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LAZARIEV Oleh,
Uman National University of Horticulture,
PhD (Candidate of Pedagogical Sciences),
Senior Lecturer
e-mail: cool_oleh@i.ua

MOVCHAN Liudmyla,
Uman National University of Horticulture,
PhD (Candidate of Pedagogical Sciences),
Senior Lecturer
e-mail: liuda-movchan@ukr.net

THE COMPETENCE APPROACH IN TEACHING THE SECOND FOREIGN LANGUAGE AT NON-LINGUISTIC UNIVERSITY

The article deals with the main purpose of teaching the first and the second foreign languages at higher school. It is stated that the development of the ability and readiness of future experts from different specialties to intercultural communication promote to develop professional communicative competence. The article points out the using of different language teaching methods in order to give future specialists an opportunity to enter into European international educational and professional space.

Key words: professional communicative competence, future specialists, competence approach, a second foreign language, French language teaching methods.

Problem statement. Learning and teaching of two foreign languages in the context of higher education is urgent need and necessary requirement today. The academics, teachers, methodologists and linguists of all parts of education are engaged in this issue. The purpose of vocational education on a global scale is the development of multicultural and multilingual people, including through the formation of professional communicative competence which is the ability and readiness to foreign language communication at intercultural professional level in the broad sense.

Council of Europe declared the XXI century of polyglot age. So the work towards improving the teaching of the second foreign language promotes to the implementation of major educational objectives: to provide future professionals with a unique opportunity to get deep, strong and stable knowledge from the first (English) and the second (French) languages, to develop professional communicative competence, to enter of university graduates into European international educational and professional space. European linguistic characteristic is a new level in teaching and learning of foreign languages in Ukraine, the implementation of competence approach in foreign language teaching, the introduction of European standards of assessment. Personality orientation of future expert in the point of view of modern living requirements of other countries and cultural communities defines the success in learning languages.

Summary of publication. In Ukraine, the issue of studying foreign languages is currently being paid more attention. It should be noted that the various aspects of the teaching method the second foreign language was dealt with both domestic and foreign scholars: I. Bim, M. Baryshnikova, N. Halskova, B. Lapidus, T. Lopariova, M. Reutov, A. Anisimova. I. Dubko, G. Neuner, B. Hufeisen and others. However, in our opinion, there are some questions about improvement of the process of teaching the second foreign language which need their own solution.

The purpose of the article. The goal of a Ukrainian language teacher is to teach students of using the language in everyday life and professional communication. The

application of innovative methodological approaches enables language teachers to implement and improve new methods, increases the efficiency of the educational process. Thus, the aim of the research is to outline the necessity of closer definition of methodological principles for learning the second foreign language (French) at higher non-linguistic institutions and the development of motivation to study it.

Presentation of the basic material. Today life gives a new motivation to international relations, creating conditions for the renewal of national system of language education. Now experts that develop basic statements of teaching methods of the second language, are guided by the recommendations made by the Council for Cultural Cooperation Council of Europe in the field of modern languages which is reflected in the basic document «Le Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer»(CECR) [4, p. 26; 19].

Requirements for Language Policy of the Council of Europe focused on the saving and development of European cultural and linguistic heritage, stimulating Europeans to study languages, expanding social, household and business contacts at various levels which should promote these principles to peaceful coexistence, tolerance, understanding, cooperation, mutual respect, respectfulness and ultimately lead to improved stability and socio-cultural environment in the European community and in the world [1; 15; 14].

As a result the main purpose of teaching as the first and the second foreign languages at higher school is the development the ability and willingness of future professionals to intercultural communication. Quality assessment and deep multicultural communication depend on the formation of foreign language level (for professional purposes) communicative competence and all its components: linguistic, linguodidactic, sociolinguistic and pragmatic [5].

The main reference point and criterion in this matter is the European system of foreign language levels from beginner to professional consisting of a detailed description of communication skills in all kinds of speech activity at every stage [10; 11].

