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## **FOREIGN LANGUAGE LEARNING OF STUDENTS WITH NON-LINGUISTIC SPECIALLITY**

*The article discusses the concept and the role of foreign communication and importance of foreign language professional communication of university non-linguistic students and the problem of foreign language skill formation of such students. The factors that help to master effectively a foreign language in university during their adaptation in the first academic year are discussed.*

**Key words:** *learning motivation, professional communication in a foreign language, skill acquisition, formation of foreign speaking abilities.*

The overall strategy of foreign language teaching at non-linguistic faculties of universities includes the requirement to develop foreign language communication skills in a professional sphere. Modern European language policy focuses on multilingualism of European citizens. Without this, successful integration into modern world is simply impossible. Learning of more than one foreign language, of course, is also in the interest of overall national policy of Ukraine. Already, students are offered to learn one basic language and a second additional language at the choice. This evidences that knowledge of several languages by future professional is a sound investment under market economy conditions.

A task to develop foreign language communication skills of students studying nonlinguistic specialties is traditional for psychological and educational researches. Most students of nonlinguistic specialties experience problems at business communication in a foreign language; they cannot achieve desired results during such communication. A few years ago, foreign language learning at non-linguistic specialties was based on general scientific literature. However, with development of society needs, emphasis at foreign language learning in universities was changed and development of foreign language communicative competence became an important need.

Development of foreign language communication skills during foreign language learning process was investigated in many studies (Завірюха, 2007; Колода, 2011; Борецька, 2010; Гапоненко, 2002, Larsen-Freeman, 2008).

The available studies are characterized by ambiguity of approaches to understanding and resolving of this problem. Recently, improving of foreign language skills of different professionals has gained special importance and has become a subject of many studies: in particular, the psychological aspects of communicative competence were studied by Бодалев (1998), Зонтова (2005) and others.

We agree with researches who describe peculiarities of foreign languages communication of non-linguistic professionals (Бучацька, 2005; Гринчишин, 2003; Онуфрієва, 2010) and believe that mastery of a foreign language during professional training is an essential part of professional competence, which has own specificity for each kind of activities.

Бодалев, 1998; Борецька, 2010 Milrud, 2007; Glezerman & Balkonski, 2002; Shamne, 2013 allowed us to define foreign language communication skills as an integral personal vocational formation, which is implemented in personal psychological, technical and operational readiness to perform successful, productive and efficient professional activities with foreign language usage or in foreign language culture and provides an ability to interact effectively with other people. Personal speech competence is realized during different types of speech activities, namely: perception, awareness, reproduction (oral or written).

In modern psychological researches, foreign language professional communication is understood as knowledge of a language, a high level of practical verbal and non-verbal skills and experience of language competence at a version-adaptive level depending on a speech situation (Онуфрієва, 2010). The term "foreign language learning" determines an ability of a person to form adequately a particular meaning by linguistic means, and "learning" or "mastering" are subject's activities of any form for foreign language mastering as a mean and a method of own thinking expression.

The theoretical analysis of the problem (Онуфрієва, 2010) led us to the conclusion that students' professional communication in foreign languages serves, primarily, as an ability to perform communicative linguistic behavior in accordance with tasks of hypothetical situations for foreign language communication.

Foreign language speaking is a set of knowledge and skills that allow students to use successfully a foreign language in their professional activities and for self-education and self-development. Concerning the system of education researchers takes particular interest in the processes of self-development and acquiring of new positive qualities by the system itself and by each single individual. Thus, the question of conditions of the self-development processes origin takes on special significance (Rudenko, 2004). Vocational education becomes for a person and their life perspective, to some extent, a guarantee of the future. Therefore, relationship of person's academic motivation with life goals, perspectives and values determines person's potential for development in the future, and satisfaction in the present, and the reveals essential forces of self-realization and psychological well-being for future professionals (Serdiuk, 2013).

The efficiency of foreign language skill formation depends on a number of psychological factors that can be determined as important circumstances that influence on a success of future professionals' communication. Success factors are based on a structure of learning activities that allow their identification with structural components necessary to create conditions for development of intrinsic motivation to communicate, for educational process improving by involving of students into discussing of specific situations describing their professional activities. Foreign language learning obtain

personal meaning depending on activities into which obtained language skills are integrated (Косов & Бирюков & Валеева & Шуранова, (1999); Milrud, 2007).

The objective of our study was to analyze the main psychological factors that must be considered in the process of foreign language teaching with a view to form a high level of foreign language communicative competence of the first year students.

**Aim of the research** is to consider the students' foreign language learning as a psychological problem, to analyze the role of foreign communication in student activity.

**Object of the research:** factors of foreign language learning of students with nonlinguistic specialty and foreign language competence formation.

**Method of the research.** The study was carried out on the basis of questionnaires and purposed to set personal readiness to communicate in foreign languages, particularly at professional work, identification of first year students' attitudes to foreign language learning in universities and students' desire to communicate in foreign languages in professional sphere.

**Participants of the research.** The survey involved 85 first year students of nonlinguistic specialties of University "Ukraine", Kyiv, Ukraine (accounting and audit, psychology, physical rehabilitation, social work, journalism, publishing and editing, computer technology, network, design, food technology).

