

MODERNIZATION OF PROFESSIONAL FOREIGN LANGUAGE TRAINING FOR FUTURE MASTERS OF UKRAINIAN UNIVERSITIES IN CONDITIONS OF INTER-ETHNIC COMMUNICATION

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Abstract: The article is devoted to modernizing professional foreign language training of future masters and describes the educational system used in higher educational institutions of Ukraine. The study aims to improve professional foreign language training methods for future masters of higher education in Ukraine. The study's relevance lies in the area of globalization processes, particularly the development of international relations. The significance of the study confirms the lack of scientific research on teaching methods of a foreign language to masters who are preparing for international communication in practical activities. The study results form the novelty and practical value, which is expressed by the possibility of using the techniques in the educational processes of higher education institutions in Ukraine. The authors believe that the problem-oriented approach, interdisciplinary, dual, variant method of teaching taking into account different English levels among students and using modern tools of digitalization should dominate in the master's programs of foreign language study.

Keywords: foreign language, pedagogy, master's program, international communication

1 Introduction

After the declaration of independence of Ukraine on December 1, 1991, another subject of business relations began to function in the international arena. It is characterized by transformations in all sectors, including higher education. The creation of institutions and mechanisms of state formation provoked the change of educational programs for professional training in higher education institutions in the study of a foreign language. As a result, foreign language has become a tool of inter-ethnic communication, allowing the activation of the development of the economy and society. Along with preserving the positive experience of the previous years of higher education, one of the main tasks was creating a new higher education system capable of working effectively in the new socio-economic conditions. As a result, a legal and regulatory framework for the national education sector based on the Bologna education system has been formed. According to this system, since 2005, an updated unified structure of the education system, which compared with the education system of the USSR did not cover the specialized secondary level, was approved. In this system, the Master's degree is an educational level, which allows the graduates to take managerial positions, develop their own business, and make critical administrative decisions. The main thing is that a graduate of the Master's degree becomes a specialist, ready to compete, while under the Soviet educational standards, a specialist becomes an employee.

The domestic system of undergraduate training is developed under the standards and requirements of international educational standards. All these facts contributed to the change of approaches to the students' foreign language training organization in all profiles higher education institutions. With the development of international relations, a competitive specialist should know a foreign language. However, despite the structural restructuring of the education system, higher education in Ukraine as a whole is characterized by some inertia. Although the labor market requires specialists with knowledge of a foreign language, only profile specialists of the foreign language or those students who study a foreign language outside the educational institution can offer their employers an excellent English level.

The basis for the formation of the content of Master's training should be not only national or international standards of professional activity but also the requirements of the labor market, which needs people who can conduct international negotiations and engage in the organization and involvement in production processes. These standards are based not only on modernizing the institutional structure but also on modernizing the professional foreign training of future masters of higher education in Ukraine in terms of international communication.

But unfortunately, most universities in Ukraine teach foreign languages according to an outdated program, without innovative approaches, which are extremely important today for specialists looking for a job in the modern labor market. The main techniques of the classical established training program are based on the improvement of professional qualities of future specialists, based on the understanding of textual information and grammar. Today, however, different aspects of the interconnection of educational subjects regarding the communicative nature of training acquire particular importance in the educational system. The central place of the educational process got the dialogic direction that absolutizes the importance of dialogue in interhuman relations (Predborska, 2006). Formation of free dialogic speech in production conditions is the direction of training modernization for future specialists, who can recognize the language and have enough skills to make the conversation at a high intellectual level, freely interact with international relations subjects and form sustainable international relations with foreign partners.

Thus, this study aims to improve the methods of professional foreign language training of future masters of higher education in Ukraine.

It is necessary to perform the following tasks to achieve the goal:

- analyze the existing approaches and methods of teaching a foreign language;
- based on the received information to identify the problems of teaching a foreign language in Master programs;
- propose methods of improving foreign language teaching for Master students;
- consider alternative variants of modernization of professional foreign language training of Masters.

