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## **INDEPENDENT WORK OF FOREIGN STUDENTS: STUDYING TEXTS ON PROFESSIONAL TOPICS**

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The activation of independent work of students is one of the main directions of restructuring the higher education system in Ukraine, its state strategy for the modernization of education and improving the quality of professional training of specialists. Among the main goals of teaching Russian as a foreign language in Ukrainian universities is the process of forming a creative personality of a specialist capable of self-improvement and self-education.

Among methodologists, university teachers and scientists there is no single view on what is meant by independent work, there is no single definition of this concept, the functions and types of independent work, ways to increase the effectiveness of independent work, and especially ways to increase the effectiveness

of independent work of foreign students are not outlined. At the same time, in modern pedagogical literature there are no methodological developments and materials for independent work of foreign students studying in technical universities at the main and final stages of study, which would meet their needs and ensure the implementation of speech activity at a professional level. Thus, the issue of organizing independent work when studying texts in a professional direction has been considered fragmentarily and still remains debatable.

In view of the above, the purpose of the article is formulated, which consists in the theoretical substantiation of methods for conducting independent work in a non-linguistic university and the description of exercise systems for the formation and development of discursive speech of foreign students when studying texts in a professional direction.

One of the most important areas of development of a student's ability to independently carry out his educational activities in mastering a foreign language is the formation of optimal personal language learning strategies in him. They reflect the culture of learning, especially the culture of working on the language. There are distinguished three groups of learning strategies: 1) metacognitive strategies, with the help of which the subject of learning plans, prepares and controls his educational activities, analyzes his own successes; 2) cognitive strategies, for example, guessing the meanings of words from the context, repeating for better memorization, giving examples, creating analogies to already familiar knowledge, memorizing terms, key concepts; 3) socio-affective strategies, with the help of which students interact when exchanging information, responding to a problem or asking for explanations [1, p. 81]. Given that in modern society the information space undergoes very rapid changes, the education system must train specialists who are able to dynamically process and “produce” new knowledge in terms of content.

Therefore, the modern context of teaching a specialty, along with the development of professional and professional competencies, also includes the development of communicative, methodological and social competencies. The key

elements of the above-mentioned competencies are learning strategies, the most important of which is the independent reading of professional texts by foreign students. A significant role in the independent study of professional texts is assigned to the following elements: the use of internationalisms, proper names, numerals, symbols, highlighting in a different font and illustrations as “keys” to understanding; reliance on professional knowledge, on the structure of the text; taking notes while reading; recognizing reading styles; dividing the text into sense-forming parts, separating the main and secondary information in them; referring to the dictionary only in cases where the context does not allow guessing the meaning of the word.

In view of the above, we note that the purpose of independent work of foreign students in the study of texts in a professional direction is “the development of creative abilities and activation of mental activity, the formation of the need for continuous replenishment of knowledge, the acquisition of deep and solid knowledge” [1, p. 80]. For independent work of foreign students, textbook authors should offer any semantically complete part of the textbook or a text with special development for them. The development should be provided by a methodological apparatus containing the formulation of tasks and an approximate basis; tasks for checking the studied material; material for control. When teaching students to work with the text, it is important to use the following tools for independent work: memos, recommendations, instructions, models, schemes. These means of independent work indicate the purpose and conditions of work, offer the optimal sequence of actions for understanding what is read. The content of these tasks depends on the nature of the text material, as well as on the level of readiness of the student to independently work with a particular text in a professional direction.

The system of exercises for scientific texts should be built on the principle of “from simple to complex” and consist of tasks that include:

- 1) tasks for finding units of semantic information in the text;
- 2) tasks for reducing the text;
- 3) tasks for interpreting what is read.

Teachers working with foreign students should remember that most foreign students do not know how to work independently with scientific texts, reference literature, do not know how to control and evaluate the results of their activities, and irrationally distribute and uneconomically use the time allocated for self-study.

Researchers identify two groups of reasons that hinder the effectiveness of independent work. One of the reasons depends on the student himself: insufficient readiness for work, diligence, will, activity, general preparedness; the other is from the teacher, the organizer of the educational process: the student is overloaded with classroom lessons, lack of control over independent work, lack of textbooks and necessary literature.

Students' skills and abilities for independent work are formed as a result of specially organized tasks that are organically included in the educational process. Of great importance is the high skill of the teacher, his guidance of the student's cognitive activity. Independent work on the part of students consists in productive relations with the educational process through their own activities.

Thus, independent work can be considered as a mandatory type of student's educational activity and as an effective method of learning, despite the complexity and incompleteness of many of its aspects. It should be noted that in the preparation of foreign students for teaching professionally-oriented reading, an important role is assigned to means of control and self-control. Undoubtedly, the activation of independent work will contribute to the strengthening of the activity of foreign students in studying educational material, increasing the efficiency of its assimilation, forming the ability to independently, systematically and methodically correctly expand the knowledge gained, forming the need for reading literature in the specialty.

The presented study does not exhaust the entire range of issues related to the independent work of foreign students, which necessitates further research into the identified problem and the development of methodological recommendations for improving the organization of independent work of students, complexes of educational and methodological support for independent work of students.

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## **INTEGRATING INTERCULTURAL COMMUNICATION INTO ENGLISH LANGUAGE TEACHING**

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The twenty-first century is characterized by increasing globalization, and mobility. English plays a crucial role in facilitating communication across diverse linguistic and cultural backgrounds. Consequently, the field of English Language Teaching (ELT) has undergone a significant transformation, with a growing recognition of the importance of preparing learners to communicate and interact effectively in intercultural contexts.

Traditional approaches to ELT often emphasized grammatical accuracy, vocabulary acquisition, and pronunciation. While these aspects remain fundamental, they are insufficient to equip learners with the skills needed to navigate the complexities of cross-cultural communication. Misunderstandings, misinterpretations, and even conflicts can arise not only from linguistic errors but also from a lack of awareness of cultural norms, values, and communication styles.

This article affirms that integrating intercultural communication into ELT is not merely an added dimension but a fundamental necessity. By fostering intercultural competence, educators can empower learners to become more effective communicators, empathetic individuals, and informed global citizens. This involves