рования его профессиональных компетенций. В отечественной практике подготовки военных специалистов до сих пор оптимальной формой организации учебного процесса считают коллективные и групповые занятия. Организация личностно ориентированного подхода к обучению иностранному языку предполагает моделирование жизненных ситуаций, использование ролевых игр, общее решение проблемы на основе анализа обстоятельств и соответствующей ситуации. Такой подход позволяет применять разноуровневые задания и упражнения, способствует формированию сознательного усвоения иностранного языка военным специалистом.

Ключевые слова: иностранный язык, курсант, специалист, подход, моделирование, репродуктивные упражнения, уровень применения знаний, творческий уровень.

Nihametzianova K. R. Peculiarities of using learner-centered approach to teaching a foreign language the cadets of military higher educational establishments

The article touches upon the points of using the learner-centered approach to teaching a foreign language the cadets, which presupposes taking into account the entry level of knowledge and the specific choice of the appropriate methods, means and forms of teaching. It is proved that personally oriented instruction in a military institution of higher education requires correction of the content of education, forms and means of its implementation. The content component of the educational process must cover everything the cadet needs to form and develop his personality, to form his professional competences. In the domestic practice of training military specialists, collective and group classes are still considered to be the optimal form of organization of the educational process. Organization of a person-oriented approach to learning a foreign language involves modeling life situations, the use of role games, a general solution to the problem on the basis of an analysis of circumstances and the relevant situation. Such an approach allows to use the split-level tasks and exercises, that encourage forming the conscious acquisition of a foreign language by a military man.

Key words: foreign language, cadet, specialist, approach, modelling, productive exercises, level of application of knowledge, creative level.

Nikolaienko O. V., Ushata T. O.

THE IMPORTANCE OF ACADEMIC READING FOR FORMING ESP STUDENTS' COMMUNICATIVE COMPETENCE

The article highlights the importance of teaching academic reading in order to form students' communicative competence. It is emphasized that teaching reading of special literature in a foreign language in universities is given special attention. Students in their future profession inevitably will face a large amount of foreign specialized literature, so mastering reading skills, extract and process professionally relevant information is of a great value for them. The analysis of the text from the standpoint of its communicative content and the definition of the hierarchy of intentional programs of such textual genres as textbooks, scientific papers, lectures and others are the objective of the research. It is noted that the teaching text is shown through the prism of its communication content in this article. The list of the basic speech intensions is chosen on the base of intentional programs of the teaching text material. These intensions are used for making methodical model of the professional communication training of non-linguistic university students.

Key words: communication content, speech intention, teaching text material, professional communication, reading skills, reading comprehension, communicative competence, speech model.

Teaching reading of special literature in a foreign language in universities is given special attention. Students in their future profession inevitably will face a large amount of foreign specialized literature, so mastering reading skills, extract and process professionally relevant information is of a great value for them. The experience of working with students in a non-linguistic university shows that specialized text often causes difficulties in understanding it, determining the main content, drawing up a resume. Even knowing the meanings of lexical units and grammatical structures, students are often unable to define a topic, extract basic information from the text. It seems to us that, to a certain extent, the difficulties that arise from the students' lack of knowledge of the structural features of the type of text presented to them.

Statement of the problem. Modern methodologists suggest that an academic text is multileveled formation including the following levels:

– motivational level and communicative intention level;

– subject-denotative level;

– content level or the level of content filling, predicate relationships and their logical organization in the process of comprehension;

– linguistic level;

– speech level;

– background plan for oral text that is voiced.

From the posture of methods the most perspective and topical is to present an academic text through its communicative content, since communicative content reveals the author's intention to interpret the substantive content

and is the sum of his communicative intentions, or speech intentions, which are realized by a certain ordering of the statement and organized in a certain way.

The fact that the text is constructed in order to implement communicative (speech) intentions according to a definite communicative plan is the basis for the analysis of this source through the prism of its communicative content. The unity of communicative intentions is due to the semantic and content integrity of the text. Hence the main task of semantic-content analysis should be the disclosure of communicative settings of the text, which can be considered the basic text-forming factors (S. Nikolaieva, N. Brit) [4]. Such settings are connected with speech intentions of the author to perform communication. This is an internal program of the text that specifies its speech form. However, while studying and describing the various aspects of the text in the research literature, the author's own intentions, which form the basis of textual activity and are the organizing beginning of the text, maintain aloofness.

