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**TEACHING STUDENTS A FOREIGN LANGUAGE AS A COMPONENT  
OF PROFESSIONALLY ORIENTED TRAINING OF FUTURE MANAGERS  
OF SOCIO-CULTURAL ACTIVITIES**

*The article reveals the professional specifics of learning a foreign language, its focus on the implementation of the tasks of future professional activities of managers of socio-cultural activities. Attention is focused on a professionally oriented approach to teaching a foreign language at esta-*

*ishments of higher education, which involves the formation in future managers of socio-cultural activities of ability of foreign language communication in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking. Vocational*

*training is training based on the needs of future managers of socio-cultural activities in the study of a foreign language, which is dictated by the characteristics of the future profession or specialty. It is stated that in order to realize the didactic potential of a foreign language as an effective means of professional and social orientation of future managers of socio-cultural activities at establishments of higher education, the following conditions should be observed: 1) clear formulation of goals of foreign language speech activities; 2) social and professional orientation of these activities; 3) students' satisfaction in solving partial problems; 4) formation of students' ability to be creative in solving partial problems; 5) favorable psychological climate in the teaching staff. A number of features of a foreign language as a subject are also revealed. In addition, a number of structural elements of the content component of the model of professionally oriented foreign language learning are identified: 1) communication skills by types of speech activities (speaking, listening, reading, writing) based on general and professional vocabulary; 2) language knowledge and skills, which include knowledge of phonetic phenomena, grammatical forms, rules of word formation, lexical units, terminology specific to a particular profession; 3) socio-cultural knowledge, which aims to attract students not only to a new way of language communication, but also to the culture of the people who speak the language being studied; 4) educational skills, rational methods of mental work, providing a culture of language acquisition in the educational environment and a culture of communication with native speakers.*

**Keywords:** *foreign language; professionally oriented education; manager of socio-cultural activities; foreign language communication.*

**Formulation of the problem.** In modern conditions, foreign language communication is becoming an essential component of the future professional activities of managers of socio-cultural activities, in this regard, the role of the discipline "Foreign Language" at establishments of higher education is significantly increasing. It is necessary to take into account the professional specifics in the study of a foreign language, its focus on the implementation of the tasks of the future professional activities of managers of socio-cultural activities.

The professionally oriented approach to teaching a foreign language at establishments of higher education, which provides for the formation of students' ability to communicate abroad in specific professional, business, scientific fields and situations, taking into account the characteristics of professional thinking is of particular relevance. Professionally oriented training is understood as training based on taking into account the students' needs in learning a foreign language dictated by the characteristics of a future profession or

specialty [1, p. 5]. It involves a combination of mastery of a professionally oriented foreign language with the development of students' personal qualities, knowledge of the culture of the country of the language being studied and the acquisition of special skills based on professional and linguistic knowledge.

Professionally oriented teaching of a foreign language is currently recognized as a priority in updating education.

There was an urgent need to take a fresh look at the learning process in general and at teaching a foreign language in particular.

Foreign language communication becomes an essential component of the professional activities of future managers of socio-cultural activities. Analysis of pedagogical scientific-and-methodological sources showed that there are countless methodological areas and technologies for teaching a foreign language at establishments of higher education. Currently, the task is set not only of mastering communication skills in a foreign language, but also of acquiring special knowledge in a specialty.

Considering a foreign language as a means of forming the professional orientation of a future specialist, N.D. Galskova notes that when studying professionally oriented language material, a two-way relationship is established between the student's desire to acquire special knowledge and the success of mastering the language [2, p. 4]. She considers a foreign language an effective means of professional and social orientation at establishments of higher education. According to the author, the following conditions must be met to realize this potential:

- a clear statement of the goals of foreign speech activities;
- social and professional orientation of these activities;
- student satisfaction in solving particular problems;
- the formation of students' skills to be creative in solving particular problems;
- a favorable psychological climate in the training team.