We have no doubt as for learning English. French is the perspective language for future experts of any specialty who will connect their future career with European companies, international travel and business. Unfortunately, French lost the priority and left the basic position at secondary school and as a result at higher school due to a number of objective and subjective reasons, one of which is undoubtedly the dominant role of English with the status of the language of international communication. Now French is steadily trying to play the role of the second foreign language. This is a traditional interest in the history and culture of France and that French still remains the language of diplomacy and international relations of various kinds. International prestige, social and educational value of French is high enough. Understanding French means to know another point of view dealing with «francophonie»in the world by reading, listening, viewing information sources in French [6].

Polyglots conclude that to master the first foreign language is the most difficult, but others will study easily by using the gained knowledge and skills in the process of learning the first language. Internationalisms, words that are typical for many languages, will help immediately because they are similar in almost all languages. Grammatical constructions are sometimes similar too. For example, if students understand the function of a form word in English as «the definite article» and «the indefinite article» which does not exist in Ukrainian they will not have many difficulties in learning French. Of course, theoretical and practical knowledge of the native language simplifies gaining knowledge both the first and the second foreign languages.

It is important that if the methods were successfully matched in the process of learning the first language, the student will be easier to learn the second foreign language through the same techniques he has learned. French and English belong to the same language family – Indo-European but different groups according to the Romance and Germanic. However,

grammatical structure including a large number of Greek and Latin loan-words in lexical structure is similar in the both languages, so a student who has studied English will be much easier to learn French. In addition each language has its «simple things» and «difficult moments». It's about individuality of languages: in some grammar rules are simpler for learning in another – reading, writing and pronunciation.

For example in Uman National University of Horticulture the discipline «The second foreign language (French)» is taught to students of the second year of the Faculty of Management on the specialty of «Tourism».

The program goals and objectives of this course are following: objective is to form skills of practical knowledge of the second foreign language (French) as a means of communication in everyday life, general and professional field; the task of discipline is to prepare students for communication in the second foreign language (French) orally and in writing and to implement the educational and general tasks. At the end of the study the course students have to know rules of orthography and orthoepy of French, the main sections of grammar, to have dictionary of a general vocabulary and special terminology, to know the rules of professional translation, scientific texts, the basis of their annotation and abstracting; to be able to apply the second foreign language (French) in professional communication and to implement professional strategies, to read the original French literature in order to obtain information; to annotate and summarize scientific articles; to take part in any kind of verbal communication.

«The second foreign language (French)» as a general educational discipline has an important place in formation the personality of the future specialists on the specialty of «Tourism». Practical knowledge of future specialists in foreign languages as a means of professional communication takes a particular importance in a market economy and the integration of Ukraine into the EU. Professional orientation of the second language course helps to deep students' knowledge in the chosen profession, mastering such level of knowledge, skills and abilities that will provide the necessary communication level in the field of professional communication in speech and writing and promote the process of formation of professional communicative competence of future specialists in service sectors specialty «Tourism» [17].

For the training of future specialists of professional level on the discipline «The second foreign language (French)» such methods of organizing, implementing learning and cognitive activities are used: verbal modes – story-explanation, conversation, discussion, practical classes; visual methods – illustration, demonstration, interactive, multimedia; practices – phonetics, grammar, vocabulary exercises, tests, conversational topics, works, stories, dialogues, monologues, polylogue, reports, speeches, presentations; inductive method – type of generalizations from partial to general; deductive method – abstract thinking; reproductive techniques – reproduction as a means of repetition of fabricated samples, model phrases, clichés; creative problem – search methods; job training under the supervision of a teacher – oral and written self-study, individual work with the student; independent work outside the control of the teacher – homework (oral and written). Binary and integrated teaching methods: visual-illustrative method, visual-problematic, visual and practical are widely used in the teaching and interactive teaching methods in training students (working in small groups, discussions, brainstorming, business and role-playing games, etc.) are actively introduced too [19].

Assessment of students' knowledge is held during audits. Control measures include current and final control. Current control is carried out during the practical classes and aims to test the readiness level of students to do a particular work. The form of this control is carried out in the following forms: self-evaluation, task to choose the correct answer from several possible, evaluations for participation in practical classes, debates, paperwork, verbal answers

in class, tests. Final control is carried out to assess learning outcomes at a certain educational level or its individual stages completed by the form of test, exam or rector's control.

The test is taken according to the current success and exam is passed in order to evaluate students' knowledge of the subject, their ability to creatively use the acquired knowledge to solve practical problems of professional orientation and professional communication strategy. Students take tests orally with written tasks. Rector's control is carried out according to the instructions of the university administration after the results of examinations [12; 13].

