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## **TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS: USE OF VARIOUS APPROACHES**

Ukraine's rapid entry into the unified educational space in the process of European integration causes the objective need of society for specialists with knowledge of a foreign language for functional purposes, that is using language as a means of communication with colleagues and representatives of different cultures. In order to meet this urgent need of Ukrainian society, they began to rebuild the methodology of teaching foreign languages, especially in non-linguistic higher educational institutions. The fact that languages should be taught in unbreakable unity with the world and culture of the native speakers has been taken as a fundamental principle.

Contemporary socio-cultural tendencies of society development place new demands on the content of non-linguistic higher education. First of all it concerns humanization of education. It is aimed at overcoming the contradictions between the professional and cultural education of students on the basis of knowledge about the person and human activity. One more aspect is the formation of organizational and management skills for future specialists, that is teaching students the method of working with people, the ability to positively influence them and build relationships with them. Moreover the formation of creative thinking and intellectual abilities of specialists, ability to learn is of special importance.

The basic, methodical principle of foreign language learning at any educational institution is the principle of *communication*. This approach is especially relevant in the training of specialists for the tourism industry, because it is to create situations

that are as close as possible to the features of the actual communication process. *The linguoculturological approach* was the first attempt of integrated language and culture study in the national methodology. The subject of *linguoculturological approach* has been the study of the language in order to identify its national and cultural specificity. In the context of this approach, the main source of linguistic information is the lexical composition of the word [4]. In this regard, the main attention of the researchers is paid to the study of equivalent and non-equivalent lexical concepts, background vocabulary, terminological vocabulary, phraseological units. The linguoculturological approach to language teaching makes it possible to interpret language semantics as a result of cultural experience, that is, “to see a language unit as not only a representative of a particular linguistic level possessing characteristic grammatical features but also as units of peoples’ cultural memory” [1, 36]. In the context of this approach, the ability to understand other people's behavior and interact with representatives of another culture with a different set of values is important.

Within the *sociocultural approach*, priority is given to learning in the context of cultural dialogue, which implies the creation of didactic-methodological conditions for comparative humanistic-oriented simultaneous study of foreign and native cultures while forming communicative skills of intercultural communication while the students should be prepared to be participants in the dialogue of cultures” [3, 166]. With regard to business culture, it is necessary to take into account intercultural differences, common features of cultures to choose style, strategies and tactics of communication in cross-cultural business situations” [2, 96], and prepare future specialists for this.

*An intercultural approach* to foreign languages learning makes it possible to adequately perceive foreign-language concepts and apply them in a variety of socially predetermined situations.

Taking into account the above mentioned, it can be concluded that with regard to the preparation of students of non-linguistic specialties of the higher educational institutions it is advisable to ask questions and make decisions towards the

reorientation of the process of their language learning from the standpoint of intercultural approach. In this case, language becomes an instrument of dialogue of professional cultures and an effective tool for the realization of all professional communicative specialists' intentions, related to interaction with representatives of another culture, country, or society.

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