2 Literature Review

Studying a foreign language is an integral part of the professional training of higher education specialists. The high level of foreign language teaching in universities requires a teacher to know the latest teaching methods, educational technologies, special techniques for the optimal organization of the educational process under the level of knowledge, needs, interests of students, etc. For the purpose of this study, we examined the methods used by domestic and foreign teachers. These techniques are a set of specific learning situations that contribute to achieving the intermediate (auxiliary) goal of a particular method (Volkova, 2007).

The analysis of research and practice allows us to distinguish the main approaches and methods of teaching foreign languages in higher education institutions.

The classical teaching methodology is based on studying grammar, reading books, understanding the language as a full-fledged means of communication, and involving focused work with all language components (Vold, 2017; Harlan, 2000; The National Standards Collaborative Board, 2015; Ornstein, 2). The linguo-cultural approach allows interpreting language semantics as a result of cultural experience (Agar, 1994; Kramsch et al., 1996; Esarte-Sarries, 1991)/

Communicative methodology, which chooses the outstanding practice of communication in teaching, in particular, oral language perception and speech learning (Jauregi et al., 2011; Wahedi, 2020; Morar, 2021; Dăncănu, 2020; Nikitina & Dulmuha, 2019).

The leading idea of the ethnographic approach (Byram, 2021; Ceo-Francesco, 2015; Viktorova, 2013) is the ability to understand human behavior and interact with representatives of another culture who have different values.

The main methods of teaching in the process of foreign language communicative training involve demonstration of a new foreign language material and ways of operating it:

- management of learning activities;
- organization of students' independent search;
- teacher's explanation;
- organization of training;
- control students' progress (Petro Mohyla Black Sea National University, 2016).

Despite the study of a significant number of materials, the issue of modernization of professional foreign training of masters has not received sufficient attention. However, the topic also receives substantial practical value because higher education institutions of Ukraine can implement the study's results to the educational processes.

3 Materials and Methods

To develop the improved methods of professional foreign language training of future masters, the author has studied Russian and foreign literature, including textbooks, abstracts of international conferences, articles, normative-legal documents, and survey results. The analysis and synthesis of these documents made it possible to clarify the essence of the study in different contexts. As a result, it became clear that the improvement of professional foreign language training can take place using different approaches:

- modernization of institutional regulation;
- the use of different methods of teaching a foreign language;
- the use of different approaches to foreign language teaching.

Generalization of the information on the used methods and techniques allowed us to group these approaches, compare them with each other and determine which are the most suitable for master's training. The historical approach was used to identify trends in the development of professional training. The study began with the formation of independent Ukraine and the reform of the education system. The empirical method monitors education in higher education institutions in Ukraine. The observation of the used methods of master's training allows identifying the critical problems. Finally, inductive and deductive methods are used to compare the current state of education with the demand in the labor market. So, developing recommendations for improving foreign language education in the conditions of international communication is based on the modern labor market.

4 Results

The higher education system for a master's degree provides organizational forms of training, which correspond to the conditions of the credit-module system of training and aim to acquire knowledge by students. These are traditional lectures, seminars, training excursions, consultations. Mastering skills and abilities occur in practical training, conferences, and pedagogical practices. The control of knowledge, skills, and abilities occurs in writing coursework and graduate qualification work, pedagogical approach (Kraevsky, 2000).

Senior students – master's students, have enough skills in particular subjects, so they have a professional understanding of the primary production processes that take place theoretical training at the university. These features create the basis for the use of atypical teaching methods, which are characterized by innovation in the methodology of teaching and the organization of the learning process. In addition, senior students already have an intermediate level of foreign language, which allows them to use their skills when simulating the business environment that can take place in classes in their primary specialty.

