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Кубрак С. В. Сеть Internetu E-mails – важные средства коммуникации при изучении иностранных языков.

В статье проанализирован опыт использования электронной почты в процессе изучения иностранных языков. Показаны преимущества использования E-mail писем в профессиональном саморазвитии будущего специалиста.

Раскрыты возможности Интернет-ресурсов при изучении иностранных языков. Автором сделан вывод, что Интернет-ресурсы и E-mail технологии положительно влияют на образовательный процесс в целом. Выявлены дидактические возможности Интернет-ресурсов при обучении иностранным языкам и их влияние на образовательный процесс в целом. Проведенный анализ способов использования Интернет-сети и E-mails, как средство обучения речевой деятельности на занятиях по иностранному языку.

Обоснованы преимущества и недостатки применения Интернет-технологий и E-mails в учебном процессе.

Ключевые слова: Интернет-технологии, E-mail технологии, E-mail проекты, электронная почта, профессиональное саморазвитие, учебный процесс, иностранные языки.

Kubrak S. V. Internet and E-mails – important communication tools while studying foreign languages

The author of the article analyzes the experience of using E-mail in the study of foreign languages. Advantages of the use of E-mail messages in the process provides an opportunity to explore a new level of disciplines of the professional self-development of future specialist were shown. Their introduction into the educational humanitarian cycle.

The author of the article also reveals the possibilities of Internet resources while studying of foreign languages. The author concluded that Internet resources and E-mail technologies positively affect the educational process as a whole. Ways of the use of Internet network and E-mails, as means of teaching speaking and writing skills in foreign language lessons, were under analysis.

Keywords: Internet technology, E-mail technology, E-mail projects, professional self-development, educational process, foreign languages.

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Kumpan S. M., Hloba O. V.

**ENGLISH FOR SPECIFIC PURPOSE: TEACHING LEARNING
TO LEARN COMPETENCE AT THE TERTIARY LEVEL**

The article analyses a key competence of lifelong learning through the challenges the Tertiary education is facing in the XXI century; learning to learn competence is identified as a crucial feature of a successful present-day professional; the tasks to be solved at the Tertiary level are singled out; the main components of the learning to learn competence are emphasized, and the recommendations are given to achieve the best results; the methods how to teach students to learn learning in the English for Specific Purpose classroom are determined.

Keywords: English for Specific Purpose, competence, learning to learn, lifelong learning, Tertiary education.

Competence-based education at the Tertiary level has gradually spread worldwide as a natural attempt of Universities to meet the challenges their graduates come across with in vocational sector in the XXI century. The World Education Forum 2015, which was held in Incheon, Republic of Korea, 19-22 May 2015, under the slogan “Equitable and inclusive quality education and lifelong learning for all by 2030” recognized lifelong learning as “an organizing principle of all forms of education”, stating the fact that over 95 countries have adopted a policy on lifelong learning, while more than 150 countries are reforming qualification systems within the framework of national education to that end [1].

A lot of research has been done to work out a list of key competences for Tertiary education references, still due to the rapid development of information technologies that are shaping our lives, bringing non-stop dramatic changes to a new workplace, it's a competence of lifelong learning, which has become a crucial feature of modern life, as well as an integral skill of a prospective professional, who fails to succeed when he/she stops learning. Thus, a question on how to help students at the Tertiary level to learn to learn efficiently lies within the scope of extensive scholar interest.

The problem is even more dramatic in Ukraine, with regards to low motivation, lack of resources and inadequate ability to learn demonstrated by quite a number of school-leavers. Therefore, prominent higher educational institutions in Ukraine, following the Law of Ukraine “On Higher Education” [2], with the National Academy of the National Guard of Ukraine and National Pedagogic Dragomanov University making no exception, are tasked with the mission to develop and promote competence-oriented curriculum as well as to introduce subsequent changes into classroom practicalities that will make the best solution to complete the task, which determines the rationale of the research.