It is not discussed that the student must address the text of a textbook, scientific article or other source consisting of certain functional and communicative blocks for the solution of a communicative problem and is a model for the formation of an independent communicatively motivated statement. Thus, if a student hits on a solution of a communicative task in the text, the text must include relevant speech actions and speech intentions in an explicit or implicit form respectively. Hence the integrity of the text and its communicative-cognitive character, in our opinion, should be sought not only in its denotation, in its subject, as some researchers believe, but, first of all, in its communicative settings [7]. These settings provide the integrity of the specific communicative trends of the text, which require a unified body of parts of the text, but do not require the interconnection of their content.

For an effective construction of methodical model of teaching foreign languages for specific purposes in non-linguistic universities it is necessary to realize what speech actions and, respectively, speech intentions and intentional programs should be taught in order to make the model realize communicative needs of the students in educational and professional communication. It should be mentioned that in methodical literature, dealt with studying the formation of communicative competence, one researchers suggest to parcel out the text into intentions that reflex lexico-grammatical components of the text (V. Zhukovska), others present the text as functional and communicative blocks (N. Pirotti, R. Velibekova), ctructural and content blocks (Ye. Kotsar), communicative and semantic groups (N. Formanovska), functional and semantic ranks or classes (T. Tsvetkova, O. Amelchonok). However, it is important that, firstly, communicative intention (speech intention) is the basis for unites of the analysis. Secondly, identification or differentiation of basic speech intentions is carried out according to the semantics of the predicative basis, transmitted by the formal values of the components and the rules of their lexical filling [4].

The analysis of the text from the standpoint of its communicative content and the definition of the hierarchy of intentional programs of such textual genres as textbooks, scientific papers, lectures and others are the objective of the research.

Researchers note the fact that the direct means of labeling, which helps to call the speech intentions, is a verb. It is on the functional-semantic signs of the verbs, which determine and characterize the speech actions, and the classification of types of speech actions is drawn up. Another possible form of presentation of the speech intentions is the nomination.

The nomination tool is the most complex for identifying speech intentions, since it most often asks only the form of the future statement. And to determine the speech intentions it is necessary to make semantic conclusions, to carry out a certain logical operation. The implementation of this operation facilitates the formulation of a communicative task that is exploited through a matter or task, or knowledge and understanding of the context, which allows interpreting the statement in this way, and not the other.

Intention plan of the text correlates with different functional-semantic fields. These fields explicate speech intentions at different language levels and in various combinations of linguistic means within these fields. Intentional functional-semantic fields, which are associated with the expression of speech intentions, occupy an important place in the system of functional-semantic fields [4, p. 56]. Thus, it is possible to use linguistic means of different levels to identify the speech intentions of the text and identify them as intentional-identification markers.

The analysis of the speech body of texts, which represent the professional sphere of communication, allows us to create communicatively valuable for the contingent of students the catalogs of speech actions determined by speech intentions. Options for solving this problem are presented in many modern studies and scientific and methodological materials [7, p. 24]. However, on the principle based on pragmatic positions, for creating an effective model of professional communication, it is important and crucial to highlight the core of speech intentions, which is essentially the dominant organization of learning material for a particular stage of learning.

The given task can be solved due to a certain sustainability of intentional programs of texts of a definite functional communicative type, which are texts of textbooks, scientific articles, lectures, etc. According to the opinion of S. I Kokorina, we consider intentional programs of texts of a certain content or genre as a relatively stable set of deploying communicative intentions. In other words, we provide speech intentions as a motivational basis when working with texts that have a fundamentally clear, stereotypical structure that can be reproduced by model. For us, the option of stereotyping is important, which gives the opportunity to submit a final list of speech intentions laid down in educational and scientific texts. Analyzing academic texts it is important either to describe their intentions hierarchy or to determine the basic and general types of speech intentions, skills and habits which realization is a part of students' communicative competence formation in the educational-professional sphere of communication.

The material of the study was the following:

– texts from textbooks on professional-oriented disciplines (tourist resources, recreational geography, management in tourism, marketing in tourism, tourist trips organization and others) that are used as a basic source in education of students of the 1-4th years of studying majoring in Tourism;

– scientific papers recommended to students as supplementary reading;

– lectures on specific disciplines on Tourism.

Analysis of textbooks, lectures, materials used in practical classes by profile departments of the university and scientific papers allowed to compile a list that defines the content of the speech intentions of educational and professional communication and their speech model implementation. The results of this research have proved that during the training-professional communication in the classroom, 65 main types of speech intentions are used. In the textbooks of the basic subjects, texts of lectures, scientific papers 44 basic types of speech intentions were used.