But such teaching methods are more of a benchmark than a reality. According to the National Agency for Quality Assurance in Higher Education in Ukraine, in 2021, the main problems remain the problem of the possibility of using creative approaches to teaching because of the dependence of educational institutions on the Ministry of Science and Education of Ukraine. That is why ready-made programs of teaching a foreign language do not allow adapting to different needs. Moreover, given that students may have different levels of knowledge of a foreign language, educational institutions do not allow changing the program according to the level of students' learning.

An equally important problem of foreign education is that the qualifications of teachers are determined by academic work, not by market needs. Today, the labor market lacks specialists with knowledge of foreign languages. The absolute majority of teachers with high academic degrees do not even have an average understanding of a foreign language, so they cannot teach a particular subject at the required level. At the same time, foreign language teachers do not have a sufficient level of specialized technical knowledge. Under such conditions, a vicious circle of problems is formed in the higher education institution, out of which it is possible only by changing the standards of teachers' qualifications.

The third problem in the educational system is an assessment system focused not on forming communicative skills but on the knowledge of grammatical material. As a result, the high English proficiency assessment may not fully or partially correspond to a graduate's ability to conduct business negotiations with international participants.

Understanding the existing problems, the Ministry of Education and Science of Ukraine pays special attention to implementing the newest innovative methods of teaching foreign languages on the most intensive basis (Pulatov, 2015). These innovative methods make it possible to modernize the current teaching methodology based on classical, communicative, linguistic-cultural, and ethnographic approaches. The application of creative techniques should be the responsibility of not only foreign language teachers but also of all other teachers who are involved in the educational process.

As with teaching basic academic disciplines, foreign language learning in a professional field in a higher education institution involves implementing practical, general educational, educational and developmental tasks. At the same time, the "foreign language" subject differs significantly from other disciplines because the central place in its study is occupied by the implementation of practical goals, in the process of achieving which different tasks are realized - to negotiate specific practical topics related to the primary specialty.

The authors believe that the master's programs of foreign language study should be dominated by a problem-oriented approach, interdisciplinary, dual, variative teaching method, taking into account different levels of English among students and using modern digitalization tools (Figure 1).

Differentiation of education applicants training taking into account the basic level of knowledge. The knowledge level of a person's foreign language should be interpreted as an essential indicator of the successful activity of a modern specialist as a result of their master's degree. In addition, a system of

personality abilities distinguishes the readiness of students to learn a foreign language in their specialty:

- the ability to self-improve foreign language proficiency,
- understanding of the customs and cultures of other countries,
- the ability to communicate with foreign professionals personally, without an interpreter,
- the ability to continue studying abroad,
- the ability to use knowledge of a foreign language in practice, communicating with foreign colleagues.

Learning a foreign language plays a significant role in professional communication in the nonverbal expression of thought and affects students' preparation to communicate effectively in a professional environment.

One of the main objectives of higher education is to master a foreign language at a level not lower than B2 (Chikhantsova, 2015).

