

9. Переказ змісту тексту з трансформацією (використання еквівалентних замін, елементів творчості).

Навчання аудіювання та письма у процесі переказу іншомовного аудіотексту відбувається шляхом поєднання розвитку навичок слухання (аудіювання) та письмового відтворення (письмо) почутого, що сприяє кращому засвоєнню нової лексики, граматики та культурних особливостей мови. Цей метод дозволяє студентам не лише розуміти мову на слух, а й активно використовувати її у письмовій формі, що робить процес навчання більш цілісним та ефективним.

Насамкінець зазначимо, що апробація навчальних матеріалів, складених з урахуваннями названих методичних прийомів, продемонструвала їх ефективність та доцільність подальшого використання у навчальному процесі.

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A component-based approach to language training for foreign students

Haldetska I.H.

*Ph.D. in Law, Associate Professor,
Department of Language Training
National Academy of Internal Affairs
e-mail: Igaldetska@ukr.net*

Language training for foreign students is a prerequisite for their successful academic, professional and social adaptation. At the same time, it is an area where modern theories of linguistics, pedagogy and intercultural communication are put into

practice. Theoretical models determine what and why it is necessary to study, while methodological approaches determine how to do it effectively [7, pp. 277-280].

The language competence of a modern foreign student is seen as a multi-component construct that combines knowledge of language as a system and the ability to use it effectively in communicative situations [2, pp. 22–24; 4]. It encompasses several interrelated components: linguistic, communicative, and sociocultural competences, as well as learning and self-regulation strategies [8, pp. 5–8; 12].

Linguistic competence encompasses knowledge of phonetics, grammar, vocabulary, spelling and syntax, which ensure the correct formation and understanding of utterances. It forms the basis of language learning and is considered to be the speaker's 'internal grammar'. The development of this competence should be functional, i.e. carried out in connection with communicative tasks [1, pp. 20–21; 5, pp. 51–52].

Communicative competence implies the student's ability not only to know the rules of the language, but also to apply them appropriately depending on the context, situation and social norms [7, pp. 281–284]. Within the framework of the Kaney and Swayne model, grammatical, sociolinguistic, discursive and strategic components are distinguished [8, pp. 8–12]. Interactive methods are used to develop it: role-playing games, intercultural projects, simulations [4].

Sociocultural competence includes knowledge of norms, traditions, rituals, and cultural contexts in which language functions. It shapes the ability to interpret cultural phenomena from a position of tolerance [9]. Its development contributes to the adaptation of foreign students in a new academic environment [3, pp. 104–106; 6, pp. 163–165].

A separate component is learning and self-regulation strategies that ensure student autonomy. This component develops the ability to plan, control and evaluate one's own learning [10]. In Ukrainian practice, this is implemented through blended learning technologies, digital platforms and independent projects [2, pp. 56–58].

In summary, the component approach corresponds to the theories of applied linguistics, second/foreign language acquisition (SLA) and intercultural communication. Its implementation ensures the development of students as active communicators in a multicultural environment [11; 12].

Effective language training for foreigners is based on didactic principles that ensure the integrity, practicality and intercultural orientation of learning. These include: purposefulness and relevance, integration, gradualness, interactivity and reflection [1, pp. 42–45; 4, pp. 27–30; 12, pp. 132–135].

Education should meet the real academic and professional needs of foreigners. Courses should be geared towards students' future activities, which increases motivation [1, p. 20]. In practice, this is achieved through language for special purposes (LSP), where lexical and grammatical material is selected with regard to the field of study – medicine, engineering, economics.

The principle of integration involves combining language knowledge, speaking skills and cultural context into a single system. The goal is to develop comprehensive communicative competence, including grammatical, sociolinguistic and pragmatic components [8, pp. 5–8; 5, pp. 61–63]. Within the CLIL (Content and Language Integrated Learning) approach, language is used as a means of acquiring professional content. Language teaching should be based on the principle of gradual complexity – from simple to complex, from general to specialised. At the initial stage, the emphasis is on learning basic phonetics, grammar and vocabulary, and later on developing professionally oriented speech, academic writing and understanding authentic texts [11; 1, p. 22]. This approach corresponds to cognitive-communicative models of learning that take into account the patterns of second language acquisition (SLA).

Language acquisition should progress from basic phonetics and grammar to specialized academic discourse. This gradual transition corresponds to the patterns of second language acquisition (SLA) [11]. This approach ensures cognitive logic and knowledge retention [1, p. 27].

The principle of interactivity and activity is aimed at engaging students in active communication through role-playing games, discussions, projects, and debates [10, pp. 93–96]. Interactive methods contribute to the development of speech spontaneity and intercultural tolerance [4, pp. 15–16]. Interactive technologies create conditions for language interaction that is close to real-life communication situations. In modern universities, they are effectively integrated with multimedia technologies [6, p. 165].

Reflection means awareness of one's own learning process, the ability to assess progress and identify areas for improvement. It shapes students' autonomy and responsibility for results [10, pp. 73–75], which is achieved through self-assessment, electronic portfolios and learning diaries [2, pp. 57–59].

Thus, the consistent implementation of these principles ensures the development of communicative, professional and intercultural competence – key components of language education in the context of globalisation [11; 9].

Based on the theoretical foundations of the component approach and the principles of effective language training for foreign students, a set of practical measures is being developed aimed at developing communicative, professional and intercultural competence. These include 1) needs analysis to identify the necessary language skills in the educational, professional and social spheres; 2) the development of a curriculum that combines general, academic and professional topics with the integration of a sociocultural component; 3) the use of modern technologies and multimedia, such as interactive platforms, AR/VR, digital corpora, videos and simulations; 4) the organisation of differentiated and adaptive learning through level-based groups, individual tasks and independent work by students; 5) providing interactive methods, including projects, role-playing games, discussions and collaborative learning in pairs or groups; 6) training teachers through seminars, professional development courses, experience sharing and methodological support; 7) introducing assessment and reflection, including rubrics, portfolios, self-assessment,

peer assessment and observation to monitor the development of not only grammatical knowledge but also communicative, pragmatic and cultural competence [1; 2; 4; 10].

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English for Medical Students: Challenges and Solutions in Teaching a Language for Specific Purposes

Lukianenko N.

*Lecturer, Department of Foreign Languages
Kharkiv National Automobile and Highway University*

Kharkiv, Ukraine

e-mail: nataliialukianenko83@gmail.com

Introduction. English for Specific Purposes (ESP) has developed into one of the most dynamic branches of applied linguistics, responding to the growing demand