

УДК 378.147:811

DOI 10.24919/2411-4758.2017.110218

**Оксана ПАВЛІШАК,**

*кандидат педагогічних наук, доцент, завідувач кафедри мовної та міжкультурної комунікації, Дрогобицький державний педагогічний університет імені Івана Франка*  
(Україна, Дрогобич) [oksana.pavlishak@gmail.com](mailto:oksana.pavlishak@gmail.com)  
[orcid.org/0000-0001-8482-2527](http://orcid.org/0000-0001-8482-2527)

## **НАВЧАННЯ ІНШОМОВНОГО ПРОФЕСІЙНОГО ДИСКУРСУ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ**

*У статті досліджуються проблеми навчання професійного іншомовного дискурсу студентів нефілологічних спеціальностей вищої школи. Головна мета навчання іноземного дискурсу у немовних вищих навчальних закладах полягає у формуванні в студентів комунікативної компетенції – умінь і навичок здійснювати спілкування в усній і писемній формі в межах професійної сфери й тематики, визначених програмою для кожного фаху, дотримуючись традицій і норм, утверджених у країні, мова якої вивчається. Особливість викладання, полягає у фаховому контексті обраної спеціальності, основним актуальним завданням якої є оволодіння знаннями фахової терміносистеми й набуття вмінь використовувати вузькоспеціалізовану лексику для виконання навчальних професійноорієнтованих завдань, спрямованих на подальше спілкування у виробничих ситуаціях. З'ясовано співвідношення між текстом і дискурсом із метою створення професійного іншомовного дискурсу, досліджено природу дискурсу як основної форми організації професійного іншомовного мовлення. Доведено, що тексти є джерелом для розширення фахового термінологічного словника, предметом читання та обговорення на заняттях, основою для використання в ситуації мовлення, для аудіювання, тобто для цілеспрямованої та продуктивної мовленнєвої діяльності студентів.*

*На нашу думку, іншомовний дискурс є мовлення в аспекті події, пронизаним екстралінгвістичними, соціокультурними, психологічними, професійними й іншими чинниками. Ситуація в дискурсі – це вид репрезентації знань, які залежать від особистого досвіду учасників комунікації. Такий підхід до навчання зумовлений насамперед професійною діяльністю майбутніх фахівців і забезпечує розуміння особливостей функціонування мовленнєвого матеріалу в природних умовах, адекватність володіння монологічним мовленням.*

**Ключові слова:** професійний дискурс; іншомовний дискурс; мовна особистість студента; мовна культура; мовленнєва діяльність; комунікативна іншомовна компетенція.

*Лім. 19.*

**Оксана ПАВЛИШАК,**

*кандидат педагогических наук, доцент, заведующий кафедрой  
языковой и межкультурной коммуникации, Дрогобычский  
государственный педагогический университет имени Ивана Франко  
(Украина, Дрогобыч) oksana.pavlishak@gmail.com*

## **ОБУЧЕНИЕ ИНОЯЗЫЧНОГО ПРОФЕССИОНАЛЬНОГО ДИСКУРСА СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ**

*В статье исследуются проблемы обучения профессионального иноязычного дискурса студентов нефилологических специальностей высшей школы. Выяснено соотношение между текстом и дискурсом с целью создания профессионального иноязычного дискурса, исследовано природу дискурса как основной формы организации профессионального иноязычной речи.*

**Ключевые слова:** профессиональный дискурс, иноязычный дискурс, языковая личность студента, языковая культура, речевая деятельность, коммуникативная иноязычная компетенция.

