

Teaching a Professional Foreign Language to Specialists in Various Industries

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Abstract

This article discusses the main tools and methods of teaching a professional foreign language. Theoretical and practical bases of the organization of the process of introduction and implementation of technologies in teaching foreign languages in higher education are considered and analyzed. The systematization of general trends taking into account domestic and foreign scientific experience is carried out. It also presents the points of view of various scientists on the relevance of studying this topic, formulated recommendations for the introduction of modern effective experience in the practice of foreign language lecturers.

The actual task of education, in the trend of globalizing world processes, is teaching a professional foreign language. The development of international cooperation in the fields of education, medicine, natural, technical, and economic sciences requires the study and constant improvement of foreign languages.

The existing problems of education require a comprehensive solution. This solution will be achieved using the program-target method.

The weakest skill among university students was oral speech. This indicates that conversational skills are a weak point, which is confirmed during observations of classes. A survey of 500 students showed that speaking classes were rated significantly higher than classes for practicing other skills.

Thus the aim of the article is a theoretical analysis of scientific approaches of researchers to the problem of teaching a professional foreign language for specialists in various fields.

Keywords: professional foreign language, competence-oriented education, professional English

1. Introduction

In the modern world, a professional foreign language is a necessity that is dictated by political and socio-economic processes, strengthening economic ties between countries, education or training abroad. The expansion of foreign economic cooperation contributes to improving the quality of foreign language proficiency by specialists in various industries. Integration processes allow students of educational institutions to study and participate in economic, medical, technological and other global processes. As a result, “intercultural communicative competence” in teaching professional foreign languages is becoming widespread (Shulga, 2017; Yang, Xiang & Chun, 2018). The number of multilingual students is growing, and therefore the level of importance of multilingual identity of teachers, based on an intercultural approach is increasing (Calafato, 2019; Gural, 2014). The level of students’ mobility is growing due to the needs of the labor market in professional specialists (Pérez-Llantada, 2018). Principles of “flexibility, mobility, fluidity and self-development” (Arrosagaray, González-Peiteado, Pino-Juste & Rodríguez-López, 2019) are increasingly integrated into the teaching professional foreign languages.

Professional knowledge of a foreign language is not only the study of rules and lexical units, but also the knowledge

of syntactic structures, expressions, and connected words that cannot be translated verbatim.

Professional training of competitive specialists includes mandatory study of foreign languages, which meets international standards, providing them with modern teaching methods, and practical skills.

Taking into consideration the changing approaches to teaching a professional foreign language for specialists in various fields, the purpose of the academic paper is to identify transformations of approaches, methods and ways of teaching professional foreign languages.

2. Literature Review

According to Aynutdinova (2011), the possibilities of a foreign language as a necessary part of the learning system are expanding, turning it into a means of education and comprehensive development of the individual; as a means of access to foreign-language information, due to the supranational nature of scientific knowledge, they have become the property of all mankind; as a means of intercultural communication in the context of professional activities of people.

As an object of the methodology, Leontieva (2015) considers the process of learning a foreign language, that is, the educational process, which includes: the activities of teachers and students, the main forms of their interaction; programs, textbooks that provide training. In other words, the objects of the methodology, in her opinion, are real phenomena of the educational process in a material form.

Beskorovaynaya (2011) noted that communicative competence is the ability to freely use language in communication, that is, to transmit and exchange thoughts in various situations in the process of interaction with other participants, correctly use the system of speech norms and choose a communicative behavior that is adequate to an authentic communication situation.

Lyakhovitsky (1973) made a huge contribution to the development of the theory of professional oriented teaching of a foreign language.

Parikova (1972) was engaged in the coordination of foreign language training with the training of core subjects.

Preparation of a future specialist who is capable of continuous professional and personal self-development related not only to the development of his personal qualities, but also to his practical ability to perform his professional activities effectively on his own. That is why such concepts as independence, personal and professional self-development, and professional self-realization are closely interrelated. This is quite well represented in the studies of local (Russian and Ukrainian) scientists. For example, the structure of the interaction between teacher and student were analyzed by Sergeev (2008).

The following issues are studied in the scientific literature, namely: the implementation of language tests and the foreign experience of language testing (Milrud & Matienko, 2006; Milrud, Matienko & Maksimova, 2005), the experience of using the conscious-communicative method of teaching in work (Korniychuk, 2003) psychological aspects of learning to speak a foreign language (Zimniaya, 1985), the structure and use of language (Baber, Conrad & Reppen, 1998), the techniques and principles of language teaching (Larsen-Freeman, 2006), learning in an international environment (Miller, 1992), language teaching as a means of communication (Widdowson, 2004).

Scientists are actively engaged in: research of teaching specialists of various branches of professional foreign language (Bychok, 2010; Mikitenko, 2010), studying the problem of integrating podcasts into the process of teaching English as a second foreign language (Tchaikovska, 2019), studying the use of websites in the process of teaching English as a professional language (Dmitrienko, 2017) .

3. Materials and Methods

Conclusions are formed on the study of a foreign language by specialists in various industries on the basis of the analysis of scientific researches and statistic data. In this study, methods of analysis, theoretical training, classification and systematization were used.