A comparative analysis of the typical linguistic intentions of professional speech has helped us to create a common list of speech intentions for both educational and professional communication of students in practical classes and for the corpus of scientific texts. Having conducted statistical and correlation analysis, the method of induction, determined the most frequent and significant speech intentions of professional broadcasting of students within their educational and professional communication.

However, it must be noted that a formal approach doesn't give an opportunity to define the level of importance, meaningfulness of this or that speech intention for text organization. In this case it is sensible to use other methods of analysis, based on factors of text deployment. These are factors that reflect the most general content structures that are laid to the foundation of the construction of these or other texts and reflect the means of human thinking about reality. With the help of thinking methods based on the synthesis and analysis of the information material, a list of the most frequent and meaningful, in our opinion, speech intentions, used in multi-genre texts on the specialty is created. It should be stated that in the given list the serial number is also an indicator of the importance of the importance of the speech intentions in a number of data: 1) enquiry, 2) a message, 3) description, 4) argumentation, 5) conclusion, 6) a picture, 7) explanation, 8) supplement, 9) clarification, 10) statement, 11) motivation, 12) comparison, 13) introduction of the concept of definition, 14) classification, 15) a list, 16) proof, 17) agreement/disagreement, 18) comments, 19) reference, 20) refutation, 21) instruction.

Conclusions. Thus, the aspectual study of professional speech, functioning within the educational process in non-linguistic universities, as well as the communicative content of educational text material, the sources of this professional speech, helped to identify the most frequent and meaningful speech intentions. These intentions should form a basic component of communicative context and become the basis of communicative minimum in acquiring foreign languages for specific purposes in non-linguistic universities. The catalog of base intentions makes it possible to solve problems of training material minimizing and to ground scientifically the consequence of its processing. Also this catalog is one of the factors to define the filling of communicative content of the model of teaching foreign languages for specific purposes.

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Ніколаєнко О. В., Ушата Т. О. Значущість навчального тексту як інструменту формування комунікативної компетенції у студентів при вивченні іноземної мови професійного спрямування

Стаття безпосередньо розглядає навчальний текст як інструмент для формування іншомовної комунікативної компетенції крізь призму його комунікативного змісту. На основі навчального текстового матеріалу визначено список базисних мовленнєвих інтенцій, які запропоновано використовувати під час створення методичної моделі навчання професійного спілкування студентів у нелінгвістичних закладах вищої освіти. Зроблено наголос на необхідності навчання викладання академічних читань для формування комунікативної компетентності студентів. Студенти у своїй майбутній професії неминуче стикаються з великою кількістю іноземної спеціалізованої літератури, тому оволодіння ними навичками читання, розпізнаванням та обробки професійно важливої інформації має велике значення. В статті аналізується текст із точки зору його комунікативного змісту та визначається ієрархія таких текстових жанрів, як підручники, наукові статті, лекції тощо з метою створення методичної моделі професійної комунікаційної підготовки студентів нелінгвістичних закладів вищої освіти.

Ключові слова: комунікативний зміст, мовленнєва інтенція, навчальний текстовий матеріал, навчально-професійне спілкування, навички читання, розуміння прочитаного, комунікативна компетенція, модель мовлення.

Николаенко О. В., Ушатая Т. А. Значимость учебного текста как инструмента формирования коммуникативной компетенции у студентов при изучении иностранного языка профессионального направления

Статья непосредственно рассматривает учебный текст как инструмент для формирования иноязычной коммуникативной компетенции через призму его коммуникативного содержания. На основе учебного текстового материала определен список базисных речевых интенций, которые предложено использовать при создании методической модели обучения профессиональному общению студентов неязыковых вузов. Особое внимание уделено необходимости обучения чтению академических текстов профессионального направления для формирования коммуникативной компетентности студентов. Студенты в своей будущей профессии неизбежно сталкиваются с большим количеством иностранной специализированной литературы, поэтому овладение навыками чтения, распознавания и обработки профессионально важной информации имеет большое значение. В статье анализируется текст с точки зрения его коммуникативного содержания и определяется иерархия таких текстовых жанров, как учебники, научные статьи, лекции, с целью создания методической модели профессиональной подготовки студентов нелингвистических высших учебных заведений.

Ключевые слова: коммуникативное содержание, речевая интенция, учебный текстовый материал, учебно-профессиональное общение, навыки чтения, понимание прочитанного, коммуникативная компетенция, речевая модель.