*Лит. 19.*

**Oksana PAVLISHAK,**

*Ph.D. in Pedagogy, Associated Professor, Head of the Department of  
Language and Intercultural Communication, Drohobych Ivan Franko State  
Pedagogical University  
(Ukraine, Drohobych) oksana.pavlishak@gmail.com*

## **PROFESSIONAL FOREIGN DISCOURSE TRAINING OF NON-PHILOLOGICAL STUDENTS IN HIGHER EDUCATIONAL ESTABLISHMENTS**

**Research actuality.** The problem of professional speech development by means of foreign and Ukrainian language taking into consideration specific features of future professional activity of non-philological students has been researched by many scientists. Professional speech has been considered as a kind of human activity in some definite scientific field in oral or written form. Training and development of non-philological students' professional foreign speech is based on improving verbal activity, in which communicative situation plays the major role and the text and the discourse especially professional one is its result. From this point of view the problem of professional foreign discourse training has become the most urgent one, because its aim

is to improve speaker's individuality of non-philological student, to develop professional speech and communicative competence in foreign language.

**Problem research.** In 50 – than ies XXth century E. Bennevist while developing the theory of expression used traditional for French linguistic term *discours* in its new meaning. It was a characteristic of “speech, which is conferred to the speaker”. Z. Harris published an article “Discourse analysis” in 1952, which was devoted to distributional method of sentence units. These two famous scientists began a tradition of identic denotation of different research objects. According to Bennevist the discourse is an explication of a speaker's position in utterance. According to Harris the object of analysis is a sequence of utterances, an extract from the text, which is longer than any sentence [8, 14].

Discourse analysis as a method, principle and independent subject is open to other scientific methods. It has naturally embodied general discovery approach on complex study of complicated phenomenon of verbal communication, which is the object of linguistic analysis [15].

Nowadays discourse analysis has quiet separated itself as a special (thus interdisciplinary) scientific method. Some specialized journals devoted to discourse analysis have being published. They are “Text” and “Discourse Process”. The most famous centres of discourse research are situated in the USA (California University in Santa-Barbara, where U. Chief, S. Tompson, M. Mitlen, G. Dubua, P. Clensi, S. Clamming and others work, California University in Los Angeles where E. Shegloff one of everyday dialogue analysis founders works, Oregona University in Yudgin (T. Hivon, R. Tomlin, D. Pain, T. Pain), Georgetown University – the ancient centre of socio-linguistic research, among the researchers the most famous is D. Shiffrin [8, 17, 18, 19].

Individual tactic and discourse strategy (especially professional) and communicative approach in which strategy is an organizational mean of communication (R. Stenberg, D. Miller, O. Zalevska, N. Formanovska, O. Issers, S. Lebedynskiy, O. Liubashenko) are aimed for necessary influence of definite discourse addressee. They also promote modern specialists' training, improve the speech of a non-philological student and provide development of professional speech and communicative competence in foreign language. The notion “speaker's individuality” has been used by V. Vynogradov and it is being actively researched by many scientists (F. Batsevych, H. Bohin, Y. Karaulov, I. Khaleeva) nowadays. This notion has been also discovered by L. Vaisberg, V. Vynogradov, O. Zalevska, Y. Karaulov, V. Nerosnak, L. Kry-sina, L. Palamar, O. Shaknarovych.

**The aim of the article** is to research the problem of professional foreign discourse training and to find out the correlation between the text and the dis-

course, which aim is to create the professional foreign discourse, the nature of the text as the main form of non-philological students' professional speech development in the process of speaker's individuality training.

**The main subject.** Development from speech meaning into discourse meaning is connected with the desire to show the classic contrast between language and speech. This contrast is connected with the name of famous scientist F. de Sossur and it means some third component "more verbal" than speech itself and in the same time is being more researched by traditional linguistic methods and is far more formal and "more linguistic" as well. From one point the discourse is understood as the speech, which is shown in some communicative situation and is the category with more significantly defined social content in comparison with verbal demaneour of a person. According to aphorism of N.D. Arytiunova, "the discourse is the speech absorbed into the life" [2]. From the other point real practice of modern discourse analysis (from mid-1970 ies) is connected with the research of information exchange peculiarities in communicative situation. For example, the professional discourse is revealed in exchange of expressions and some structure of dialogue work is really being shown. These scientific principles were described by Harris [14].