Data from the English Proficiency Index (EPI) (2019) were used for proficiency in English in European countries and for proficiency in English. The data were analyzed according to the following indicators: Level of English language proficiency in European countries (Netherlands, Sweden, Norway, Denmark, Finland, Austria, Luxembourg, Germany, Poland, Portugal and Ukraine). The English Proficiency Index (EPI) 2019 by industry is considered to identify the professions that most need specialists with knowledge of a foreign language.

Surveys were conducted among university students: "Please rate English language classes at your university. How useful are they for your university studies and future professional activity?", on the basis of which conclusions were

made.

The selection consisted of 500 students, including 56.5% women and 43.5% men. Among 500 students, 23% were the students of the 1st year, 17% - of the 2nd year, 36% - of the 3rd year and 24% - of the 4th year of education. The survey was conducted on the basis of universities that ranked higher according to QS World University Rankings (QS Top Universities, 2020): V. N. Karazin Kharkiv National University, Taras Shevchenko National University of Kyiv, Kharkiv Polytechnic Institute, Igor Sikorsky Kyiv Polytechnic Institute, Sumy State University, Lviv Polytechnic National University.

A structured interview in the form of a questionnaire with answers to the following questions was used to conduct the survey: 1. Very useful. 2. Useful. 3. Somewhat useful. 4. Not useful. The interview was conducted in May 2020. Initially the contact details of teachers of specialized foreign universities were collected on university websites. Then a message was sent to e-mail addresses or phone numbers asking to involve students of different specialties in answering several questions. The survey was conducted confidentially at the students' own request.

4. Results

In modern conditions there are serious requirements for the level of training of a specialist in any industry (medicine, natural sciences, technical sciences, etc.). A very important and essential component of this training is the knowledge of a foreign language.

The volume of professional information from various industries in the modern world is growing rapidly. The problem of access to knowledge sources can now be considered solved thanks to the widespread use of computer technologies. However, the degree of awareness of a specialist is largely determined by one of his most important professional qualities - the ability to work with a text containing the necessary information, including text in a foreign language. The problem of interaction between a specialist and information, a specialist and a text is currently one of the most urgent, and knowledge of a foreign language is one of the conditions for solving this problem.

Structuring the educational process allows us to assume that it can be organized in such a way that learning a foreign language becomes creative, cognitive, purposeful and open (Figure 1).

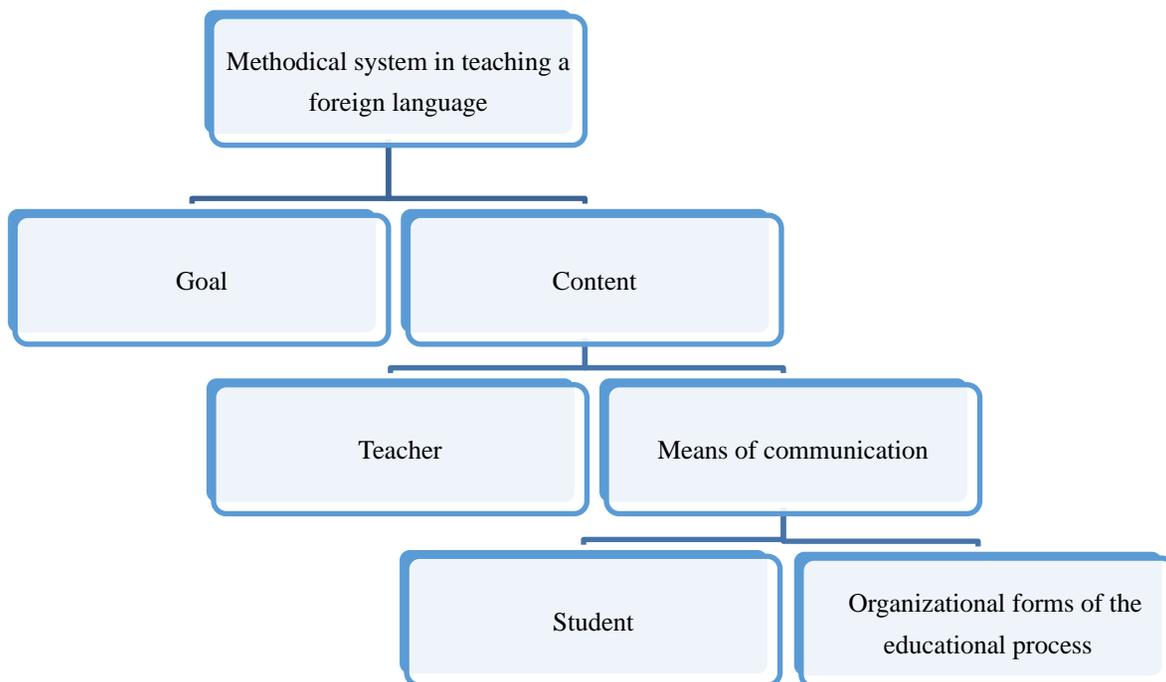


Figure 1. Methodological system for studying a foreign language at university (Ainutdinova, 2011)

According to the psycholinguistic approach to the goals and objectives of learning a foreign language for its further use in the professional sphere, the result of training should be personal and professional development of the student. Mastering the skills of information and communication activities contributes to continuous self-education and improvement in the professional sphere, personal motivation of foreign language communication in all its forms, and

therefore, the need for further study of a foreign language. In other words, a modern specialist must have a stable motivation and the ability to learn a foreign language independently (Bell & Smith, 2005).