There are some peculiarities in studying the second language. It seems the same from the first point of view but it is different. In studying the first foreign language we still have no complete picture of foreign language. Information about a foreign language is collected in our brain as a puzzle game; we insistently learn something before the system of linguistic structure is appeared, plus training, activating, automatic. When a person begins to learn the second foreign language, he already has gained some experience and understanding of the foreign language system. Of course it all depends on how person worked on the first foreign language. If you know English, you no longer need to explain in detail what, for example, article is; you are only emphasized on the features of forms and use of this grammatical phenomenon in French. That is a student meets many lexical and grammatical phenomena which he had known from previous foreign language experiences. Individually every future specialist knows how better to remember the words, how easier to learn the rules of grammar and how will be more successful in learning the second foreign language. The realized training component is increased that is a lot of material is taken in conscious manner so the process of learning the second foreign language is accelerated.

Getting to know French starts with country study aspect, students get acquainted with the cultural diversity of the country where it's studied. For example, the term of «francophonie» likes in English «English-speaking countries». Getting to the study of French you can first identify hundreds internationalisms of French origin words like garage, soup, elephant, helicopter, tea, luggage, globe, pole, pigeon, rose and many other common and proper names. There are many factors that simplify the work of learning the second foreign language.

Students have formed general educational skills such as: to work in different ways (independently, individually, in pairs, in groups); to observe, compare, make a comparison, identify, analyze, argue, prove; to recognize, differentiate linguistic phenomena and lexical items (articles, parts of speech, proper names, sentence structure, link verbs); to plan statement, oral comprehension, communicate with one or more conversation partners; to use dictionaries, intuition, guess, to manipulate word-formation characteristics [8; 2; 20; 21].

All of these abilities and skills are grafted by English teachers. We have to use the learned potential skillfully. From the beginning the student understands that learning the second foreign language is not such a complicated process and if you know the first foreign language you can use this knowledge in the second one. The practice of teaching foreign languages shows that difficulties of learning every new language disappear in half in comparison of expended efforts.

Positive displacement can occur at three levels:

- at the level of linguistic and mental activity – the more languages a person has known the more his linguistic and mental mechanisms are developed such as memory, logical thinking, analysis, visual and auditory perception, adequate reproduction;
- at the level of language – similar linguistic phenomena in the first foreign language (English);

- at the level of academic skills that the student has mastered in the process of learning the first foreign language and which carried him to master the second foreign language and simplify the process of assimilation.

Giving these skills into account allows us to design exercises that prepare students for reading original and professional texts. First of all these exercises are in visual perception of words and language guess about their significance for the dominant characteristics.

The amount of the second foreign language (French) course is compensated for a significant linguistic experience of future specialists in tourism gained in the study of native (Ukrainian) and the first foreign language (English). This factor is essential in teaching methodology as the experience of the student identifies a particular study of the second foreign language. This experience is characterized by a synthesis of knowledge and gained previously skills and competence and has a positive impact on the learning of the second foreign language despite the presence of the first steps.

Taking into consideration of psychological characteristics of students is essential in the method of teaching the second foreign language. Mastering of complex intellectual transactions and enrichment of conceptual apparatus stimulate mental activity, create it more functional, stable and efficient, bringing it closer in this respect to the activities of the well-educated professional. Therefore, simulation-intuitive methods of learning the second foreign language give place to analytical forms, summarizing, systemization, comparing linguistic facts. An essential condition for the efficiency of the process of learning the second foreign language is its cognitive-communicative nature which provides a conscious learning. The main task is given to the cognitive nature [9].

During learning the second foreign language it is very important to use modern interactive educational and innovative technologies, textbooks and intensive learning process promote to do this. The proportion of reproductive activity in the learning process is decreased, which can be observed as a key point in learning foreign languages in general. These technologies include, for example, the problematic training, collective training, multi-level learning, differentiated instruction, research teaching methods, design methods of learning, technology of debate, the technology of business, role-playing and other games, cooperative learning, technology, distance education (Moodle system).