According to F. Batsevych the discourse is "a number of speech and thought acts of a speaker, which is connected with cognition, thinking and imagination of the world by the speaker and comprehension of a speaker's language by addressee" [3; 4; 138]". He considers the discourse as an active communicative process and the most general category of interpersonal integration. It was F. de Sossur who proved that there was particular language system behind every text [8, 14].

As for us the discourse is the speech for some event, which encloses extra linguistic, social and cultural, psychological, professional and other features. The situation in the discourse is a kind of knowledge representation that depends on own experience of communication members. Natural sequence of using the language units (words, word forms, expressions) is caused by the situation in the discourse. The most important feature of units choosing in the discourse is situation and topic of communication.

Such an approach to teaching is explained by professional activity of future specialist and it provides understanding the peculiarities of foreign language material that function in natural conditions, and also adequate monologue speech command [16].

Only the discourse is «an environment» for professional communication, the space where different special discourses coexist and function, where new horizons for other discourses are created. In other words, it is simultaneously

the part of this particular field. Besides, the discourse as a communicative process doesn't contain definite parameters it cooperates with other professional discourses. So it is mutually influenced by other discourses [16; 97].

Thus, the discourse unsimilar to the text is a relative and more subjective notion, because it is connected with the professional communicative process. This process is individual, endless if we speak about endless exchange of professional information within professional activity environment of a person by means of foreign language [1]. Thus, the components of professional verbal communication are:

- Individual factor in professional communication;
- Language as a mean of professional communication and its development:
- The text or the discourse (text in unity with non-verbal, especially with pragmatic, social, cultural, psychological and other factors or text in connection to some events or speech as an purposeful social act or component of personal interrelation and mechanism of its consciousness) as linguistic embodiment of information in professional communication.

The connection between ways of training discourse and personal capabilities to create the professional foreign discourse, that means that personal discourse capabilities and skills are mutually caused. You can make a prognosis of the definite discourse of a personality in professional communication [13].

Communicative tactic and strategy which is caused by the needs of speaker's individuality in self-estimation belongs to its communicative skills. «Individualised consciousness is internationalized in its axiological existence and is formed as language form in social consciousness of language society, language entity» [9]. It is such a correlation between cognitive and linguistic consciousness, where the latest one is a verbal design of depicted reality.

According to such a point linguistic consciousness is a form of Homo sapiens existence, whose aim is to communicate especially professionally, and a man as a social being and a personality as well. Such a thought from psychological point of view can be explained as speaker's individuality that according to Y. Karaulov encloses verbal, semantic, cognitive and pragmatic levels [10].

The units of cognitive level consist of more or less systematic «world picture», which shows the value system.

Training and improving professional speech, development and self-development of speaker's individuality should be, to our mind, carried out according to three main approaches:

- a) Professional linguistic competence training and development by teaching letter system of foreign language and development of special language competence in definite professional field;

b) Cognitive activity style improving (firstly educational then professional one) through learning and development of new perceptive forms and interpretation of different real phenomenon. Such a style development provides the solving of problem of language picture broadening by learning its specific features peculiar to foreign speakers and also development of new educational and perceptive forms, training foreign language of specialty;

c) Development of motivation and value sphere of a personality, which is connected with learning and critical perception of linguistic and cultural value system, outlook broadening, training new world perception – world perception of a professional speaker, a specialist with a good language command in the specialty, bilingual, polylingual.

Speaker's individuality can be characterised from the point of language consciousness and verbal demaneour according to the speciality, from the point of linguistic conceptology and the theory of discourse. Speaker's individuality embodies in verbal professional activity, in the processes of speaking (listening) and writing (reading). According to O.Zalevska the notions verbal activity and verbal organization of a person are closely connected, but however they can be contrasted as the phenomenon and essence, thus a triple model of the language phenomena is *verbal activity, language system, language material*, that are understood as four members formation [9; 30].