The specific of the discipline “Foreign language” has a certain algorithmized structure of learning a foreign language, which begins with awareness and intention.

The second feature of a foreign language as an educational subject is that the language is both a means and a goal of learning.

At the beginning of training, the subject learns the easiest language tools, masters various types of speech activity, which up to a certain point are the purpose of training, and then he uses them to master more complex language actions, i.e. types of speech activity are already a means of learning.

The next specific feature of a foreign language is its “pointlessness”: unlike other disciplines, it does not give a person knowledge of real reality, since speech is a means of forming, existing and expressing thoughts about the world around them. The specificity of the subject is also in its “infinity”, that is, it is impossible to learn all the speech, since the training material is limited to the program.

Modern requirements for medical school graduates are in the form of professional competencies. Knowledge of a foreign language contributes to the formation of not only general cultural competencies, but also most professional competencies, because they provide awareness of the specialist in various aspects of professional activity, which is provided by the ability to obtain the latest information from a variety of sources (Zimniaya, 1985).

In the course of training, students of medical universities must possess a foreign language of the necessary level for the formation of professional competencies in such areas as: preventive, diagnostic, therapeutic, rehabilitation and psychological and pedagogical activities.

Foreign-language professional communicative competence is one of the most important qualities of a doctor. In the course of professional activity, a doctor needs to obtain the latest information on his specialty, a significant part of which is presented in a foreign language. Professional activity of a medical specialist requires the ability to use databases, perform information search, execute various documents, and edit texts. The development of modern technologies, the Internet, opens up inexhaustible sources of information. At the same time, with the development of technologies, the aging process of knowledge accelerates, which causes the need for constant self-education of a modern specialist. In the context of expanding international cooperation, the demand for doctors who practically speak foreign languages and those who improve their knowledge is increasing.

The main methodological provisions for teaching a foreign language in a medical school are:

1. Vocational-oriented learning, in which the entire course of learning foreign languages focuses on the ultimate goal of language proficiency - its use for practical purposes for the needs of their specialty.
2. Development of medical students' foreign language communicative competence in the totality of its components - language, professional, educational, educational.
3. Acquisition of communicative competence is carried out in accordance with the theory of language activity and communication, while language material is considered as a means of implementing the relevant type of language activity, its selection uses a functional-communicative approach, and the whole foreign language course is communicative-oriented.
4. Interdependent learning of different types of language activities based on the optimal ratio of reading, speaking, listening, writing and translation at different stages of learning.
5. Conscious use in the educational process of two language systems - native and foreign languages.
6. A foreign language teacher and a student are considered as independent active participants in the educational process. The student, in accordance with his level of training, has the right to make independent decisions on the selection of material for independent work, continuing to learn a foreign language in elective classes, etc.

The main purpose of studying foreign languages at the natural faculties of universities is the practical knowledge of a foreign language for understanding the literature in the main specialty and professional communication.

Most often in the system of university education, teachers face the problem of lack of educational material based on rationally selected language material and at the same time includes the vocabulary of a particular area of the profile subject.

In this regard, the question arises about the optimal selection of language material and the most rational planning and organization of foreign language classes.

One of the problems characteristic of the process of teaching foreign languages and cultures is the insufficient degree of assimilation of the intended educational material. In this issue, in addition to motivating students, the relevance and attractiveness of the proposed teaching materials, as well as the professional and business competence of the teacher play an important role.

The interest of students at the initial stage is usually very high, and the teacher has the task of supporting it by widely involving the latest textbooks and relevant additional material, as well as the use of modern techniques that stimulate interaction between participants.

Learning foreign languages is easier when a person is surrounded by native speakers of this language. It is also important that the teacher must be professionally competent in the discipline of "Foreign language" (Sergeev, 2008).

Today, among the many problems, the most important is the problem of effective foreign language teaching in technical universities. The development of scientific fields, especially the exact sciences, is impossible to imagine without knowledge of foreign languages, as in any discipline there are elements of Latin, Greek symbols, English symbols. However, so far the assimilation of this or that information is complicated by the fact that young people do not fully master even the main world languages, which slows down the learning process.

In technical universities, more attention is paid not to teaching students what information will be more understandable and interesting to them, but, on the contrary, the teacher always follows a certain pattern, which teaches students from year to year, without making changes, thus forgetting that different audiences need different approaches. The content of educational materials should arouse the interest of students, first of all, its informativeness, the necessary constant novelty of all elements of the educational process.

The specifics of the subject "Foreign language" requires from the teacher professional competence, namely, knowledge of foreign culture, customs, subtleties of grammar, correct translation of foreign phraseology. The professional competence of the teacher includes the ability to properly organize and structure the learning process, to select interesting and understandable to each student topics for consideration (Milrud & Matienko, 2006).

The main purpose of teaching foreign languages in medical school is the formation of foreign language communicative competence of the future medical specialist, which allows to use a foreign language as a means of professional and interpersonal communication.

Achieving the main goal of learning a foreign language involves the implementation of cognitive, developmental, educational and practical learning goals.