**Analysis of recent research and publications.** A huge contribution to the development of the theory of professionally oriented teaching of a foreign language was made by P.I. Obraztsov with co-authors. They substantiated the principle of the professional orientation of the educational material when teaching a foreign language at establishments of higher education. The authors emphasized that the study of a foreign language should not be an end in itself, but a means of achieving the goal of

increasing the level of education, erudition within the framework of their specialty. Taking into account the specifics of the majors, from their point of view, should be carried out in the following areas: work on special texts, study of special topics for the development of oral speech, study of the minimum vocabulary in the relevant specialty, the creation by teachers of manuals to activate students' grammar and lexical material [3].

The problem of the formation of a system of professional language training for future managers of socio-cultural activities when studying at establishments of higher education is currently characterized by many aspects. In scientific and scientific-methodical literature, a foreign language as a subject in the system of higher professional education is revealed by the authors from various perspectives: the problems of teaching a foreign language in higher school as a means of communication (I.L. Bim, N.N. Gez, I.A. Zymnya), the problems of the formation of communicative skills by means of a foreign language (V.L. Kuzovlev, V.G. Kostomarov, A.A. Leontyev, E.I. Passov), the formation of a professional orientation (L.Sh. Hegechgori, N.I. Gez, M.A. Davydova, B.K. Esipovich, R.P. Milrud), a communicative approach in teaching a foreign language (I.L. Bim, A.N. Leontyev, E.I. Passov, G.V. Rogova).

In recent years, in the theory and practice of vocationally oriented training at establishments of higher education, much attention has been paid to issues related to using it as a communication tool in the dialogue of cultures (I.L. Bim, N.D. Galskova, A.A. Milrud, S.G. Ter-Minasova). The communicative and socio-cultural development of future managers of socio-cultural activities by means of the subject "Foreign Language" is carried out to a greater extent due to the correct implementation of the linguistic and regional approach. This approach ensures the assimilation of the language in close connection with a foreign language culture, which includes a variety of cognitive information about the history, literature, architecture, life, customs, lifestyle of the country of the language being studied.

**The purpose of the proposed study** is to clarify the essence of the process of teaching students a foreign language as a component of professionally oriented training of future managers of socio-cultural activities.

**Presenting main material.** The subject "Foreign Language" has a number of specific features. The specifics of the subject is determined by the direction of the path of mastering a foreign language.

L.S. Vygotsky noted that mastering a foreign language follows a path opposite to that which is developing the native language. A child learns his/her native language unconsciously and unintentionally, and a foreign one – starting from awareness and intent. Therefore, we can say that the development of the native language goes from bottom to top, while the development of a foreign language goes from top to bottom.

The second specific feature of a foreign language as a subject is that language acts both as a means and as a goal of instruction. The learner learns the easiest linguistic means, masters various types of speech activities, which until a certain point are the purpose of learning, and then used by him/her to master more complex language actions, i.e. are already a means of learning.

The next specific feature of this subject is its "pointlessness": unlike other subjects, it does not give a person knowledge of reality, since language is a means of forming, existing and expressing thoughts about the world.

The specificity of the subject also lies in its "infinity", i.e. it is impossible to learn the whole language, educational material is limited to the program [4, p. 32]. N.D. Galskova's opinion, who considers a foreign language not as a "subject matter", but as an "educational discipline" with enormous potential that can make a significant contribution to the development of a person as an individual seems to be sufficiently substantiated and reasoned [2. S. 12].

An essential specific feature of a foreign language as a subject is its heterogeneity [4, p. 33]. Considering the aspects of linguistic phenomena, we can say that their initial base is speech activities, which is the main object of teaching a foreign language. We agree with G.V. Kolshansky, who notes that regardless of the degree of language proficiency, knowledge of individual elements of the language, such as individual words, individual sentences, individual sounds, cannot be attributed to the concept of language proficiency as a means of communication. For educational purposes, regardless of the various types and forms of language training – from courses to specialized establishments of higher education, from a comprehensive school to a school with a number of subjects taught in a foreign language – language proficiency should always be considered in terms of the ability to participate in real communication.