From the very beginning all these technologies are introduced in the classes and non-class hours on different levels. Students defend their projects, carry out their investigation, act in any role-play, and suggest their own variant of a problem solution according to the age and language abilities. Naturally, communicative orientation of training retains its priority. Successful mastering of the second foreign language depends on the fact of forgotten that it is the second, despite all difficulties and not paying attention to the lack of linguistic experience, knowledge and skills students actively achieve some success. It should be noted that successful learning the second foreign language depends not only and not so much on learning and teaching materials but the degree of «frenching» – participation in the foreign language life not only in English but also in French [22].

In such way we should take into account the individual characteristics of future specialist in order to differentiate training including the ability to language learning and the level of the first language (English). One of the students need special conditions for faster growth of language, others need a possibility for repetition and training. The principles of economy and intensification of training is also important. The process of mastering French can be significantly intensified if students have a high level of English. There are some factors that promote to save the time and intensify the process of learning the second foreign language (French):

- mastering of Latin automatically helps to reduce the period of «alfabetizing» and lead it to simplify the explanation and learning the differences in sound letter system of

French and English, graphic image and sound words but mastering the rules of reading, setting articulation and phonetic peculiarities of French need much more time;

- rapid advance in the correct reading promote to more rapid development of professional communicative competence because when you read correctly and confidently you just memorize and reproduce – you are understandable and vice versa;
- the substantial potential of vocabulary words in English that are similar to French, direct loan-words from English, internationalisms simplify the process of learning to read and promote to more rapid mastery of French vocabulary;
- you can shorten and make their own the process of mastering the language in all means including grammar, phrase and text especially learning French as a second foreign language because the calculation program hours for self-learning and individual work of students is much greater than for lecture.

Undoubtedly, the main factor in effective study the second foreign language at non-linguistic university is to develop oral communication and comprehension skills. But it is not permissible to neglect another important factor in mastering the second foreign language as writing. The program gives a little time for studying grammar and spelling. Of course, applying the method of individual tasks is important for effective learning of new material by different groups of future specialists. With a help of individual tasks a teacher has the ability to fill gaps in knowledge of students by conducting more in-depth control of what is being studied. The process of teaching and learning a foreign language is a constant and frequent repetitions, automation, continuous drill his brain. The fact that students learn with the effort on today's lesson next time will be familiar for them and model phrases that now they cannot reproduce without thinking beforehand soon will sound automatically – active memory uses its reserves.

Most positive transferences from English to French are tracked in vocabulary as the most English words borrowed from French and Latin. On the other hand, in the last decade a significant number of Anglicism got into French although many artificial barriers were created on the way of this process. Many words with common roots, internationalism simplify the memorization and understanding the written and oral speech of the French language, promote to guess about the meaning of unknown words that have similarities with English equivalents adding in such way potential vocabulary of future specialists and simplifying the learning of receptive types of speech activity especially in reading. However words of common root recognition in speech or listening are not as easy as in reading due to differences in pronunciation in English and French. Therefore the formation mechanism of words of common root recognition in speech requires special exercises with visual support first then without it. Reading the new lexical units, special attention should be given just spoken words of common root, because in the pronunciation of these words the greatest effect of interference of the first foreign language is appeared [22].

As for forming the base of articulation and spoken skills, we pay attention to this side of language from the first lesson because it is most influenced by already existing phonetic skills that interfering [16] in the first foreign language. For example, you should constantly focus on new phonetic phenomena which were absent in the English language (accent on the last syllable, non-reading final letters, nasal sounds, phonetic binding and clutching, etc.). It is also important to overcome the stereotypes of English, such as reading the letter combinations. The negative influence of the first foreign language is observed in terms of formation of spelling skills; it mainly refers to words similar in English and French [18].

Careful work throughout the course is needed during the study of intonation, particularly narrative, interrogative, proposals, list intonation. Despite the common notions:

ascending and descending tone, intonation in English and French has different melodic color. It should immediately explain to students the concept of rhythmic groups and syntagma, rhythmic accent, a division of speech flow, linkage, clutching, should pay attention to the rise and fall of tone at the end of the rhythmic group rather than each individual word.

