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СУЧАСНИЙ ПІДХІД ДО ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ В НЕМОВНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

У статті розглянуто необхідність змін у сучасних підходах до викладання іноземної мови для спеціальних цілей в немовних внз в Україні, розгляду питань активізації процесу навчання засобами удосконалення форм та методів викладання, дослідження питань взаємодії студент – викладач в процесі навчання іноземної мови для спеціальних цілей.
Ключові слова: *англійська мова для спеціальних цілей, активність, інтерактивне навчання, взаємодія.*

СОВРЕМЕННЫЙ ПОДХОД К ПРЕПОДАВАНИЮ ИНОСТРАННЫХ ЯЗЫКОВ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ В НЕЯЗЫКОВЫХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ
В статье рассмотрена необходимость внесения изменений в современные подходы к преподаванию иностранного языка для специальных целей в неязыковых вузах Украины, рассмотрения вопросов активизации процесса обучения посредством усовершенствования форм и методов преподавания, исследования вопросов взаимодействия студент – преподаватель в процессе обучения иностранному языку для специальных целей.
Ключевые слова: *английский язык для специальных целей, активность, интерактивное обучение, взаимодействие.*

CURRENT APPROACH TO TEACHING FOREIGN LANGUAGES FOR SPECIFIC PURPOSES AT NON-LINGUISTIC HIGHER EDUCATIONAL ESTABLISHMENTS
The article deals with the necessity of making changes in current approaches of teaching a foreign language for specific purposes at non-linguistic higher educational establishments in Ukraine, of activating the process of study by means of updating the forms and methods of teaching. The significance of substitution the authoritarian methods of teaching by cooperative, interactive ones is reported. The importance of researching the issues of interaction and cooperation of lecturers and students while studying and teaching a foreign language for specific purposes is also stated. Some norms of behavior of all the participants of the process of study are covered. The definition of interactive learning is given, and its essence is revealed. The article also enumerates some effective active teaching methods, describes their advantages in comparison with traditional ones. Some demands to the work of lecturers and some goals which they should set themselves in the process of teaching foreign languages for specific purposes are considered.
Key words: *foreign language for specific purposes, activation, interactive learning, cooperation, interaction, ESP.*

Target setting. Nowadays amid dynamic development of the international integration process and information exchange by the specialists of any sector, except traditional training, it's necessary to have an instrument enabling to communicate effectively. There is such an instrument. It is a professionally oriented language or the so-called language for specific purposes. If talking about the English language the abbreviation ESP is in common use. There are a lot of scientific papers on the theory of ESP, special methods of teaching ESP have been developed, various researches are being held. Though the level of speaking English among the students of non-linguistic higher educational establishments is quite different, and very often it is far from perfect. So, it has become necessary to use innovative technologies and methods of teaching. The character and functions of professional education undergo changes. The goals of the professional education nowadays are not so much transferring knowledge and skill formation, as activity formation, ability of self-determination, future specialists' preparation to independent actions, cultivating responsibility for themselves and their actions. In order to solve these problems it's necessary to change the manner of interaction of lecturers and students. That's why the issues of activating the process of a foreign language study by means of updating the forms and methods of teaching are being widely discussed.

Last scientific researches analysis. The analysis of pedagogical literature showed that the ideas of active learning were being expressed during the whole period of pedagogics formation and development, long before it had become an independent science. Pythagoras (VI century B.C.) thought that the process of study should be held by mutual consent of a pupil and a teacher [1, c. 6770]. One of the supporters of the pupils' active position in the process of study was Michel de Montaigne (1533-1592). He considered that there are occasions when it is appropriate for the teacher to direct the learning from the front, but there are also

times when the pupil should 'do it all on his own', or the tutor should listen to his pupil talking' [6, c.2]. Among the contemporary Ukrainian and foreign scientists this problem was researched by Pometun O., Pyrozhenko L., Sysoieva V., Hurch L., Mifflin H., Bell D., Kahrhoff J. and others.

The goals of the article. The article emphasizes the necessity of implementing innovative methods of teaching ESP, researching the issues of interaction and cooperation of lecturers and students while studying and teaching a foreign language for specific purposes. In connection with it the researchers set themselves as an objective considering the issues of activating the process of study by means of updating the forms and methods of teaching.