In a specific correlation of knowledge and skills, this subject occupies an intermediate position between theoretical and applied disciplines of vocational training, since a foreign language requires the same large amount of

skills and abilities as practical subjects, but at the same time no less knowledge than theoretical sciences.

The purpose of teaching foreign languages at establishments of higher education is to achieve a level sufficient for the practical use of a foreign language in future professional activities of managers of socio-cultural activities.

Practical mastery of a foreign language is only one side of professionally oriented teaching of a subject. According to A.A. Rybkina, a foreign language can become not only an object of assimilation, but also a means of developing professional skills. This implies the expansion of the concept of "professional orientation" of teaching a foreign language, which included one component – a professionally oriented orientation of the content of educational material.

Professionally oriented training provides for the professional orientation of not only the content of educational materials, but also activities that include techniques and operations that form professional skills. The professional orientation of activities, firstly, requires the integration of the discipline "Foreign Language" with majors; secondly, it sets the foreign language teacher the task of teaching future managers of socio-cultural activities, on the basis of interdisciplinary connections, to use the foreign language as a means of systematic replenishment of their professional knowledge, as well as a means of forming professional skills; thirdly, involves the use of forms and training methods that can ensure the formation of the necessary professional skills of future managers of socio-cultural activities [5, p. 39].

Professionally oriented teaching of a foreign language at establishments of higher education requires a new approach to the selection of content. It should be focused on the latest achievements in a particular area of human activities, timely reflect scientific achievements in areas directly affecting the professional interests of future managers of socio-cultural activities, and provide them with the opportunity for professional growth.

Thus, it will be legitimate to consider the content of teaching a foreign language at establishments of higher education as the totality of what students must learn in the learning process so that the quality and level of knowledge of a foreign language matches their needs and goals, as well as the goals and objectives of this level of education. The selection of the content is intended to contribute to the versatile and holistic formation of the student's personality, preparing him/her for future professional activities.

According to N.D. Galskova, the content of teaching a foreign language must include:

- areas of communication, topics and situations, speech actions and speech material, taking into account the professional orientation of students;

- language material (phonetic, lexical, grammatical, spelling), the rules for its design and the skills to operate with it;

- a set of special (speech) skills characterizing the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;

- a system of knowledge of national-and-cultural characteristics and realities of the country of the language being studied [2, p. 17].

Taking into account the merits of this approach, it seems appropriate to use it when developing a model for professionally oriented teaching of a foreign language for future managers of socio-cultural activities of establishments of higher education, namely when considering its content component.

Taking into account the above mentioned, it is possible to distinguish the following structural elements of the content component of the model of professionally oriented teaching of a foreign language.

1. Communicative skills by type of speech activities (speaking, listening, reading, writing) based on general and professional vocabulary. The ultimate goal of professionally oriented teaching of dialogical speech is to develop the ability to conduct a conversation, to purposefully exchange professional information on a specific topic.

The training of monologic speech consists in the formation of skills to create various genres of monologic texts: communication of professional information, presentation, extended statements during the discussion, discussions with and without preliminary preparation.

The purpose of professionally oriented learning of listening is to develop the skills of perception and understanding of the interlocutor's statements in a foreign language, generated in a monological form or in the process of dialogue in accordance with a certain real professional sphere, situation.

The result of learning to read is the formation of skills in all types of reading publications of various functional styles and genres, including specialized literature.

The final goal of teaching writing is to develop the communicative competency necessary for professional written communication, manifested in the skills of abstract writing, annotating, as well as translating professionally significant text from a foreign

language into Ukrainian and from Ukrainian into foreign language.

2. Language knowledge and skills, which include knowledge of phonetic phenomena, grammatical forms, word formation rules, lexical units, terminology characteristic of a particular profession. The knowledge and skills considered are an integral part of complex skills – speaking, listening, reading, writing.