It should be noticed that the way a person realizes his potential of professional discourse capabilities much depends on conditions of communicative atmosphere as well as virtue and attitude of a personality, and it is possible to talk about the specific speaker's individuality only in case of realization of its specific discourse capabilities according to the professional foreign communication in the specific discourse.

The task to describe the structure of discursive activity and accordingly to design the type of speaker's individuality of *a priori* needs the consideration of these phenomena in the context of foreign culture, from the point of disclosure of their specific professional and foreign language components. Thus, it can be said that the **professional discourse** exists as discursive activity of speaker's individuality in professional communicative situations [8].

The understanding of a discourse as a difficult hierarchically constructed structure that consists of some levels is the foundation of language individuality typology of three-level discourse representation. We distinguish formal and semiotic, cognitive and interpretative, social and interactive discourse [14; 45–50; 89–94].

Every discourse level characterises speaker's individuality. We shall talk about the professional discourse capabilities of a person in the terms of «read-

iness» to realize these or those discourse capabilities [10; 60–62] as well as realized discourse capabilities of a person at the level of perception.

It's obvious that every level represents speaker's individuality in its own way, but they supplement each other while characterising speaker's individuality as an integral subject of a professional discourse [12].

Discourse capabilities of a specialist, which are realised at the first level, enclose basic actions and operations of semiotic activity. Professional discourse capabilities of the second level are responsible for the adequate reflection of the fragments of a real conceivable or possible world in a discourse. Professional discourse capabilities of the third level must be directed toward the appropriation of application of verbalized acts in social co-operation of people as well as (its highly important) in professional foreign communication.

Inside every level it's necessary to define discourse relevant principles that will help to reveal typical features of verbal demaneour of a person for typology of speaker's individuality [8].

Thus, discourse is the sphere, surroundings where different «systems of knowledge» coexist; this knowledge is realized through the mediation of expressions and verbal acts, herewith «an expression is the only possible branch of existence» of a verbal act, «that dresses up and signifies a verbal act through the mediation of proposed context» [4; 5].

A discourse is real, it is an actual communication that rises up in the process of co-operation of individuals as well as in the process of interchange and alteration of the information necessary for adaptation to new life conditions, therefore it's obvious that it contains cultural and professional (interchange of experience), social, pragmatic, cognitive (related to the «transfer of knowledge or inquiry about knowledge») componentsn [15].

Our own term «professional foreign speech and communicative competence» for students of non-philological specialities will be set up by us. It is the presence of professional communicative abilities of a person to communicate by means of foreign language in typical conditions of professional activity, possession of professional discourse potential, presentation of normative and accessible for perception educational, scientific, technical and professional foreign texts; ability to solve communicative tasks in difficult and unforeseen situations of professional communication by means of foreign language.

**Conclusions.** Thus, the society requires well planned, purposeful formation of a specialists' professional personality, perfect professional thinking and speaking; perfect foreign language skills; social features, historical and cultural traditions of foreign society, interests and aspiration of students, their professional orientation and specificity of technical (non-philological)

logical) higher education must be taken into account. It is determined by the requirement of training of engineering personnels that will be able to speak foreign language as a state language carrying out highly professional activity in the sphere of production.

**The prospects** of our research lie in finding out psychological background for forming professional speech and communicative competence by means of foreign language of students of non-philological specialties of higher educational establishments. We can distinguish the components for the methodology of professional study of foreign language. They will help the students to be able to create different professional discourses while perceiving texts in foreign language on speciality taking into account different ways of their development.