The statement of basic materials. The concept and methods of interactive education are based on the phenomenon of interaction. This term has plenty of interpretations. Pometun O. and Pyrozhenko L. consider that the essence of interactive education is in the fact that the process of study is held under constant active interaction of all the students. It is cooperative learning, collaborative or group learning [2, c.7]. Daniel Bell and Jahna Kahrhoff consider active learning to be a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process. [5, c. 1]. The term of interactive learning is also used while researching the problem of using innovative information technologies in the process of study, using the Internet resources, e-textbooks, reference books, etc. [4, c. 36]. The essence of interactive learning is that the process of study is organized in such a way that all the students are involved in this cognitive process, they have an opportunity to understand and reflect on what they think. Students' cooperative activity in the process of cognition, mastering teaching materials means that everybody contributes individually, the process of exchanging knowledge, ideas is taking place in a friendly and supportive atmosphere, that allows not only to get new knowledge, but develops the cognitive activity itself, transfers it into more effective forms of cooperation and collaboration. Interactive methods are based on the principles of students' cooperation, activity, relying on group experience, feedback. Some environment of educational communication is created, which is characterized by the transparency, cooperation of participants, equality of their arguments, accumulation of combined knowledge, the opportunity of mutual estimation and control. Development of each student's individuality, upbringing of his personality is taking place while communicating and cooperating with each other. The lecturer is not providing his students with the ready-to-use knowledge, but encourages the participants to independent search. In comparison with the traditional process of learning, the interactive learning changes the interaction of the lecturer with the students. Lecturer's activity gives way to students' activity; the lecturer's goal is to create the atmosphere for students' initiative.

Interactive learning is the process submerged into communication. It keeps the final goal and main content of the subject, but modifies the forms and methods of teaching and conducting classes. Interactivity at classes presupposes organization and development of dialogue conversations which lead to mutual understanding, cooperation and joint resolutions on common but significant to everybody issues. Interactivity eliminates the dominance of one person or opinion over the other. While making up dialogues students learn to think critically, to solve difficult problems analyzing circumstances and available information, to consider alternative views, to make thought-out decisions, take part in discussions and communicate with people. That's why individual, pair and group work is organized at classes, research projects, role-playing games, paper work, creative works and different sources of information are used. So, interactive learning solves three main tasks simultaneously: cognitive, communicative and developmental, socially-orientating ones.

It should be also mentioned that interactive forms and methods of teaching are very important for multiple major educational goals achievement: stimulation of motivation and interest to the subjects studied, increasing the level of students' activity and independence, development of analyzing and critical thinking skills, cooperation, communication, development and self-development.

Interactive learning assumes intragroup and intergroup activity of students and their initiative. There are three types of students' activity while interactive learning: physical activity, social activity and cognitive activity. Physical activity means that students are free to move around the classroom, to change roles during role-playing games etc. Students may change their desks, exchange seats, make presentations in front of the group, work in small groups, speak, write, listen, make schemes or drawings, etc. Social activity means that students themselves initiate interaction, use different means and methods of exchanging information: ask and answer questions, exchange opinions, comments and remarks. Cognitive activity means that students themselves have to set problems, find the ways of their solution, give advice, work out suggestions.

An integral part of many interactive methods is working in small groups. Small group work is one of the most popular strategies, as it enables all the students, including shy ones, to take part in work, train cooperative skills, interpersonal communication skills. It's impossible to do it in big groups.

We should single out certain norms of behavior in the process of interactive learning: cooperative work assumes that there are no «actors» and «viewers», everybody is a participant; everybody deserves being listened to; it's necessary to speak distinctly, avoiding unnecessary information, for everybody to understand you; if the information is not absolutely clear, it's necessary to ask questions and only then to make decisions; everybody can ask for help and be helped, nobody can refuse; ideas may be criticized, but not people; the goal of cooperative activity is not the triumph of one idea, but the opportunity to find the best solution, having known all the opinions on the issue.

Interactive learning presupposes interactive teaching. That's why there are also numerous demands to lecturers as well. The lecturer should have certain skills: organize the research process in such a way that students accept it as their own initiative; arrange the process of research in such a way that students need cooperation of their efforts; limit his help for students; keeping his scientific authority, not to allow students depend on it, giving way to their own mental activity and independence.

The main tasks of ESP lecturers are selection and organization of training materials, composing effective programs and plans aimed at achieving desirable effects, supporting students' motivation and their efforts. Choosing training materials lecturers express their opinions and ideas on teaching ESP. Setting the goal of the lesson influences the materials selection. If the goal is the consolidation of communicative skills, then various tasks, which model foreign language communication, should be used (business games, theme dialogues, making instructions manuals and reports, conducting presentations and discussions). An important aspect in teaching a foreign language for specific purposes is creating the atmosphere of live communication and effective debates. Students will acquire firm communicative skills only when they have an opportunity to use them while socializing with others. But unfortunately sometimes the lecturer appears to be only person in the classroom who knows the foreign language and so he is the only person for the students to communicate with. That's why there is the problem of lack of communication as the lecturer doesn't have enough time to communicate with each student separately. So, lecturers should use effective methods of teaching in order to develop communication skills in their groups, and involve other resources such as the Internet to encourage communication out of the classroom. It's easier to master a foreign language when students are motivated and are able to use their knowledge and skills

in such language environment which is understandable and interesting for them. From this point of view ESP is a perfect means for the realization of such an opportunity. Among the most popular methods of teaching a foreign language for specific purposes are role-playing games, brain storming, case studies, presentations, project work, information search, writing essays, reports, annotations etc.