There are a number of grammatical analogies that do not require the formation of the concept of the phenomenon: the formation of plural nouns with the ending, the concept of article, a link-verb before adjective, predicate nominative, auxiliary verbs in aspect-tenses forms of verb, the concept of regular or irregular verbs, complex tenses, sequence of tenses, passive voice, the concept of fixed word order in declarative sentences and inversion in interrogative sentences. Common features in languages promote to complete transfer phenomena of the first foreign language to similar phenomena of the second foreign language and cause errors, for example, rules of using definite and indefinite article in English and French are basically the same but the French article indicates also the category of gender and number. Also in English before noun with adjective we usually use definite article and in French except in some cases - indefinite article. In this regard the use of intensive activation of many lexical and grammatical phenomena in French can also encourage reinforcing similar skills in English. It is necessary to pay special attention while learning the grammar of French as the second foreign language to the differences of using some aspect-tense forms of the verb because they have no close coincidence.

In such way during the learning of the second foreign language (French) you do not need hard work to form the concept of categories for students that are not in their mother tongue. However, even in the general categories of the first and the second foreign languages there are some differences that are important to be paid attention of future professionals from the beginning. Using of the most transferred English grammatical phenomena is possible only on condition of formation of high level of skills use in the first foreign language because most of such phenomena do not exist in Ukrainian.

So despite the similarity categories and a number of matches in the conceptual framework training, improvement and active using of grammatical phenomena of the second foreign language (French) should be no less intense than the first language (English). With the development of skills in the mastering of the second foreign language (French) and the increase of learned language material the influence of English into French is constantly reduced. In time future professionals are beginning to realize the internal laws of building a system of French which are produced externally gained speech skills, formed a «verbal understanding» that largely influence into the formation of foreign language competence and later professional communicative competence.

Conclusions. Analysis of the literature on the issue and our experience show that the effectiveness of the educational process is largely due to the presence of modern educational base: textbooks, dictionaries, multimedia tools, developed interactive and innovative technologies that are addressed only to teaching and learning of the second foreign language.

So in teaching French as the second foreign language at non-linguistic University it should be based on the following points: learning French by using sounds through all kinds of speech activity; learning the second foreign language is realized on the comparison or contrast of phonetics, vocabulary, grammar of their native language, on the knowledge and experience gained in the study of the first foreign language (English); grammar mastery plays an important role in studying French because mastery of grammatical phenomena of French accompanies by certain difficulties. The ways to overcome these difficulties are following: to determine the types of works and the ways of enhancing speech activity according to the individual characteristics of students, to use already gained speech experience while learning the first foreign language (English), to identify common and similar in the mother tongue, the first and second foreign languages in all types of speech activity for cross-language transfer as

an important factor in improving the educational process, to choose the best technology of training that would have included interaction of new foreign language mechanism with the native and the first foreign language.

The problem of foreign language training in terms of non-linguistic Agrarian University on the specialty of «Tourism» is caused by the rapid and dramatic changes in the political and economic situation in our country and the world and the growing needs of professionals focused on the free development of personality, his/her independence and competitiveness. Modern language education has to develop the ability of the individual specialist of concrete industry for adapting to the globalization when foreign languages are the means of communication in a professional environment.

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LAZARIEV Oleh,

Uman National University of Horticulture, PhD (Candidate of Pedagogical Sciences), Senior Lecturer.

MOVCHAN Liudmyla,

Uman National University of Horticulture, PhD (Candidate of Pedagogical Sciences), Senior Lecturer.

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Abstract. Introduction. *The article deals with the main purpose of teaching the first and the second foreign languages at higher school. It is stated that the development of the ability and readiness of future experts from different specialties to intercultural communication promote to develop professional communicative competence. The article points out the using of different language teaching methods in order to give future specialists an opportunity to enter into European international educational and professional space.*

Purpose. *The aim of the research is to outline the necessity of closer definition of methodological principles for learning the second foreign language (French) at higher non-linguistic institutions and the development of motivation to study it.*

Methods. *We used theoretical methods: analysis to examine the educational and regulatory documents, psychological, educational, methodical and professional literature, training programs and curricula, theses and abstracts, conference and periodical professional publications to determine the status and prospects of the problem, investigated.*