Analysis of recent researches and publications demonstrates the growing interest among scholars and practitioners in the topic of lifelong learning in general. The idea of lifelong learning is not new to the education world. It was developed in 1970 s, but it's not before the list of key competences of lifelong learning was developed by European Parliament and Council in 2006, that learning to learn competence was singled out, alongside with such competences as communication in the mother tongue, communication in a foreign language, mathematic literacy and basic competence in science and technology, digital competence, interpersonal and civic competence, entrepreneurship, and cultural expression, and it has gained new conceptual meanings and values [3].

There have been a number of EU guiding publications on this issue, including the National Board of Education in Finland “Assessing Learning-to-Learn: a Framework” (2002), “Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning” (2006), European Reference Framework “Lifelong learning programme: Key competences for lifelong learning” (2007), “The Campaign for Learning” (2007), “Learning to Learn and Civic Competences: different currencies or two sides of the same coin?” (2008), “UNESCO Education Strategy 2014–2021” (2014).

The concepts of lifelong learning are analyzed in the articles “The development of learning to learn in a European context” (Ulf Fredriksson, Bryony Hoskins, 2007), “Learning how to learn: the dynamic assessment of learning power” (Deakin Crick, R., 2007), as well as in the works by Gail Ellis, Barbara Sinclair (2005), Bakracevic (2006), Adey, P. (2006), Milena Valen, Zuljan and Janez Vogrinc (2010), Brin Best, Sophie Craven, Gill O'Donnell (2011) with the emphasis on facilitating effective student learning through different aspects. Nevertheless, the corpus of terminology is not sustained throughout the publications, as well as there are still a lot of practical issues to be answered with regards to specific fields of vocational training at Tertiary level, such as teaching English for Specific Purpose.

The aim of the article is to analyze the situation with learning to learn competence in different vocational settings at Tertiary level, to identify teaching methods and to develop the ways

which will facilitate and promote students' learning to learn competence more efficiently in the lessons of English for Specific Purpose.

The research was conducted in two different vocational settings in Ukrainian higher educational institutions: National Academy of the National Guard of Ukraine, which trains military leaders for the National Guard of Ukraine; and National Pedagogic Dragomanov University where prospective teachers are trained.

The main material presentation. The term "learning to learn" belongs to the various domains of human activities. To achieve the aim of the research the article analyses the concept of "learning to learn" in the context of teaching English for Specific Purpose (further ESP) at Tertiary level.

The object of the research – learning to learn competence, – was analyzed in the military and teacher training contexts, which were chosen because as much different as they might seem at first sight, these jobs share many common features: both deal with people, work under time pressure and stress, have to catch up with the latest updates in their professional field quickly, and rely on their metacognitive skills.

The methodology of the research presented in this article is grounded on the core concepts developed in the EU and UNESCO documents [1, 3, 6, 7, 8]. Regarding the terminology apparatus, in the usage of the term "competence" in this article we agree on the definition given by Chisholm (2005) who stated that "competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations" [5, p. 1]; while in the application of the term "key competence", we share the ideas developed by Rychen (2004): "Key competence is used to designate competencies that enable individuals to participate effectively in multiple contexts or social fields and that contribute to an overall successful life for individuals and to a well-functioning society (i.e. lead to important and valued individual and social outcomes)" [6, p. 22].

UNESCO Education Strategy developed for 2014–2021 emphasizes that "the entire education system is designed to facilitate lifelong and 'lifewide' learning" identifying the scope of tasks for educators as a "paradigm shift away from the ideas of teaching and training towards those of learning, from knowledge-conveying instruction to learning for personal development and from the acquisition of special skills to broader discovery and the releasing and harnessing of creative potential" [6, p. 34].

The UK national charity 'Campaign for Learning' which has been promoting the concept of 'learning to learn' for more than ten years, defines it "as a process of discovery about learning involves a set of principles and skills which, if understood and used, help learners learn more effectively and be involved in life-long learning" [8].

Another term that we need to clarify to achieve the aim of the research stated in the article is 'English for Specific Purpose', which we regard as any vocational subject related course delivered in English. The data for this particular research was collected in ESP for law enforcement, managers, military leaders, psychologists, signals. The main characteristic of ESP courses is that they foster several competences simultaneously, namely: communication in a foreign language, basic competence in science and technology, digital competence, inter personal and civic competence, cultural expression, and learning to learn.