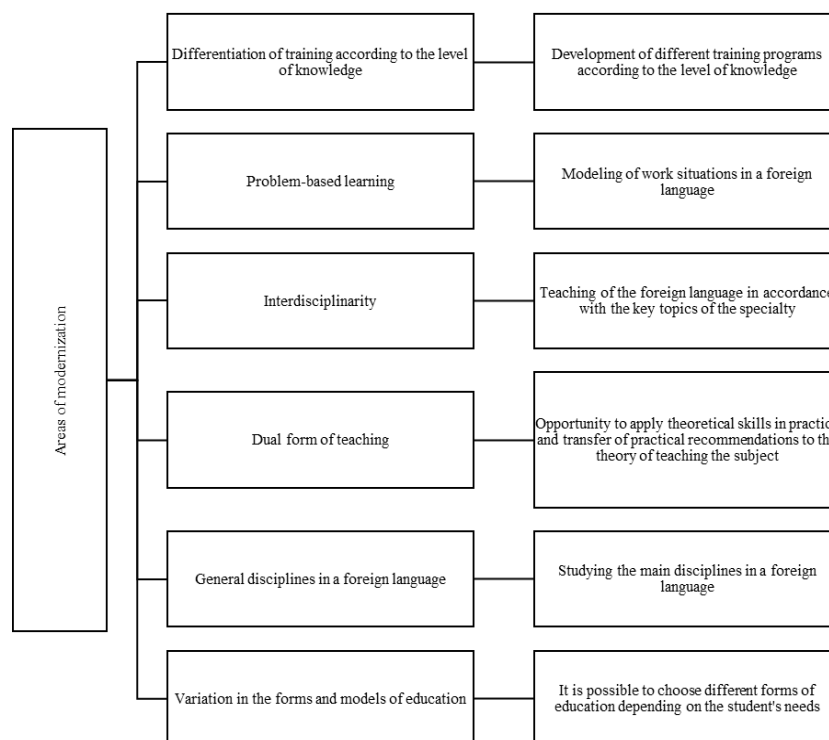


Figure 1. The directions of modernization of Master's professional foreign language training

Source: author's elaboration.

Graduates of master's degree programs should master the professional level of foreign language proficiency C1 (Poddubnaya & Krynina, 2012). Foreign language groups should be divided according to English proficiency levels to make learning feasible for all participants. It will help create effective learning within the group and not lose the current level of foreign language proficiency of students who have a high level of proficiency.

Problem-oriented foreign language learning with professional immersion is the primary method of professional foreign language training of future masters of higher education. In current conditions, the competitiveness of a specialist in the labor market lies in his readiness to master new technologies, quickly adapt to changing labor conditions, be professionally oriented in information flows, and use a foreign language in professional communication. Most Ukrainian specialists today work for transnational corporations. Education and training of masters require taking into account such work's peculiarities (Andreeva, 2015). Therefore, a strategically important guideline in teaching a foreign language in higher education is to improve the teaching methodology using the latest achievements of science, technology, and informatics.

The professionally-oriented approach to teaching foreign languages in higher education is of particular relevance, which implies the formation of students' foreign language communication skills in specific professional, business, scientific spheres, and situations, taking into account the

peculiarities of professional thinking (Kosogova, 2013). A powerful specific principle of forming foreign-language professional dialogic speech of future specialists is the principle of situativity. Its implementation based on the cognitive-communicative approach implies creating and using professional communication situations close to the real ones.

When choosing a problem-oriented approach to learning a foreign language, the teacher must simulate business situations that may arise in the course of specific production tasks of a future specialist. To this end, it is advisable to compose dialogues, to be able to work with relevant documentation, and to possess the skills of forming a report on the work done.

Interdisciplinarity is expressed in combining two or more academic disciplines in one activity. According to Demchenko (2013), interdisciplinarity is knowledge and approach to a course of study that deliberately embraces the methodology and language of more than one discipline to assimilate a central topic, problem, event, fact, and experience. Interdisciplinary connections are increasingly strengthened with the development of new approaches to teaching, the active use of information and communication tools, and interactive techniques. Classes combine several activities, which allows students to move from one type of work to another, remaining focused and as interested as possible in the class's work. Vozniuk (2013) substantiated the psychological aspect of knowledge interconnection. He concluded that students gain skills faster and more fully when the material is taught

coherently than when subjects are taught in isolation. Ushinsky (1983) emphasized that different topics should be presented in close connection when knowledge and ideas presented by various sciences should have an organic relationship.

In practice, it can be argued that all of these statements are true and reflect the need for a comprehensive study of subjects the use of interdisciplinary links. Among the positive aspects of using a multidisciplinary approach in teaching are:

- sharing ideas about the discipline and teaching with fellow enthusiasts to achieve a common goal;
- increased student achievement;
- the ability to learn when unexpected interdisciplinary connections arise;
- the ability to recognize that faculty members model long-term learning, are interested in their discipline and the courses of other educators, work collaboratively with colleagues, identify connections between what they know and new ideas, and form new perspectives on problem-solving;
- creativity, flexibility, real learning, not isolated by educational experience;
- great opportunities to connect new knowledge to what they know and are interested in;
- a supportive environment for students to learn and demonstrate their skills and understanding of problems;
- personal input from students results from learning new, complex concepts, giving privilege and responsibility in choosing what and how they learn, demonstrating their vision of the problem (Demchenko, 2013).