3. Socio-cultural knowledge, according to N.D. Galskova, are aimed at introducing future managers of socio-cultural activities not only to a new method of verbal communication, but also to the culture of the people who speak the language being studied.

4. Educational skills, rational techniques of mental work, providing a culture of language acquisition in educational conditions and a culture of communication with its speakers.

The result of profile oriented teaching of a foreign language is represented by professionally oriented foreign language competence, includes the following types of it: information-and-thematic (subject plan); conceptual; speech (the ability to build a coherent statement in oral and written forms to express one's thoughts in the process of communication); sociolinguistic (possession of speech registers in accordance with communication situations); regional – cultural (knowledge of traditions, customs, lifestyle). The indicated types of professionally oriented foreign language competence are successfully implemented in the system of interdisciplinary teaching of a foreign language, based on socio-pedagogical, psychological, didactic-and-methodological and general methodological principles [6, p. 42].

Mastering and using a foreign language requires knowledge of the socio-cultural characteristics of the speakers of the language being studied, a wide range of verbal and non-verbal communication. At establishments of higher education, this is primarily due to the study of modern life and the history of the country of the language being studied, art and literature, customs and traditions of the people.

The socio-cultural component in the content of teaching a foreign language plays a significant role in the development of the learner's personality, as it provides an opportunity not only to get acquainted with the cultural heritage of the country of the language being studied, but also to compare it with the cultural values of his/her country, which contributes to the formation of the student's general culture. This component is designed to expand students' general, social,

cultural horizons, stimulate their cognitive and intellectual processes.

Socio-cultural knowledge includes regional and linguistic knowledge. Country studies, according to N.D. Galskova [2], includes encyclopedic and background knowledge, as well as knowledge of the realities of the country of the language being studied. The second group includes students' knowledge of vocabulary expressing the culture of the country of the language being studied in the semantics of linguistic units.

Socio-cultural knowledge helps to adapt to a foreign language environment, following the canons of politeness in a foreign culture environment. It should be noted that the main thing is not the upbringing of the language being studied from the standpoint of the norms and values of the country and not the learning of facts, but the ability to compare the socio-cultural experience of the people speaking the language being studied with their own experience. Summarizing the above mentioned, it is possible to recognize socio-cultural knowledge as an obligatory component of the content of the model of professionally oriented teaching of a foreign language to future managers of socio-cultural activities.

Modern socio-economic processes actualize the problem of effective language training of future managers of socio-cultural activities and the formation of professional linguistic competence. So, F.M. Zinnurova means by professional linguistic competence a person's integrative quality, adequately regulating his/her professional and social formation. It allows a specialist to mobilize acquired linguistic knowledge and skills in the course of general cultural, communicative and professional activities, as well as to use generalized methods of communicative activities in the context of the implementation of professional functions [5].

At the same time, professional linguistic competence can be considered as the level of specialist's language training, ensuring the success of communication, making it possible to operate with special terminology and forming a culture of speech behavior in upcoming situations of professional activities [5, p. 14]. This type of competency is formed in the process of professionally oriented language training, based on a systematic, personality oriented and functional activity approach. Professional language training is understood as the process of mastering languages and the formation of skills in their application in various situations.

A modern professionally oriented approach to teaching a foreign language

involves the formation of students' ability to communicate abroad in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking, while organizing motivational-and-incentive and orienting research activities. Training of future managers of socio-cultural activities consists in the formation of such communicative skills that would allow for professional contacts in a foreign language in various fields and situations. The communication sphere is understood as a set of homogeneous communicative situations characterized by the same type of speech stimulus, the relationship between communicants and the communication environment [6, p. 13]. Foreign language communication can occur both in official and in informal forms, during individual and group contacts, in the form of speeches at conferences, when discussing contracts, projects, and writing business letters.