### **СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ**

1. Абрамович Г.В. Суть іншомовної компетентності як мети та результату професійної технічної освіти / Г.В. Абрамович // Наукові записки Серія: Психолого-педагогічні науки – Ніжин: Видавництво НДУ ім. Миколи Гоголя, 2005. – № 4. – С. 120 – 133.
2. Арутюнова Н. Д. Язык и мир человека / Н. Д. Арутюнова. – М.: Языки русской культуры. – 1999. – 896 с.
3. Бацевич Ф.С. Основи комунікативної лінгвістики: підручник / Ф. С. Бацевич. – К. : Видав. центр «Академія», 2004. – 344 с. – (Альма-матер).
4. Бацевич Ф.С. Філософія мови: історія лінгвофілософських учень: підручник / Ф.С. Бацевич. – К. : Академія, 2008. – 240 с. – (Альма-матер).
5. Богин Г.И. Модель языковой личности и ее отношение к разновидностям текстов: Авторефер. дис. ... д-ра філол.наук. – Л., 1984.–23 с.
6. Богин Г.И. Типология понимания текста / Г.И. Богин. – Калинин: Калинин. гос. ун-т, 1986. – 84 с.
7. Борисова А.О. Формування та розвиток навичок іншомовного монологічного мовлення у сфері професійної діяльності / А.О. Борисова, В.О.Архипова // Економічна стратегія і перспективи розвитку сфери торгівлі та послуг: зб. наук. праць.: – Харків: ХДУХТ, – Вип. 1. – Ч. 1, 2010. – С.782 – 787.
8. Дроздова І. Професійний дискурс і мовна особистість студента ВНЗ нефілологічного профілю / І. Дроздова // Вісник Львівського університету : Серія педагогічна / Львів. нац. ун-т ім. І. Франка. – Львів: Світ, 2010. – Вип. 26. – С. 212 – 221.
9. Залевская А.А. Введение в психолінгвистику / А.А. Залевская. – М.: Рос. гос. гуманит. ун-т, 1999. – 382 с.
10. Зимняя И.А. Лингвопсихология речевой деятельности / И.А. Зимняя. – М.: МПСИ; Воронеж: МОДЭК, 2001. – 432 с.
11. Зимняя И. А. Педагогическая мотивация / И.А. Зимняя. – Ростов-на-Д.: Феникс, 1997. – 480 с.



12. Колток Л.Б. Реалізація педагогічного дискурсу у професійній підготовці студентів вищого навчального закладу / Л.Б. Колток // Молодий вчений. – 2017. – № 4.3 (44.3) – С. 102 – 105.
13. Макоєд Н. О. Формування у майбутніх інженерів умінь перекладу фахових текстів із застосуванням комп'ютерних технологій: Автореф. дис. ...канд. пед. наук: 13.00.04 / Н. О. Макоєд/ Південноукраїнський держ. пед. ун-т ім. К.Д. Ушинського. – Одеса, 2002 – 17 с.
14. Соссюр Ф. Курс загальної лінгвістики / Ф. Соссюр. – К.: Основи, 1998. – 524 с.
15. *Advances in Discourse Studies* / ed. by V. Bhatia, J. Flowerdew, R. H. Jones. — Routledge, 2007. — 272 p.
16. Halliday M.A.K., McIntosh A., Strevens P. The users and use of language. *Readings in the sociology of language* / Edited by J.Fishman. - The Hague: Mouton, 1970. - P. 136 – 69.
17. Hymes D.H. On communicative competence. - Philadelphia: University of Pennsylvania Press, 14621. Ikujiro Nonaka. The Knowledge-Creating Company, Harvard Business Review, November-December 2004.4. – pp. 27 – 45
18. Lier Van. *Interaction in the Communicative Language Curriculum*. Monography / Van Lier. - Cambridge University Press, 1998. – 187 p.
19. Nunan D. *The Self-Directed Teacher: Managing the Learning Process* / D.Nunan, C. Lamb. – Cambridge Univ. Press, 1996. – 296 p.