The practical purpose of learning a foreign language involves mastering communication in a foreign language in combination with all its competencies:

- Language competence (a set of phonetic, lexical, grammatical language tools, as well as the rules of their use for communicative purposes);
- Conversational competence (a set of skills and abilities of speech activity (reading, speaking, writing, listening), knowledge of language behavior, the ability to use language tools according to the situation);
- Socio-cultural competence (a set of knowledge about the national and cultural specifics of the countries being studied and related skills to correctly build their language and non-language behavior);
- Compensatory competence (a set of skills to use additional verbal means and nonverbal means of solving communicative tasks);
- Educational and cognitive competence (a set of skills necessary for independent mastery of a foreign language).

These tasks are implemented, according to the curriculum, through the interconnected learning of all types of language activities within the topics defined by the program, as well as mastering the technologies of language self-education.

As with the teaching of other subjects, foreign language teaching pursues practical, general, educational and developmental goals. The main place is occupied by the implementation of practical goals, during which all others are carried out taking into account the specifics of the subject "Foreign language". The practical goal is to form communicative competence, ie the ability to communicate with representatives of the country whose language is being studied.

The very concept of "communicative competence" is multifaceted and includes individual competencies, which include the following (Sergeev, 2008):

1. Linguistic or linguistic competence - involves the ability to use language material in the process of obtaining information or communicating such information in the course of intercultural communication.
2. Sociolinguistic competence - consisting of the ability to use realities, special language expressions, specific rules of language communication, characteristic of the country being studied, i.e. the originality of the language, which indicates the influence of customs, culture.
3. Socio-cultural competence is a competence that determines the knowledge of socio-cultural features of the country under study.
4. Strategic or compensatory competence - associated with the ability to communicate with available language tools.
5. General competence - includes the ability to ensure the acquisition of language skills (the ability to work with a dictionary, reference books, etc.).

According to the different models of learning that have developed in higher education, the specific requirements for communication skills are different, i. e. have different levels. In recent years, the traditional requirements for speaking and reading have been supplemented by requirements for written expression, as our country's international relations are expanding and this type of language activity is becoming in demand in society and in various professional fields.

In accordance with the specifics of the subject "Foreign language" is determined by the content of education. Thus, the first component of the content of education - are communication skills in all types of language activities (speaking, listening comprehension, reading and written expression). The second component of the content - is the language material, the skills of using it in the communication process. The third component of the content of education is the socio-cultural knowledge and skills presented in the texts. Teachers have recently attached special importance to this component, previously it was less used. Successful intercultural communication is possible only if not only the possession of language material, but also knowledge related to culture, customs of the country of the studied language. Without the latter condition, full communication is impossible (Billingham, 2003).

In the context of this study, it should be noted that the movement towards greater autonomy of universities is likely to complicate the reform of the field of professional English language teaching and the teaching of professional disciplines in English at the national level. In addition, the internal structure of many universities is still based on the Soviet model, which, among other things, highlights philology as a basic discipline for future English teachers, and refuses to recognize foreign language teaching and pedagogy as worthy fields for study or research (Bolaito & West, 2017).

According to the QS Top Universities (2020), six Ukrainian universities are currently included in the list of the 1000 best universities in the world (Table 1).

Table 1. Ukrainian universities in the world ranking

University	Rating QS 2020
V. N. Karazin Kharkiv National University	491
Taras Shevchenko National University of Kyiv	541-550
Kharkiv Polytechnic Institute	651-700
Igor Sikorsky Kyiv Polytechnic Institute	701-750
Sumy State University	701-750
Lviv Polytechnic National University	751-800

In general, the level of English language proficiency in Ukraine is low. According to the English Proficiency Index (2019), in 2019 Ukraine ranked 49th among the 100 countries included in the study (Table 2). This result is worse than in 2018, when Ukraine was in 43rd place with a "moderate".

Table 2. Level of English language proficiency in European countries, according to the EF English Proficiency Index (2019)

Place in the European ranking	Country	Marks
1	Netherlands	70.27
2	Sweden	68.74
3	Norway	67.93
4	Denmark	67.87
5	Finland	65.34
6	Austria	64.11
7	Luxembourg	64.03
8	Germany	63.77
9	Poland	63.76
10	Portugal	63.14
29	Ukraine	52.13

Ukraine ranks 29th out of 33 in the ranking of European countries in 2019. Over the last year, according to the same source, the score decreased by 0.73 (Figure 2), which is a slight decrease.

