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SYSTEM OF FOREIGN LANGUAGE AND PROFESSIONAL TRAINING OF STUDENTS IN UKRAINE

The 21st century education is internationally oriented. For this reason, it is important to use advanced and up-to-date techniques to teach a foreign language to young people who come to learn it in a native speaker environment.

The article deals with language teaching methods and adaptation of foreign citizens, the teacher's responsibility being to assess the student's language level and abilities to gain further professional education in Ukraine.

The importance of professional training studies of foreigners is caused by several factors. First of all, it is so-called «deficiency of students», its consequences, as experts predict, will be observed in Ukraine till 2020. The foreign citizens coming to our country to be educated support Ukrainian high schools preserving the academic list of staff and, hence, the faculty.

The economic factor is also an important component as the tuition fee for foreign citizens, as various sources testify, varies from 2500 to 6000 dollars a year, depending on high school and specialisation. According to the data given in the draft Concept of the Government program of international educational development for 2012-2020, at present in Ukraine more than 55 thousand foreigners are being trained. For comparison in 2001-2002 academic years this figure made up 15 thousand. Tuition fee makes up about 120 million US dollars annually.

Educational possibilities of Ukraine allow our state to be among the leaders of the

world educational system. An optimal quantity indicator of final result of implementation of the Program of the international educational development is the increase of share of Ukraine in «an educational world pie» to 5 %.

The question of being educated in the Ukrainian high schools is important for foreign citizens as well. We carried out questioning on purpose to find out the reasons of choice of Ukraine as the country for professional training. 72 % of respondents declared, that they had chosen Ukraine proceeding from economic reasons: education at Ukrainian universities and institutes costs 10-20 % cheaper, than in higher educational institutions, for example, in the Russian Federation. 14, 7 % of foreigners preferred a favourable geographical location of our country, the favourable climatic conditions, rich cultural-historical heritage. 13,3 % of respondents declared, that they had arrived in Ukraine following relatives', friends', acquaintances' recommendations who had been educated in Ukraine.

The Ukrainian language for learning was chosen only by 12 % of respondents. Among factors to choose Russian for learning 93 % of respondents named its prevalence in the world, its belonging to «club of world languages». 5 % of respondents specified high level of teaching of Russian for foreigners in the Ukrainian educational institutions. The others expressed in favour of the language environment.

As it is known, progress in language learning in the conditions of the language environment several times exceeds achievements for the similar period of time for language learning of entrants in their native countries. The matter is that language in such conditions is remembered by a little bit another way: in the homeland it is learned through the reality, and in the country of language learning the reality is learned through language. The learners getting in foreign speaking environment and foreign cultural society, assimilate after a while, they use the rules operating in given circle of contacts that allows them to become full members of all public displays, including professional.

As we see, timeliness and quality of professional training at all its stages depends on many factors, including features of market economy as its necessary condition of effective activity became manufacture profitability, competitiveness of the enterprises, improvement of quality and quantities of the produced goods and services.

Here we mean a system of professional training of foreign citizens which includes pre-professional and professional stages, and also post-educational monitoring of professional success of the foreigners who had been educated in our country.

The first, pre-professional stage is a basic one as it forms not only bases of professional knowledge. In the course of such training the language and spoken bases critically necessary for the further training are being formed. Preparatory faculties and branches for foreign citizens where they receive necessary professional and language knowledge and skills within 10 months right after arrival in Ukraine, become the first and important steps in the course of further education.

The term «pre-professional training» was introduced according to recommendations of the UNESCO and the International conferences of work on professional training and education (1965) according to which level of labour training in comprehensive schools was defined as professional. Till this time the term and functions of pre-professional training was not a subject of separate study which is connected with peculiarities of historical development of education.

Pre-professional training which is «complete training-educational process, provides

the integrated interaction of the general educational and professionally oriented knowledge, abilities and skills on the basis of individual oriented approach towards subjects of training with an obligatory bias on motivational aspect of choice of the future profession, personal qualities and propensities»¹.

Such training is a component of further professional training; its purpose is to promote formation of steady orientations to labour activity, morally-labour and practical readiness for work, education of labour culture, development of creative abilities, intellectual and psychophysical characteristics of a person. «Presence of effective system of training of the new specialists meeting modern requirements to the qualified labour force is obligatory condition of economic stability of society as a whole»².