For the purpose of this research we analyzed the issue from two main perspectives: learning and teaching, identifying conditions, factors and aspects that can facilitate development of learning to learn competence in the ESP classroom. Even though the studies were conducted in the military and teacher training settings, when talking about the 'ESP classroom' we mean teaching English for any vocational purposes.

As a result of the analysis we identified the corpus of set characteristics of learning to learn competence inherent for teaching ESP in the Tertiary education, which can be further classified

into three complex and interrelated components—institution-related, teacher-related, and student-related factors.

1. Institution-related factors. They go first, because today each higher educational institution determines for itself the objective conditions of teaching and learning process and thus to large extent shapes learners' desire and ability to learn. What the most Universities and Academies in Tertiary education have to face these days is that there can be a huge gap between the required entrance level of academic proficiency and the true level school leavers demonstrate. It is especially true for ESP courses, which are supposed to start at B1 level advancing the students to B2, while the reality can be much different in all vocational settings. That's the reason why study groups have become not just heterogeneous, in which the learners can benefit from each other's knowledge and experience, but polar opposite – with zero level and advanced level students trying to cope with the same learning content.

The problem seems to be impossible to solve unless we face the reality at all levels of Tertiary education administration and adopt a flexible curriculum which will give a possibility to introduce pre-ESP courses for complete beginners and false beginners, to allow students to flow from one level-group to another depending on the progress, and to conduct regular regrouping of students based on the formative assessment.

Besides, it's on each higher education institution itself to create extrinsic motivators for students, for example, openly recognize the progress of successful learners, support teachers' initiatives, develop students' exchange programmes with EU countries etc.

2. Student-related factors make the core of learning to learn competence. It's a complex issue which embraces metacognitive components, enhanced by ability to reflect and to collaborate.

World Education Forum, 2015, emphasized the role of learners' willingness to share responsibility with teachers and stakeholders for the outcomes of their own learning. The participants of the Forum made a conclusion that “individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt” [1, p. 8].

Traditionally, metacognitive factors cover individual thinking skills, self-esteem, self-regulation, and self-efficacy [1]. We would add grit to the list – ability to work hard, to move on constantly, and to survive stress, failure and threat of the learning process; it's the “firmness of mind or spirit, unyielding courage in the face of hardship or danger”, as Merriam-Webster Online Dictionary defines it [9]. We have to admit the fact that present-day ESP classroom due to the complexity of life-based tasks and time pressure quite often fails to create a zone of comfort for all learners, pushing them to work out of box, reveal their talents, and demonstrate thinking skills. Therefore, those learners who persistently foster grit demonstrate ability to boost on their self-esteem and apply self-regulation skills; they can make themselves work efficiently, get things under control and develop long-term intrinsic motivation, which sooner or later will lead them to promising learning results.

Moreover, to develop learning to learn competence, learners should also develop a habit of daily reflection on their own learning progress in ESP, and constantly question themselves, “Did I learn something new today? How is it related to the material I know already? How can I learn more? How many new terms did I adopt?”.

A reflective journal can be a good way out, especially considering that a role of teacher is optional. The learners should take responsibility and promote collaborative learning themselves. First, they decide on the list of questions to be covered in daily reflections in their journals. They cooperate with some other learners, write entries regularly, and exchange the journals to get peer feedback. Teachers can help initiate the process and then monitor the way it goes; or if the learners agree, read the journals and give regular feedback alongside with the peers. Such strategy fosters self-discipline and responsibility, and creates additional learning motivation.

When acquired, learning to learn competence makes learners strive for new knowledge and indulge in the process of learning. That will be the sign of an autonomous learner. At this level learners are able to get beyond the limits of ESP classroom, turn more to technologies, search professional issues of interest, do on-line courses, discuss controversies and intricacies of the job with colleagues from different countries and get further development at post-graduate level. Autonomous learning proves the practical side of learning to learn competence.

3. Teacher-related factors come directly from those related to students. Talking about ESP teachers, we can't but mention that the teacher's role has become really challenging today. It is not only because of the subject area of ESP itself, but it's on the teacher's side to make everything work, to create conditions, to organize, to monitor, to supervise, to assist, to advise, to facilitate and to provide opportunities for every individual learner as well as for the group as a whole.