Conclusion. So, teaching ESP is aimed at practical professional use of the language, though it is based on understanding the nature of the language, developing innovative methods and forms of teaching. The combination of traditional and innovative methods appears to be the most effective in teaching ESP. Critical understanding of the material studied by the students favors their abilities and skills development, forms their linguistic, socio-cultural, communicative and professional competencies.

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ЕКСПЛІКАЦІЯ НЕСПРАВЖНЬОГО РОЗУМІННЯ ТА НЕСПРАВЖНЬОГО НЕРОЗУМІННЯ В АНГЛОМОВНОМУ ЗОБРАЖЕНОМУ ХУДОЖНЬОМУ ДИСКУРСІ

У даній статті зроблено спробу когнітивно-дискурсійного аналізу комунікативних ситуацій нерозуміння мовця у англомовному художньому зображеному діалозі. Проведене дослідження дозволяє дійти висновку, що в художньому зображеному дискурсі несправжнє нерозуміння зумовлено небажанням персонажа відповідати на питання чи іншим чином реагувати на те, що сказав співрозмовник. У випадку несправжнього розуміння встановлено, що причинами, за якими нерозуміння намагаються приховати від персонажа-співрозмовника, слід вважати зніяковіння та сором персонажа.

Ключові слова: діалог, інтенція, несправжнє розуміння, несправжнє нерозуміння.

ЭКСПЛИКАЦИЯ МНИМОГО ПОНИМАНИЯ И МНИМОГО НЕПОНИМАНИЯ СОБЕСЕДНИКА В АНГЛОЯЗЫЧНОМ ИЗОБРАЖЕННОМ ХУДОЖЕСТВЕННОМ ДИСКУРСЕ

В настоящей статье предпринята попытка когнитивно-дискурсивного анализа коммуникативных ситуаций непонимания говорящего слушающим в англоязычном художественном изображенном диалоге. Проведенное исследование позволяет заключить, что в художественном изображенном дискурсе мнимое непонимание обусловлено нежеланием персонажа отвечать на вопрос или каким-то другим образом реагировать на сказанное собеседником. В случае мнимого понимания установлено, что причинами, по которым непонимание пытаются скрыть от персонажа-собеседника, следует считать смущение и стыд персонажа, его желание сохранить собственное лицо.

Ключевые слова: диалог, интенция, мнимое понимание, мнимое непонимание.

EXPLICATION OF PRETENDED UNDERSTANDING AND PRETENDED MISUNDERSTANDING OF A SPEAKER IN ENGLISH PORTRAYED ARTISTIC DISCOURSE

The article is dedicated to the cognitive-discursive analysis of the communicative situations of misunderstanding arising between the speaker and the listener in English portrayed artistic discourse. The investigation has been helpful to state that in modern English novels the pretended misunderstanding is determined by the character's unwillingness to answer the question or somehow respond to the utterance, addressed to him or to her. In the case of pretended understanding, it has been experimentally found out that the reasons for pretended misunderstanding on the part of the interlocutor are his or her embarrassment or shame, a willingness to «save the face». In real communication, the listener is usually unaware of the pretended misunderstanding, but in the artistic portrayed discourse, it is highlighted by the character's inner speech or by the author's description of his or her non-verbal behavior.

Key words: dialogue, intention, pretended understanding, pretended misunderstanding.

В настоящей статье предпринята попытка когнитивно-дискурсивного анализа коммуникативных ситуаций ложного понимания/непонимания говорящего слушающим в англоязычном художественном изображенном диалоге.

Проблема понимания / непонимания в процессе речевого взаимодействия привлекает внимание многих исследователей: В. Н. Бабаян, А. А. Брудный, Г. О. Винокур, В. И. Карасик, В. В. Красных, О. А. Леонтович, А. Р. Лурия, А. Г. Медведева, Е. А. Артемова, З. Водак, С. М. Почепинская, И. А. Стернин, Ю. А. Сорокин, А. В. Турчик и др., тем не менее, прагматика высказываний ложного понимания / непонимания остается практически вне поля зрения лингвистов.

В реальной коммуникации собеседник, как правило, остается в неведении об интенциях адресанта мнимого понимания / непонимания, но в изображенной коммуникации автор использует разнообразные маркеры, позволяющие читателю идентифицировать то или иное суждение персонажа.

Средства экспликации ложного понимания и ложного непонимания в художественном изображенном диалоге еще не становились объектом научного исследования, что определяет **актуальность** данной статьи.

Цель работы – рассмотреть когнитивно-дискурсивные особенности ситуаций ложного понимания / непонимания говорящего слушающим в англоязычном художественном изображенном диалоге.