The basic criterion of effectiveness of system of pre-professional training at all its stages is «successful inclusion of the trained specialists in professional activity»³. Therefore one of the primary goals of pre-professional stage is the maximal support of each future foreign student in a question of choice of direction of training most suitable to his possibilities and propensities. It is necessary to be convinced of motivational firmness of this choice and in case of need to help to change this direction. Such approach is caused by reorientation of modern education from academic and subsequent professional achievements on individual as the individual, «prepared for life in the market conditions, is competitive»⁴. As it is known, the competition means development, constant dynamics and struggle for achievement of the best results that is pledge of constant growth, self-improvement.

But, as practice shows, pre-professional stage of system of vocational training must not only promote conscious choice of profession, formation of its steady motives. One of the basic tasks of this stage is «formation and development of necessary personal characteristics, mastering of initial professional knowledge, abilities, skills, and also contribution to mastering the abilities, helping to reduce adaptation time in a higher educational institution»⁵.

Formation of psychological readiness for a future profession is exclusively important, it will help to soften as much as possible difficulties of the adaptable period which foreign citizens overcome during transition from a status "foreigner" through «listener of preparatory faculty» to the status «student of a higher educational institution».

According to scientific pedagogical research, pre-professional training of Ukrainian students begins in general educational school and proceeds in senior. Two periods

1 Muranova N. Pre-vocational training of the aerocosmic lyceum pupils in the system of "lyceum – higher educational institution". Kiev, 2004. – 33p.

2 Serheeva L., Rusanov H., Ilko I. Monitoring the professional success of graduates of vocational schools. Kyiv, 2008. - 7p.

3 Danylenko L., Serheeva L. Current approaches to the management of vocational schools. Kyiv, 2007. – 41p..

4 Danylenko L., Serheeva L. Current approaches..., 43p.

5 Tsekhmister Y. The theory and practice of pre-professional training of pupils in lyceums of medical specialization at higher educational institutions. Kyiv, 2002. – 66p.

are traditionally distinguished. The first one is propaedeutic (2-3 years, 7-9 forms of a comprehensive school). The purpose is to acquaint pupils with professions, to promote in choice of the future professional vector. The second period is pre-professional. Duration is 2 years; an audience is pupils of the senior school. The purpose is localisation of choice and profound studying of the future profession.

As object of our research are foreign citizens, acknowledgement of motives of conscious choice of a profession exists as the practice shows, the majority of arriving foreigners for training were already defined with choice of their future profession in their native countries under the influence of family members' opinion, economic factors or personal preferences. So, according to our research, 89, 7 % of foreign citizens plan to be educated using either the Ukrainian language or the Russian language. 3, 3 % will create own business in Ukraine and 7 % of foreigners wish to raise their own cultural level, to get acquainted with history and country life, to travel etc.

The task of preparatory branches for foreign citizens is overcoming of the propaedeutic period when deepening of the received initial professional knowledge takes place, and in our case, there is also mastering on a new language of conceptually-terminological disciplines of the future professional direction.

However it would be wrong to confirm, that there are only these tasks of pre-professional stage of system of professional training of foreign citizens to be settled. This process is multifactor and complicated, it must take into account peculiarities of new language learning depending on the factor of native language influence, adaptive sociocultural, physiological transformations to which foreign citizens in training at preparatory faculties of higher educational institutions of Ukraine are exposed.

In the curricula developed for branches and faculties of pre-professional training of foreign citizens, two directions necessary to be concentrated the attention to are allocated.

The first is either the Ukrainian language or the Russian language learning in volumes, sufficient for training during the first and the subsequent years of study in the higher educational institutions of Ukraine. Thus the accent is put on formation of minimum of lexical stock and professional terms for the foreigners either in Ukrainian or in Russian necessary for their further successful training.

The second direction is necessity to systematize knowledge of the general secondary education level, received by foreigners in their native countries, and make them correspondent to level of the general secondary education in Ukraine ⁶.

Proceeding from all listed, and also, basing on own scientific and pedagogical experience in an audience of foreigners, we had allocated the list of main objectives which should be reached in the course of training of foreign citizens on preparatory branches and faculties of higher educational institutions of Ukraine.

The first and basic task of pre-professional training of foreign citizens is language learning which will be their language of further training. Effective training in higher educational institutions of Ukraine is possible only under condition of the effective linguistic adaptation resulting in the knowledge of language and spoken abilities in the volumes necessary for the further training.

6 Novytska L., Hudzenko O., Dudka M. Training programs: pre-training foreign citizens. Kyiv, 2005. – 3p.

Mastering of language at preparatory faculties is the main task of foreign listeners which, as a rule, show high interest in language learning. This interest is stimulated by external motives, such as successful completion of preparatory faculty and entering higher educational institution, novelty of a subject, the interest shown to cultural and community features of the country and so on. Internal motives are important as well - desire to be prominent in group, to raise the authority in the student's environment, to receive a positive estimation.