#### REFERENCES

1. Abramovych, G.V. (2005). *Sut inshomovnoi kompetentnosti yak mety ta resultatu profesiinoi tekhnichnoi osvity* [Content of foreign competence as aim and result of professional technical education]. *Naukovi zapysky – Scientific papers*, 4, 120 – 123 [in Ukrainian]
2. Artiunova, N.D. (1999). *Yazyk i mir cheloveka* [Language and outlook of a man]. Moscow: Yazyki russkoi kultury [in Russian]
3. Batsevych, F.O. (2004). *Osnovy komunikatyvnoi linhgivistyky* [Basics of communicative linguistics]. Kyiv: Akademia [in Ukrainian]
4. Batsevych, F.O. (2008). *Filosofia movy: istoria linhgvoilosofskykh uchen* [Language philosophy: history of linguistic and philosophic researches]. Kyiv: Akademia [in Ukrainian]
5. Bogin, G.I. (1984). *Model yazykovoï lichnosti i yee otnosheniie k raznovidnostiam tekstov* [Model of language individuality and attitude to different texts] *Extended abstract of Doctor's thesis*. Leningrad [in Russian]
6. Bogin, G.I. (1986). *Tipologia ponimania teksta* [Typology of text understanding]. Kalinin: Kalinin gos. un [in Russian]
7. Borysova, A.O. & Arhipova, V.O. (2010). *Formuvannya ta rozvytok navychok inshomovnoho monolohichnoho movlennia u sferi profesiinoi diialnosti* [Training and development of foreign monologue oral skills in the field of professional activity]. *Ekonomichna stratehiia ta perspektyvy rozvytku sfery torhivli ta posluh – Economic strategy and prospects of trade and service sphere development*, 1, 782 – 787 [in Ukrainian]

8. Drozdova, I. (2010). Profesiyni dyskurs i movna osobystist studenta VNZ nefilologichnoho profile [Professional discourse and speech personality of non-philological student at higher educational establishment]. *Visnyk Lvivskogo universytetu – Lviv University Scientific Bulletin*, 26, 212 – 221 [in Ukrainian]
9. Zalevskaia, A.A. (1999). *Vvedeniie v psicholinhgvistiku [Introduction into psycholinguistics]*. Moscow: Ros. gos. gum. un [in Russian]
10. Zimniaia, I.A. (2001). *Linhgvopsihologia rechevoi deiatelnosti [Lingopsychology of communicative activity]*. Moscow: MPSI [in Russian]
11. Zimniaia, I.A. (1997). *Pedagogicheskaia motivatsia [Pedagogical motivation]*. Rosrow-na-Donu: Fenix [in Russian]
12. Koltok, L.B. (2017). Realisatsia pedahohichnogo dyskursu u profesiinii pidhotovtsi studentiv vyshchoho navchalnoho zakladu [The implementation of the pedagogical discourse in the professional training of students of higher educational institutions]. *Molodyi vchenyi – Young Scientist*, 4.3(44.3), 102 – 105 [in Ukrainian]
13. Makoied, N.O. (2002). Formuvannia u maibutnikh inzheneriv umin perkladu fakhovykh tekstiv iz zastosuvanniam computernykh tekhnologii [Training translation skills of future engineers by using computer technology in specialized texts]. *Extended abstract of Candidate's thesis*. Odessa [in Ukrainian]
14. Sossiur, F. (1998). *Kurs zahalnoi linhgivistuky [Course on general linguistics]*. Kyiv: Osnovy [in Ukrainian]
15. *Advances in Discourse Studies* (2007). *Routledge*. [in English]
16. Halliday, M.A.K., McIntosh, A. & Stevens, P. (1970). *The users and use of language. Readings in the sociology of language*. The Hague: Mouton. [in English]
17. Hymes, D.H. (2004). *On communicative competence*. Philadelphia: University of Pennsylvania Press. [in English]
18. Lier, Van. (1998). *Interaction in the Communicative Language Curriculum*. Cambridge University Press. [in English]
19. Nunan, D. (2006). *The Self-Directed Teacher: Managing the Learning Process*. Cambridge Univ. Press. [in English]

Стаття надійшла до редколегії 17.09.2017 р.