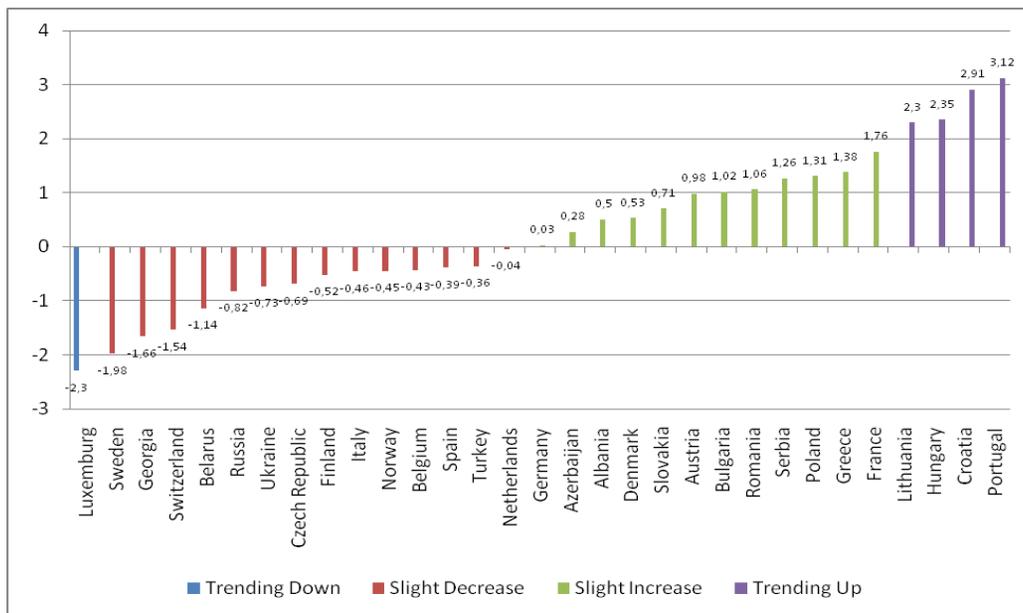


Figure 2. Change in EPI scores compared to last year

English language proficiency in all competing industries is presented in the English Proficiency Index (2019) by industry (Figure 3), pharmaceuticals occupy the highest place. Public sector workers and educators lag far behind those in the private sector. At first glance, this may seem like an intuitive result. After all, if any sector is limited by national borders, it is the public sector. However, many government and educational positions, including English language teaching, diplomacy, research, and international peacekeeping missions, directly require English language proficiency, and any English-speaking position gives professionals access to a wider range of ideas, practices, and people. In addition, proficiency in English, along with the private sector, would allow civil servants to take advantage of other career opportunities in response to changes in the economy or personal life.

English-speaking people are able to communicate with the world beyond their own borders. There is a positive correlation between the average level of English language proficiency in a country and its global connection (Figure 4).