The role of the teacher in the classroom has changed dramatically making a controlling function almost obsolete and moving closer to managerial tasks. Just like a manager, a teacher retains control of aims and objectives, maintains positive rapport, keeps learners in the necessary direction, gives feedback and provides formative assessment, still leaving each individual enough space for creativity and development.

Any aspect of the lesson can influence learners' attitude to the process of learning. Starting with some minor details of classroom management, to development of critical thinking skills, application of digital tools and technologies – the whole spectrum of lesson activities is aimed at development of learning to learn competence. Following the aim of our research, and as a result of our personal experience in the ESP classroom, we worked out some recommendations for teachers, no matter which particular field or occupation they are teaching in.

First of all, and it goes without saying, plan a lesson carefully. Moreover make a contingency plan. Take into consideration the learners' profile of each particular group. It's always easier to learn when a teacher establishes and follows particular routine in the lesson. It helps relieve stress, prevents chaos and boosts learners' confidence. Still, it doesn't mean that the lesson should turn into stiff plan-dependent process.

Our second priority is keeping the lesson alive. Even though you have planned your lesson thoroughly, improvise, change the pace, introduce some innovations in the lessons. It will prevent learners' from getting bored in the lessons, and will keep them engaged throughout the course. Have fun in the lessons. ESP classroom leaves almost no space for fun as it is, still use jokes related to the job, play vocabulary games to review terminology, such as Hot Chair, Alias, Taboo, etc.

Keep the learners involved as much as possible. This is paramount for developing learning to learn competence. Use a variety of active training methods from the very first lesson and on: hook the students with an ice-breaker in the first lesson, start with catching warmers, introduce new topics through brainstorming. Make the students speak in buzz groups, debates, and pyramid discussions. Role-play real life situations from the learners' professional context. Use authentic case studies and projects.

Make the students collaborate and share responsibility, engage more advanced students in peer teaching or peer assessment, group projects and group presentations and briefings. Learn the students' names from the very first lesson, thus make them feel authenticity of communication. Foster positive attitude. It gives more freedom, creates the atmosphere of mutual trust.

To successfully embed learning to learn competence give the students an opportunity to check their progress on time, recognize their success openly, and provide them with motivating and feasible assignments. Use blended learning tools to achieve that goal. For example, consider a flipped classroom. The idea behind the flipped approach is not new – learners get ready with a theoretical part or with some background information prior to the lesson itself, and in the classroom the teacher focuses on practical issues of the subject. This approach works well in a

vocational training, especially if the teacher organizes the whole class into small groups, giving them pre-lesson assignments not only to read or learn some information related to the on-coming lesson, but to create on-line presentations using Prezi tools, or brainstorm the topic leaving comment on a Padlet wall. Those tools allow whole group interaction; give immediate feedback, as well as assessment, thus promoting learners' motivation throughout the topic.

The analysis of different vocational contexts in teaching English for Specific Purposes at the Tertiary level demonstrated common problem areas and challenges in different institutions. As a result of the research The conclusion is made that to successfully develop learning to learn competence the combination of three integrated education elements is essential – the institution itself, a learner and a teacher. Each component plays equally important role in acquisition of learning to learn competence. There is a variety of ways and methods available in the ESP classrooms today to boost learning to learn competence, including various digital resources and active training methods. Learning to learn competence makes the core of lifelong learning, and it can be developed at any age, and it can be fostered at any level of academic proficiency.

Not all aspects of learning to learn competence and the ways to develop it in a particular Tertiary education setting have been covered within the scope of this article. The subject area of the research still stays within the field of scholar interest, especially from the teaching perspective, and requires further research.

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Кумпан С. М., Глоба О. В. Формування компетентності уміння вчитися під час занять з англійської мови професійного спілкування у вищій школі.

