP teaching and learning establishment and improvement are organising, sequencing and grading ESP syllabus contents. Among corresponding criteria, we have to mention difficulty, usefulness, frequency, and tradition.

The article as well has defined the two ways of syllabus organisation: a linear syllabus for language items, and a spiral syllabus for the content. The approaches towards presenting language also differ. They may be synthetic and closely linked to structural syllabuses employed within Grammar-translation language teaching methods, and analytical relating to process-oriented syllabuses and as a result being linked to Communicative and Task-based language teaching methods.

However, it should be mentioned that there is a rare chance of meeting a pure syllabus of just one type, as they all tend to form a combination of two or more types and approaches in order to ensure successful ESP teaching and learning.

Originality: The article analyses present-day approaches towards ESP types and designs mentioned in the recently published works describing criteria and mechanisms behind the processes of development of effective and flexible ESP syllabuses eminently suitable for the current requirements of ESP teaching. The topic of the article is especially vital in regards to the innovative processes and

reforms in the sphere of Higher education in general, and the processes of internationalisation of the tertiary education in particular. Data presented in the subsequent article will assist in promotion of ESP teaching and learning enhancement because they cover contextual, structural, and organisational features of ESP syllabuses contributing to this.

Conclusions: To summarise, we should state that proper ESP syllabuses provide transparency and clarify learning objectives for teachers, learners/students and other interested parts. ESP syllabuses need to be designed in close collaboration between learners, teachers and institutional authority, and leave some opportunity for individual interpretation in order not to become overly prescriptive and imposing. Thus, modern types of ESP syllabuses designed for the university level must be organised in accordance to the present-day approaches and meet international, and European in particular, standards.

Key words: syllabuses; English for Specific Purposes (ESP); tertiary education level; syllabus design; «hidden» syllabuses; «official» syllabuses; types of syllabuses; analytical and synthetic approaches; multidimensional syllabuses.

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ПРАГМАТИЧНА І КОНВЕНЦІЙНА СТРУКТУРА ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ

У статті розглянуто поняття «професійна компетентність» (ПК) та її складники в законодавстві України та у практиці США та ЕС, які представлені у порівняльних таблицях. Запропоновано конгруентна їм цілісно-прагматична структура ПК. Теоретично обґрунтовано необхідність і достатність її складників. Окреслені умови перетворення визначення структури ПК у прагматичне та конвенційне, яке повинно стати ключовим у інформаційній інфраструктурі ринку праці України.

Ключові слова: прагматична структура показників професійної компетентності; метакомпетентність.

Актуальність. Компетентність у ринковій економіці – важливий фактор якості життя особистості та сталого розвитку підприємств та держави. Поняття ПК є ключовим компонентом інформаційної інфраструктури ринку праці, отже і у професійних стандартах та стандартах професійної освіти. Відсутність ефективності цієї інфраструктури та відповідних інструментальних професійних і освітніх стандартів не дає гармонізувати трудові відносини, ефективно використовувати людський капітал. Тому виникає соціально-економічна необхідність у пошуку прагматичного визначенння поняття ПК, її структури, критеріїв, показників, індикаторів для ідентифікації та шкал для оцінювання.

Аналіз останніх досліджень та публікацій. Проблемі визначення і формування професійної компетентності присвячені дослідження М. Вачевського, А. Вербицького, Г. Єльнікової, І. Жорової, В. Звоннікова, О. Локшиної, С. Мельника, О. Савченко, В. Сєврова, О. Овчарук, О. Пометун, В. Рубцова, П. Трофімова, О. Царькової, О. Шестопалюка, Є. Шульгіна. Визначають компетентність, виходячи з психолого-педагогічного погляду, науковці: В. Байденко, Л. Виготський, І. Зимня, І. Зязюн, В. Кремень; з загально-психологічного – Дж. Равен, Н. Яковлєва. Дефініції ключових