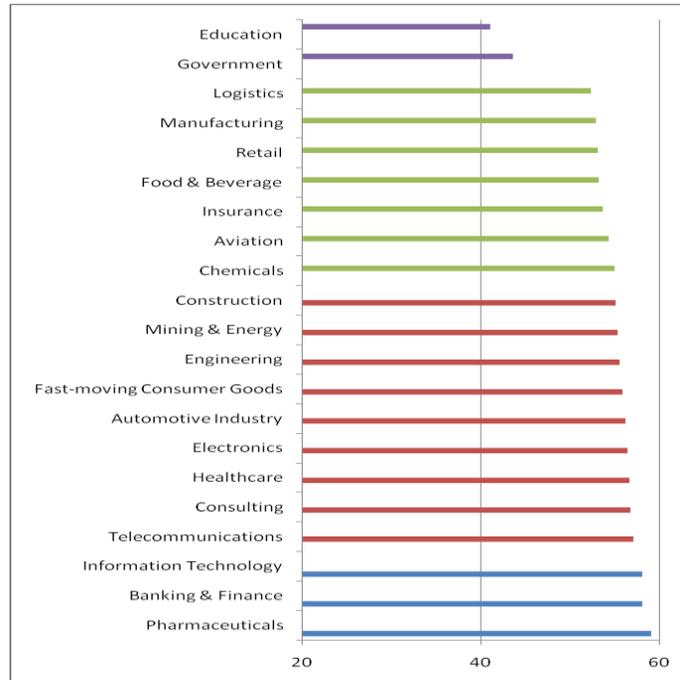


Figure 3. Rating English Proficiency Index (EPI) 2019 by industry

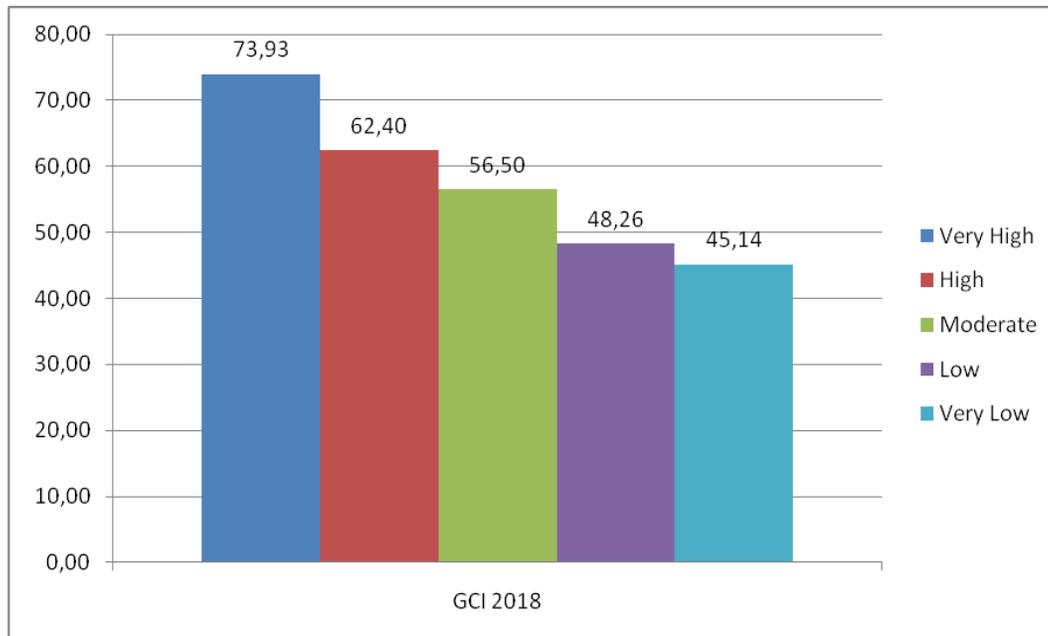


Figure 4. Global Connectedness Index, 2018

The weakest skill among university students was speaking. This indicates that speaking skills are a weakness, as evidenced by lesson observations. A survey was conducted among university students: “Please rate English language classes at your university. How useful are they for your university studies and future professional activities?” to assess four different types of English lessons, as we see in Table 3, composed on the basis of QS Top Universities (2020).

Table 3. The results of a survey of students on the usefulness of classes in professional English

Type of class	Very useful	Useful	Somewhat useful	Not useful
Reading	202	213	62	23
Writing	196	248	36	20
Listening	273	175	32	20
Conversational classes	379	89	24	8
Total:	1050	725	154	71

A survey of 500 students found that speaking classes consistently received the highest or one of the highest scores - they were rated much higher than classes for practicing other skills. On the basis of this observation of the QS Top Universities (2020) Figure 5 was composed.

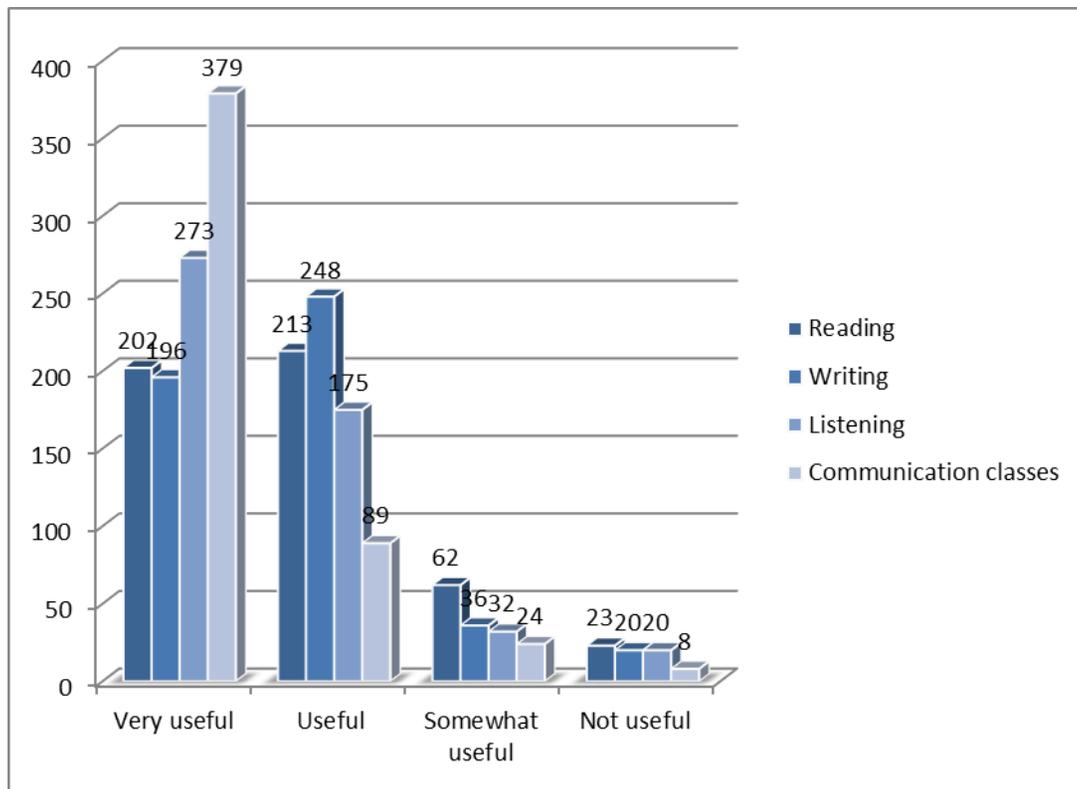


Figure 5. Results of a survey of students on the usefulness of classes in professional English

The main content of foreign language teaching in a non-language university should be professionally-oriented business communication with the dominant learning of spoken language, including learning to translate authentic industry texts. It is expedient to build training on qualitatively new maintenance at careful selection of the educational language material corresponding to specificity of the future professional activity of students of non-language high school.

To develop communicative competence, the learner must be able to maintain a business conversation, express his opinion, express consent or disagreement orally, must have the ability to conduct business correspondence in accordance with conventional norms. The main part of the tasks should be those that would be aimed at developing and developing the skills of oral communication in combination with the skills of written communication and translation.

Communication means the exchange not only and not so much of information, but of thoughts, feelings, experiences, values, behavioral structures in the performance of production activities, as well as in establishing socio-cultural contacts between people. Business communication is a narrower concept compared to professional communication, it

is realized in specific communication situations to achieve a certain goal, while professional communication is typical for practical activities in a particular area (Boucher, 1998).