В статті проводиться аналіз ключової компетентності навчання протягом усього життя з точки зору проблемних питань, які вища школа має вирішувати у 21-му сторіччі; визначається компетентність уміння вчитися як найважливіша майстерність успішного сучасного фахівця; виокремлюються завдання, які необхідно вирішити на рівні вищої освіти; висвітлюються основні складові компетентності уміння вчитися, та надаються рекомендації, як досягти найкращих результатів; обумовлюються методи, як навчити студентів умінню вчитися під час занять з англійської мови професійного спілкування.

Ключові слова: англійська мова професійного спілкування, компетентність, уміння вчитися, навчання протягом усього життя, вища школа.

Кумпан С. М., Глоба Е. В. Формирование компетентности умения учиться во время занятий по английскому языку профессионального общения в высшей школе.

В статье проводится анализ ключевой компетенции обучения на протяжении всей жизни с точки зрения проблемных вопросов, стоящих перед высшей школой в XXI веке; компетентность умения учиться признается важнейшей характеристикой успешного современного профессионала; выделяются задачи, которые не обходимо решить на уровне высшего образования; подчеркиваются основные составляющие компетентности умения учиться, даются рекомендации для достижения наилучших результатов; определяются методы обучения студентов во время занятий по английскому языку профессионального общения в высшей школе.

Ключевые слова: английский язык профессионального общения, компетентность, умение учиться, обучение на протяжении всей жизни, высшая школа.

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ВТІЛЕННЯ СУЧАСНИХ ПІДХОДІВ У ПРОЦЕС ФОРМУВАННЯ У ФІЛОЛОГІВ-ПЕРЕКЛАДАЧІВ КОМПЕТЕНТНОСТІ У ПИСЬМОВОМУ ПЕРЕКЛАДІ НАУКОВИХ ТЕКСТІВ

Статтю присвячено розгляду основних дидактичних концепцій вищої освіти в навчанні іноземних мов і можливостей їх реалізації у процесі формування у філологів-перекладачів компетентності в письмовому перекладі наукових текстів. Оскільки методика навчання перекладу є міждисциплінарною галуззю знань, вона інтегруватиме результати досліджень суміжних наук, у першу чергу таких, як перекладознавство і лінгводидактика на рівні підходів, цілей, змісту, принципів, технологій навчання. Обґрунтовано, що у контексті концепцій навчання гуманітарних дисциплін, з урахуванням перекладознавчих моделей для навчання письмового перекладу, для формування компетентності у письмовому перекладі наукових текстів успішно можуть бути реалізовані інтегрований, особистісно-діяльнісний і компетентнісний підходи.

Ключові слова: інтегрований, особистісно-діяльнісний і компетентнісний підходи до навчання, письмовий переклад наукових текстів, фахова компетентність у перекладі.

В Україні наразі відбувається активний пошук шляхів оптимізації підготовки майбутніх перекладачів у зв'язку з переходом на нову систему вищої професійної освіти і кардинальними змінами вимог до забезпечення її якості. Однак слід зазначити, що процес системної підготовки перекладачів ще не став об'єктом комплексного дослідження. Хоча перекладацька діяльність досліджується багатьма науками, разом із тим, методика навчання перекладу залишається мало розробленою галуззю. Сучасний розвиток всесвітньої економіки та міжнародних зв'язків вказує на нагальну потребу суспільства в перекладачах у різних його сферах. Саме тому проблема підготовки справжніх фахівців привертає все більше уваги з боку науковців.

Наразі опубліковано відносно велику кількість робіт, які стосуються навчання перекладачів, але у більшості випадків вони зосереджені на змісті або процесі самої перекладацької діяльності, ігноруючи учасників навчального процесу (викладачів і студентів), які відіграють вагомий роль у його успішній реалізації. У публікаціях, що присвячені викладанню перекладу не завжди чітко відчувається різниця між тим, що треба висвітлювати як навчати перекладу, а не як перекладати. Як зазначила М. Гонзалез-Дейвіс, роботи, у яких розглядаються питання підготовки перекладачів, здається, висвітлюють те, що відбувається у перекладі, а не на занятті [9, с. 67-83].

Середзарубіжних публікацій можна виокремити групу робіт, автори яких вивчають проблеми інтеграції педагогічних теорій (не лише перекладознавчих), надають практичні