In our opinion, the most successful will be the connection of professional disciplines with the course "English (in professional direction)" and information technology. Therefore, the teacher of English must form the methodology of language teaching following the curriculum of students. At the same time, specific topics studied in Ukrainian may also be duplicated in English or presented as a variant of the international approach to the issue.

Introduction of the dual form of foreign language teaching in the professional direction. A dual form of education in higher education institutions involves education through training individuals with training in the workplace (even with a salary) at enterprises, institutions, and organizations to obtain a specific qualification based on a contract. The purpose of implementing the dual form of education is to improve the quality of professional training of undergraduates. Institutions will decide on implementing dual form of education based on labor market studies. They will also be able to draw up a list of educational programs, according to which it is expedient to study in a dual form. Business entities and education applicants will also be able to initiate training in the dual form. Using these technologies is quite difficult for domestic universities because of the shortage of specialists who could teach subjects in a foreign language.

However, those educational institutions that will provide a dual form of training as part of the program will become more competitive in the market.

Teaching special disciplines in a foreign language. The master's mastery of foreign languages is limited because of a couple of hours scheduled for their study. This limitation makes it necessary to determine the level of foreign language study relevant to the learning environment, considering the possibility of teaching unique disciplines in English. The system of levels of learning modern foreign languages, developed, in particular, by scientists of the Council of Europe ("Common European competence of learning foreign languages"), should be applied. Unfortunately, this approach is one of the most difficult to implement, caused by the shortage of highly qualified personnel with high foreign language knowledge. Foreign language teachers cannot teach special disciplines because their specifics are quite different, and a foreign language specialist cannot cover the whole range of specialties. That is why implementing

this innovation comes at the expense of improving the qualifications of teachers involved in the educational process.

The variability of forms and models of foreign language learning in mobility conditions. At the current stage of education and science development in Ukraine, it is no longer enough to have the ability to translate adapted and non-authentic texts from a foreign language to prove the fact of mastering foreign languages. Now at the time of reforms in the higher education system in Ukraine, the level of foreign language proficiency should meet all-European requirements for the quality of education. In particular, this requires integration processes in modern domestic education, informatization of the educational space, the establishment of Ukrainian HEIs cooperation with European institutions in educational and scientific activities, international student exchanges, the possibility of getting a second higher education and training master's programs abroad.

It is important to teach a foreign language using the communicative and constructivist method that is characterized by the fact that teaching is not connected with the study of rules and grammar. It is based on the construction of dialogues and practical exercises that allow the student to get closer to the natural working conditions (Zolotovska, 2018). The communicative approach is implemented due to several laws of speech communication (Romensky, 2014).

All these methods of modernizing professional training should take place in the context of digitalization. At the same time, teachers should initiate such innovations, as they allow students to be in their familiar environment during their studies.

Digitalization of foreign language learning. The study of scientific works and own pedagogical experience serves as a basis for systematization of didactic and methodological prerequisites for the formation of foreign language-oriented professional, communicative competence of students through Internet resources, the use of which allows:

- 1) a wide range of available authentic sources of professional information and a considerable choice of virtual educational services (dictionaries, encyclopedias, search engines, electronic platforms in distance learning systems, multimedia courses, sites, and services for foreign language learning), the interactive nature of numerous virtual educational services, which affects the intensification of foreign language learning;
- 2) creating a natural environment in the conditions of joint language projects, exchange of information, ideas, plans, application of authentic situations of activity related to cooperation, search and transfer of professional knowledge in a foreign language, which helps to increase students' motivation and interest in a foreign language as a tool for learning the culture of speakers of this language;
- 3) application of various forms of classroom and extracurricular work – individual, paired, group through search activities in social networks; analysis of obtained professional information with the involvement of students, which helps to organize joint research work, promptly exchange information and form communicative skills;
- 4) creating a favorable environment for individual learning, prompt information and updating of information, contributing to the effective organization of information time and space, the development of learning autonomy, self-organization, self-control, and creativity;
- 5) providing rapid feedback and monitoring students' progress, which allows objective assessment of students' learning achievements, posting and performing online tests, instantly receiving a grade, and seeing their progress in mastering knowledge and developing communicative skills (Yudina, 2016).

For example, the use of the information site about.com and its derivative resources (specialized.about.com, psychology.about.com, grammar.about.com, gocalifornia.about.com, 712educators.about.com, dance.about.com, etc.) provides ample opportunities for students of

humanities, arts, and technical specialties. At the same time, teachers should independently find such information on the Internet, allowing specialists in different fields to approach the study of technical language in the most effective way to meet the market's needs (Gritchenko, 2015).

5 Discussion

However, while there are many approaches to foreign language learning by majors and majors in different fields today, there is no single universal approach for every student. This is stated by Prabhu (1990), who points out that due to the peculiarities of world perception and individuality of mental work, all students will respond differently to different approaches to foreign language learning. Numerous authors such as Yudina (2016), Wahedi (2020), Romensky (2014), Drășineanu (2020), Jauregi et al. (2011) note that the communicative component is the most effective among the others.

It should be noted that numerous authors such as Zavorotna (2013), Yudina (2016), Viktorova (2013), Poddubnaya & Krylina (2012), Nikitina et al. (2019) believe that innovative approaches based on digitalization are also the most favorable for effective information assimilation. The use of modern innovative educational technologies ensures quality language training. They allow the organization of project work based on information and communication technologies, the performance of works using computers and multimedia programs, distance learning technologies, work with the Internet resources (Zavorotna, 2013). The Internet also creates opportunities for communication with foreign peers in a virtual dimension (Kovalenko, 2005; Koliesnikov, 2021).

A variety of authors also believe that important innovative approaches to the communicative learning method include the following group practices:

- "inside/outside circles=Mary goes round";
- brainstorming;
- jigsaw reading;
- think-pair-share;
- pair-interviews and others (Narodovska, 2017).

Egorshina&Nikandrova (2004) and Yeliseyev (2010) believe that reforming the education system should improve regulatory approaches. By creating such conditions for the development of foreign education, the quality of education of domestic universities will bring the education system to another competitive level. The authors hold the same opinion, who believe that it is impossible to learn a foreign language if it is allocated a few hours a week. It must be applied in practice to form a firm knowledge of the language, so a foreign language must be part of studying a special master's subject.

6 Conclusions

To date, the higher education system is characterized by several problems. The main problem is the education mismatch in the labor market and the unpreparedness of graduates for the theoretical skills practical application. That is why the main modernization directions of vocational training are the change of approaches to education. Foreign language education should not become a separate course or subject that students study, among others. Foreign language education should become a part of primary education, so it should include: a problem-oriented approach, which allows bringing the student as close as possible to practical language application skills based on a communicative approach; an interdisciplinary approach, which helps not only to improve special subject knowledge but also to improve it, using international standards and terminology. The dual education system allows Masters to obtain a high level of practical knowledge, which will increase the competitiveness of the prepared specialists. A varied method of teaching using different levels will enable students with an initial high foreign language level to maintain it and bring it to a higher, professional level. All these measures are impossible without

continuous learning, which occurs through the usage of electronic education methods. At the same time, teachers should create such learning environments that allow the student to constantly engage in the educational process and develop their professional qualities, including using a foreign language in the business environment.

The study's practical significance lies in integrating approaches in the educational processes, significantly improving the high quality of higher education in Ukraine. The subject of further research is improving the foreign language education quality at the institutional level.

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