Professional communication of a specialist is characterized by the following (Larsen-Freeman, 2006):

1) In professional communication, two levels of specialist relations are realized - public and interpersonal. The social level is determined by the characteristics of a formal professional group and the relevant professionally determined (business, official) information, interpersonal - individual characteristics of the individual associated with the culture of communication as such;

2) Professional communication combined with professional activity;

3) Business communication is considered as professional, when it is stated not just the fact of communication, but its content, due to the subject of professional activity; 4) the means of professional communication is professional language. Therefore, in the process of learning a foreign language, probably, the main attention should be paid to the formation of the foundations of professional-oriented communication through the formation of business communication strategies. To create a basis for further statements of students in the framework of professional orientation, it is advisable to use authentic and educational texts. Like any other text, they have a number of characteristics, namely the author's idea, informativeness, coherence, integrity, targeting, theme, content, and others.

The training of specialists in various fields is the formation of such communication skills and knowledge that make it possible to make professional international contacts in a foreign language in the professional sphere and monotonous situations during communication. Communication in a foreign language can be both business and informal, during mass communication or individual, in the form of conferences, when discussing the terms of cooperation, projects, when writing business letters. This is its main difference from the study of language for general educational purposes and socialization (Parikova, 1972).

It is necessary to develop such an educational model of professionally-oriented foreign language learning on the basis of specifically formed learning content, which could ensure the gradual development of basic skills for learning professionally and socially significant language material, its adequate application in the relationship within the tasks and formation students have the ability to generate and build their own statements, both on professional and socio-cultural topics. Such a training model should, accordingly, consist of three stages:

1) Stage of analytical and informative support;

2) Stage of development of the ability to build their own professionally-oriented expression;

3) Stage of realization of the ability to use professionally-oriented expression when creating your own texts. The development of abilities is carried out through the formation of specific skills (Cottrell, 2005).

Currently the priority personality-oriented concept of education allows to transform the way of learning into a mechanism of cultural development, the formation of the image of the world and man, creating conditions in which to teach, to develop their own universal essence, their natural forces. In determining the goals and specific objectives of teaching foreign languages, foreign researchers suggest focusing on the cultural, professional and socio-economic needs of the individual.

At the same time, they distinguish three levels of such needs: minimum, average and maximum.

Needs at a minimum level - include a full command of the native language, which provides students with functional literacy and an appropriate level of culture. This requirement precedes the solution of all subsequent problems of education in general, and language learning in particular. The solution to this problem should begin with the improvement of the language learning system.

Needs at the middle level - put forward the need to provide graduates with free receptive mastery in oral and written forms and functional productive mastery at a sufficient level for communication in at least one language. The described level of proficiency is defined by the Council of Europe as a threshold and can be adopted as a basis for active language proficiency (Larsen-Freeman, 2006).

Needs at the maximum level - which, in fact, is the object of our study - put forward the need for functional receptive mastery and minimal productive mastery of at least one of the main languages of world communication. To implement this task in the learning process, especially at the advanced stage of learning, less attention should be paid to strict coordination of actions of learners. When organizing classes should be more widely used methods that stimulate self-development, creative initiative, the possibility of self-realization. The emphasis should be shifted to the free creative thinking of students.

Today there is a need to solve the next block of problems at the modern scientific level - namely, the problems of optimizing communicative and intercultural-oriented teaching of a foreign language in a non-language university. Bringing communicative orientation to the forefront coincides with the transformation of the goals and content of foreign language learning, where the vector of development moves from learning a foreign language to learning to communicate. Schematically, this process can be represented as follows: learning a foreign language - learning a foreign language - learning a foreign language activity - learning to communicate.

Considering the content of communicative competence, it should be borne in mind that communication is an integral part of the communication process, which is the interaction of two or more persons, including the exchange of information (i. e. communication) and mutual perception, understanding of communication. Communicative competence, thus, is related to information, covering the receipt, use, transmission of information in the process of interaction. If we consider the content of communicative competence, then such an element as knowledge of communication in the content of education can be represented minimally. The main emphasis should be placed on ways of activity, which include:

- 1) Ways of exchanging information;
- 2) Ways of organizing joint activities - mainly - these are general ways of organizing activities (goal setting, choice of methods of action), but are complemented by the ability to distribute responsibilities, be able to manage and obey, participate in discussions, summarize (Miller, 1992).

Teaching a foreign language at non-language faculties of universities using the model of vocational training will be more effective if you ensure compliance with the following pedagogical conditions:

- 1) Achievement of goals must be ensured by a special choice of forms, methods and means of learning;
- 2) Organization of control and evaluation of learning outcomes with the use of specially designed pedagogical tests;
- 3) Formation of readiness of teachers and students for practical application of the model of professionally-oriented foreign language teaching;
- 4) Implementation of personality-oriented interaction between teacher and students in the educational process;
- 5) Establishment of interdisciplinary communication is studied with special disciplines.

Vocational training in foreign languages is considered as a system of interdisciplinary scientific knowledge.

Meanwhile, as shown by numerous observations on the practice of using interdisciplinary links in higher education, the technology of their implementation in the educational process is still underdeveloped.

In this regard, we should focus on the possibility of forming bilingual professional-oriented competencies, which are one of the necessary elements of professional-subject competencies of the future specialist.