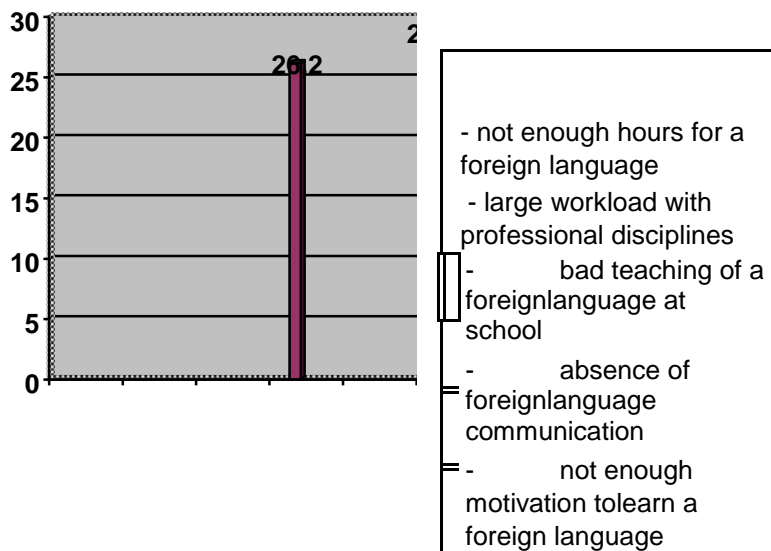
**Results and Discussion.** Non-linguistic students are characterized by low speech culture, inability to clearly and properly articulate their thoughts, to work with scientific literature. So, foreign language teaching of non-linguistic students is much more difficult and the results are less visible than those of philology students.

However, most students recognize the need to have good language skills, they are interested in languages, but the learning process is associated with certain difficulties which make impossible development of language skills, do not raise a desire to learn a foreign language.

The results of survey show that 80.2% of high school graduates plan to continue their studies at universities with further mastery of foreign languages for professional needs. Unfortunately, almost half high school graduates do not have sufficient knowledge about their professional inclinations, which, in turn, leads to lack of adequate professional self-understanding. This, consequently, leads to a lack of understanding about importance of mastering of certain academic disciplines, including foreign languages.

As for lack of non-linguistic students' interest to the foreign language classes in universities, the reasons for that are primarily due to the fact that first-year students have different levels of basic training in foreign languages. Therefore, students with a good level after school do not experience difficulties in learning and lose interest in the subject, and students who are poorly mastered basic school curriculum experience significant difficulties in dealing with lacuna and also lose interest. They do not believe in their abilities, expect failures, feel "stiffness", fear of mistakes, they are not able to overcome various psychological barriers, etc.

According to first-year students of non-linguistic disciplines, there are reasons that prevent them to learn foreign languages (see Figure 2).



**Figure 2.** The reasons that prevent students (%) to master a foreign language in universities

Overall, students indicated improvement of their foreign language knowledge for professional needs during university training because they associate the entry into university with change of their own attitude to foreign languages mastering for professional needs. Most of the first-year students of nonlinguistic specialties (28.7%) believe that an insufficient number of foreign language class hours is a main reason that prevents them to master a foreign language in high school in a full scale. The second largest cause (26.2 %) is their workload with professional disciplines, so they cannot pay sufficient attention to foreign languages. 19.5 % of freshmen cannot continue foreign languages studying in universities successfully because of a low level of foreign languages knowledge obtained at school. And 14.4% of the surveyed students indicated that they do not have enough motivation to study foreign languages for professional needs because they do not associate foreign languages knowledge with their future professions.

Table 1 shows the importance of students' motivation to master a foreign language. The greatest importance of motivation has the exchange of information and business communication, employment and studying abroad. Processing of the empirical results was carried out using the statistical software package SPSS 17.0 for Windows.

**Table 1.** The importance of students' motivation to master a foreign language

Groups of motivation	The importance of motivation
1.Cognitive motivation	0,72
2.The motivation of material nature	0,78
3.The motivation of foreign communication	0,66
4.The motivation of information exchange and business communication	0,92
5.The motivation for employment and studying abroad	0,85

As for the wishes of students of early academic years regarding changes of foreign language mastering process in universities, they pointed to the following factors: "more meetings with native speakers" (34.25%); "bringing textbooks into systems" (29.30%);

"usage of authentic foreign literature at foreign language classes" (21.1%); "improvement of methods for material presentation at foreign language classrooms" (15.15%).

As a result of the responses received, we identified three groups of the first year students, characterized by different attitudes to foreign language learning in university. By comparing them, we received the following: 67.5 % of students increased their interest in chosen profession after entering into the university, they also understand a role of foreign language mastering for their specialty; 13.2 % of students have a negative attitude toward mastery of foreign languages; 19.3% of first-year students have a neutral attitude towards language learning. Also, according to the students' beliefs, they have different levels of foreign language knowledge due to the fact that the groups are formed at the university according to chosen profession and not by the level of foreign language knowledge, and this, in turn, reduces their interest in foreign language learning.

Creative tasks and those related to life experiences are the most effective and interesting for students of early academic years, as was indicated by 83.92% of the respondents, as well as group work to implement forms of spontaneous, improvised tasks that contribute to a better remembering with usage of visual aids, especially lessons in a play form.

Identified in our study psychological features of learning motivation in adolescence indicate a need for targeted work to improve a knowledge level of first year students. Developing a technique of students' readiness to foreign language communication, we wanted to observe a number of demands which can stimulate the students' need for foreign language communication: trust in communication, freedom of communicative acts, ability of listen a companion, mutual sympathy and mutual support in communicative situations, real psychological contact providing confidence at lessons, emotional well-being, feelings of own capacity and own abilities.

During foreign language communication organization, we focused on a system of training tasks, which combines different types of foreign language communicative activities and must include morally motivated communicative activities; it must be meaningful and accepted by members of communication. Since the process of future professional development is purely individual, all changes, and experience of foreign language communication, are mediated by self-attitude, a comprehensive picture of oneself, because the success of foreign languages mastering influence on moral and psychological climate in a classroom, on interpersonal relationships and affect levels of formation of cognitive, behavioral, self-esteem components of an identity.

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