The assessment of degree of language skills traditionally is an uneasy problem for a teacher as it is assessed not only the set of the learnt words and rules, but level of formed communicative competence. Speaking about criteria of assessment, we completely support the thought stated by P. Sikorsky which asserts, that in such criteria certain contradiction is put down. On the one hand, teachers are offered to assess level of competence which is reduced «neither to knowledge, nor to skills», simultaneously taking into attention the fact that «object of assessment of educational achievements is knowledge, skills, experience of creative activity, experience of the emotionally-valuable relation to the world»⁷.

The opinion is true, that while assessing the quality of language fluency there are three accent spheres: knowledge, behaviour and attitude. Knowledge is meant not only lexical, grammatical and other units, but also historical and cultural features of the learnt language. The behavioural component means degree of adequate interaction with native speakers in a certain context. Under the relation is meant ability to show empathy to a situation and interlocutor. But as the empathy is not subjected to standard assessment, it is accepted to base on that, how substantial component of a subject promotes formation of the positive relation of students to learnt language, to its culture and to native speakers⁸.

The extremely important positive factor at foreign language learning is the confidence of foreigners at fact that they have qualitative final result that is in successful mastering of language and, as consequence, the future profession. Modern researches of problems of pre-professional language learning of foreign citizens focus attention on importance of imposing of the received language and spoken knowledge and abilities on the scheme of the future speciality. Therefore, the second task of pre-professional training of foreign citizens is actualisation and systematization of conceptually-terminological frame in language of the future training. The main task of the teachers training profile disciplines to foreigners, is systematization of knowledge, received in their native countries, acquaintance with conceptually-terminological frame of their future profession either in the Ukrainian or the Russian languages. Subject training of foreign citizens frequently considerably differs from similar training of the Ukrainian entrants; it is possible to explain this by various approaches and requirements of the Ukrainian and foreign educational institutions.

Professionally oriented training of foreign citizens becomes complicated also by new

7 Sikorskiy P. The problems of defining the criteria of educational assessment. Native school, 2001, № 8. – 3p.

8 Osadchaya T. On the principles and methods of evaluation of the students' foreign language and culture lessons. News of Lugansk Nat. University that im. Taras Shevchenko, 2009, № 8 (171), 90-95p.

language to foreigners and almost full absence of specially developed methodical literature. At profile training foreign citizens use the same textbooks and grants, as native students. It considerably complicates process of perception and search of the new information by foreigners.

Third, not less important task is sociocultural, everyday and physiological adaptation. According to some scientists, «adaptation of foreign students to new conditions of training and accommodation while entering higher educational institutions is a major factor providing efficiency of educational process as a whole»⁹.

The adaptive behaviour of foreign citizens within the frame of really occurring socially-determined situations is the purpose of sociocultural and everyday life adaptation.

In a counterbalance to educational communication, responsibility for result of the communicative acts occurring in the street, transport, shop, in the market or at the theatre, lays down completely on foreigners as the interlocutor is often not interested in finding-out of stranger's needs. There is also unwillingness to listen to the person who speaks slowly, with accent; there are separate cases of racism. Comprehension of importance and necessity to overcome all adaptation levels to conditions of living in the country allow foreigners not only solve their problems and satisfy social-cultural demands, but also to use language as «the tool for higher vocational education what, accordingly, defines degree of motivation of foreign language learning.

Such approach based on comprehension of main objectives of pre-professional stage of professional training system of foreign citizens which should be realised in the course of teaching and educational work at preparatory faculties, promotes qualitative training of foreigners and supports positive motivation of foreign citizens to continue education in Ukrainian higher educational institutions.

Pre-professional training of foreigners is the major component in formation of a foreign specialist. The outlined problems only partially open essence and features of pre-professional training of foreign citizens as quality of professional training depends on set of personal and business qualities, abilities to adapt for social and economic calls quickly and successfully, educational and professional mobility, motivation, initiativeness.

The considerable role in degree of effectiveness of such system is played by ties of preparatory faculties with higher educational institutions where foreign citizens plan to enter. It is thus paid special attention on formation of those skills which are necessary for successful continuation of training, and, in due course, for employment and fastening on a workplace.

Prospects of our research can serve monitoring of the academic and professional success of the foreigners trained on preparatory branches and faculties for foreign citizens in higher educational institutions of Ukraine.

9 Degtyarenko V. Especially linguistic adaptation of foreign students in the teaching of the Russian language. The modernization of the vocational education on the basis of the evolution of regulated: Materials VII All-Russian scientific-practical. conf., part 10. Moskva, Tchelyabinsk, 2009. – 96p.