Bilingual language competence - as an integral part of bilingual professional-oriented competence - has a significant impact on the formation of bicultural and socio-cultural competences as well as on the development of general cultural and universal abilities and qualities of a specialist as a professional worker in general. Bilingual language competencies include knowledge of the rules of lexical and grammatical design of written and material messages, stylistic features of functional types of texts in a professional direction, and others.

In the conditions of professionally-oriented teaching of foreign languages the improvement of independent work of students acquires special value. In addition to the fact that such work causes students to be active, it has another important advantage - it is individualized. Each student uses a source of information depending on their own needs and capabilities. In the rational use of independent work there are also significant reserves to increase motivation to learn in general and learning foreign languages in particular.

Independent extracurricular work of the student - is a consequence of properly organized educational activities in the classroom, which motivates its expansion, deepening and continuation in free time (Widdowson, 2004).

It involves students to perform a number of actions: awareness of the purpose of their activities, accepting the educational task, giving it personal meaning, subordinating this task to other interests and forms of employment, self-organization in the distribution of educational activities over time, self-control and some other actions.

In professionally-oriented study of foreign languages, the student's independent work is represented mainly by individual extracurricular reading. As a result of reading, the process of obtaining information is carried out, and this, in turn, has practical significance for the future professional activity of the specialist. It is advisable in this regard to

use the following types of independent extracurricular reading:

- 1) Extracurricular reading on the instructions of the teacher, which involves reading additional professionally-oriented texts, relevant to the topics of the modules studied in the classroom, but containing additional information;
- 2) Extracurricular reading, which involves working with texts from home reading, which students independently select, focusing on professional orientation and their interests. In this case, students only receive instructions from the teacher about the amount of material they should read over a period of time.

The important and responsible stage in the study of foreign languages is the stage of evaluation and control of learning outcomes, its correction. Even with the use of the best methods, organizational forms and means of learning, it is impossible to make the learning process manageable and purposeful without a system of control over its progress, timely testing and assessment of knowledge, skills and abilities of students. Therefore, the teacher is faced with the task to choose methods and forms of control, quality criteria for learning the material, to develop procedures for its implementation, to justify ways of individual correction of educational activities. In this regard, it is considered necessary to include a control and evaluation component in the model of professionally-oriented education of students of non-language faculties of universities (preparation and delivery of group projects, individual creative developments, etc.).

5. Discussion

The concept of competence-based education (CBE) was formed in the 60-70-ies of the last century in the United States, when “competence” was interpreted as one that is based on knowledge, intellectual and personal – conditioned experience of social and professional life of a person. The concepts of “competence approach” and “key competencies” have become widespread relatively recently in connection with discussions about the problems and ways of modernizing education. The appeal to these concepts is associated with the desire to determine the necessary changes in education due to changes occurring in society (Bell, 2004).

Competence-oriented professional education is a natural reaction of professional education to social, economic and political conditions, General processes of globalization and international processes that are constantly changing (Calafato, 2019).

If we consider the process of teaching foreign languages in non-linguistic Universities more broadly, then professionally-oriented foreign language training is an in-depth study or study of a foreign language plus specialization, that is, orientation to receive education in the chosen field of training at a higher educational institution (in order to master the corresponding professional activity) with parallel foreign language study (Pérez-Llantada, 2018). Professional-oriented training involves taking into account the needs of students in learning a foreign language, dictated by the features of their future profession or specialty. At the same time, such training involves a combination of mastering a professionally-oriented foreign language with the development of personal qualities of students, the formation of knowledge about the culture of the country of the language being studied and the development of special skills based on professional and linguistic knowledge (Bell, 2004; Shulga, 2017; Yang, Xiang, & Chun, 2018).

Professional-oriented teaching a foreign language is currently recognized as a priority direction in the renewal of education. A whole group of socially and educationally significant technologies is used in its implementation (Gural, 2014). These technologies are sometimes referred to as professional-personal or competence-oriented technologies (Arrosagaray, González-Peiteado, Pino-Juste & Rodríguez-López, 2019). In the process of reforming education, there is an urgent need to take a new look at the learning process in general and at foreign language teaching in particular.

6. Conclusion

Research of theoretical positions allowed to formulate a number of recommendations to various subjects in the field of education.

- 1) Legislators are invited to take into account the socio-cultural features of the national system of higher professional education when deciding on the introduction of new educational concepts, approaches, programs and systems for assessing the results of foreign language learning in non-language universities.
- 2) Universities, faculties and departments of foreign languages are recommended:
 - Take into account the peculiarities of the contingent of students in compiling programs and formulating goals of foreign language learning for groups with different levels of language training to ensure adequate learning outcomes;

- Master the socio-cultural diversity of forms of pedagogical support of education and use them to improve the quality of learning foreign languages;
- Make efforts to provide teachers with conditions for improving the level of socio-cultural competence in the framework of in-service training systems and in the process of research work.

3) Teachers are offered:

- Seek opportunities to participate in training activities in the field of pedagogy and related fields and deepen socio-cultural competence through self-education;
- Creative approach to the use of the achievements of the world pedagogical heritage in the methodological support of education;

4) Students are recommended to:

- When learning a foreign language as a support to use personal experience, general cultural and professional knowledge gained during studies at the university;
- Increase motivation to develop skills of generalization and updating of information obtained from various sources.

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