This is seen as its main difference from language teaching for general educational purposes and socialization (conversational communication). Nevertheless, professionally oriented teaching of a foreign language at establishments of higher education does not boil down to the study of "language for special purposes". The essence of professionally oriented teaching of a foreign language lies in its integration with special subjects in order to obtain additional professional knowledge and the formation of professionally significant personality traits. The training of future managers of socio-cultural activities at establishments of higher education consists in the formation of communicative skills that would allow for professional contacts in a foreign language in various fields and situations.

In this case, a foreign language acts as a means of increasing the professional competence and personal and professional development of future managers of socio-cultural activities and is a prerequisite for successful professional activities of a specialist – graduate of a modern higher school who is able to carry out business contacts with foreign partners.

The main and final goal of training is to ensure that future managers of socio-cultural activities have an active command of a foreign language as a means of forming and formulating thoughts in the field of everyday communication and in the field of the corresponding specialty.

**Conclusions.** Thus, professionally oriented training is understood as training based on taking into account the needs of future managers of socio-cultural activities in learning a foreign language, dictated by the characteristics of a future profession or specialty, which, in its turn, require its study. The term "vocationally oriented training" is used to denote the process of teaching a foreign language at establishments of higher education, focused on reading literature in the specialty, studying professional vocabulary and terminology, and more recently, on communication in the field of professional activities.

**Further directions of research.** These results can form the basis for the development of a model of successful communicative interaction in the socio-cultural activities industry.

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**НАВЧАННЯ СТУДЕНТІВ ІНОЗЕМНОЇ МОВИ ЯК СКЛАДНИК ПРОФЕСІЙНО ОРІЄНТОВАНОГО  
НАВЧАННЯ МАЙБУТНІХ МЕНЕДЖЕРІВ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ**

**Анотація.** У статті розкрито професійну специфіку при вивченні іноземної мови, її спрямованість на реалізацію завдань майбутньої професійної діяльності менеджерів соціокультурної діяльності. Увагу сконцентровано на професійно орієнтованому підході до навчання іноземної мови в ЗВО, який передбачає формування у майбутніх менеджерів соціокультурної діяльності здатності іншомовного спілкування в конкретних професійних, ділових, наукових сферах і ситуаціях з урахуванням особливостей професійного мислення. Під професійно орієнтованим навчанням розуміється навчання, засноване на врахуванні потреб майбутніх менеджерів соціокультурної діяльності у вивченні іноземної мови, що диктується особливостями майбутньої професії або спеціальності. Констатовано той факт, що для реалізації дидактичного потенціалу іноземної мови як ефективного засобу професійної і соціальної орієнтації майбутніх менеджерів соціокультурної діяльності в ЗВО, слід дотримуватись таких умов: 1) чіткого формулювання цілей іншомовної мовленнєвої діяльності; 2) соціальної і професійної спрямованості цієї діяльності; 3) задоволеності студентів при розв'язанні часткових завдань; 4) формування у студентів уміння творчо підходити до розв'язання часткових завдань; 5) сприятливий психологічний клімат у навчальному колективі.

Також розкрито низку особливостей іноземної мови як навчального предмету. Крім того, виокремлено низку структурних елементів змістовного компонента моделі професійно орієнтованого навчання іноземної мови: 1) комунікативні вміння за видами мовленнєвої діяльності (говоріння, аудіювання, читання, письмо) на основі загальної та професійної лексики; 2) мовні знання й навички, які включають у себе знання фонетичних явищ, граматичних форм, правил словотворення, лексичних одиниць, термінології, характерної для певної професії; 3) соціокультурні знання, які мають на меті залучення студентів не лише до нового способу мовного спілкування, а й до культури народу, який говорить на мові, що вивчається; 4) навчальні вміння, раціональні прийоми розумової праці, що забезпечують культуру засвоєння мови в навчальних умовах і культуру спілкування з її носіями.

**Ключові слова:** іноземна мова; професійно орієнтоване навчання; менеджер соціокультурної діяльності; іншомовне спілкування.

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