Results. *So in teaching French as the second foreign language at non-linguistic University it should be based on the following points: learning French by using sounds through all kinds of speech activity; learning the second foreign language is realized on the comparison or contrast of phonetics, vocabulary, grammar of their native language, on the knowledge and experience gained in the study of the first foreign language (English); grammar mastery plays an important role in studying French because mastery of grammatical phenomena of French accompanies by certain difficulties. The ways to overcome these difficulties are following: to determine the types of works and the ways of enhancing speech activity according to the individual characteristics of students; to use already gained speech experience while learning the first foreign language (English); to identify common and similar in the mother tongue, the first and second foreign languages in all types of speech activity for cross-language transfer as an important factor in improving the educational process; to choose the best technology of training that would have included interaction of new foreign language mechanism with the native and the first foreign language.*

Originality. *Learning and teaching of two foreign languages in the context of higher education is urgent need and necessary requirement today. The academics, teachers, methodologists and linguists of all parts of education are engaged in this issue. The purpose of vocational education on a global scale is the development of multicultural and multilingual people, including through the formation of professional communicative competence which is the ability and readiness to foreign language communication at intercultural professional level in the broad sense.*

Conclusions. *Analysis of the literature on the issue and our experience show that the effectiveness of the educational process is largely due to the presence of modern educational base: textbooks, dictionaries, multimedia tools, developed interactive and innovative technologies that are addressed only to teaching and learning of the second foreign language.*

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ЛАЗАРЄВ Олег Вячеславович,

кандидат педагогічних наук, старший викладач Уманського національного університету садівництва.

МОВЧАН Людмила Володимирівна,

кандидат педагогічних наук, старший викладач Уманського національного університету садівництва.

КОМПЕТЕНТІСНИЙ ПІДХІД ПРИ ВИКЛАДАННІ ДРУГОЇ ІНОЗЕМНОЇ МОВИ В НЕМОВНОМУ ВНЗ.

Анотація. Головною метою викладання першої і другої іноземних мов у вищій школі є розвиток у майбутніх фахівців будь-якого профілю здатності та готовності до міжкультурного спілкування і здійснення фахової комунікативної стратегії, а також підвищення рівня сформованості професійної комунікативної компетентності. Робота у напрямку удосконалення викладання другої іноземної мови сприяє виконанню основних освітніх завдань – надати майбутнім фахівцям унікальну можливість отримання глибоких, міцних та стабільних знань із першої англійської та другої французької мов, розвитку професійної комунікативної компетентності, достойному входженню випускників університету у європейський міжнародний освітньо-професійний простір. Орієнтація на особистість майбутнього фахівця з урахуванням сучасних життєвих вимог інших країн і культурних спільнот визначає успішність у вивченні мов. Проблема іноземної підготовки в умовах немовного вищого навчального закладу, зокрема, аграрного профілю на спеціальності «Туризм», зумовлена стрімкими і кардинальними змінами політично-економічного становища в нашій країні і світі, зростаючими потребами фахівця, орієнтованими на вільний розвиток особистості, її самостійність і конкурентоспроможність. Сучасна мовна освіта повинна розвивати спроможність особистості спеціаліста конкретної галузі до адаптації в умовах глобалізації, коли іноземні мови стають засобом комунікації у професійному середовищі.

Ключові слова: професійна комунікативна компетентність, майбутні фахівці, друга іноземна мова, компетентнісний підхід, методика навчання французької мови.

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ЗІНУКОВА Наталія Вікторівна,

кандидат педагогічних наук, доцент,
завідувач кафедри англійської філології
та перекладу, Університет імені Альфреда
Нобеля, м. Дніпро
e-mail: natzinukova@gmail.com

ЕРАТОЛОГІЧНИЙ АСПЕКТ І КРИТЕРІЇ ОЦІНЮВАННЯ ЯКОСТІ УСНОГО ПОСЛІДОВНОГО ПРОФЕСІЙНО ОРІЄНТОВАНОГО ПЕРЕКЛАДУ

У статті розглянуті проблеми оцінки якості усного професійно орієнтованого послідовного перекладу на основі аналізу підходів та класифікації перекладацьких помилок. Враховуючи головні параметри оцінки тексту усного перекладу (ступінь збереження головного змісту тексту оригіналу в тексті перекладу, правильність мовного оформлення і зовнішнє враження), виокремлено критерії оцінювання тексту, які дозволяють викладачу всебічно