Professionally-oriented training of students in a communication space of the environmental protection faculty

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Abstract. The purpose of this article is to describe the role of professionally-oriented teaching in the development of dialogical and monological speech in a foreign language of the environmental protection and ecological faculties. The paper presents the main types of work with professionally-oriented text of the environmental protection and ecological themes, describes the types of exercises and methods of working with the text, and the advantages of using professionally-oriented texts of the environmental protection and ecological themes at the lessons in non-lingual educational institution. The use of texts of the environmental protection and ecological themes practices the skills of oral and written speech in a foreign language. The work with professional texts of the environmental protection and ecological themes adds to the vocabulary of the students. In the article, the authors proposed the types of work with the text in the classroom in the most interesting form. Reading professionally-oriented texts involves understanding and extracting information. Learning a foreign language in non-lingual educational institution is an interesting and exciting activity. Reading and understanding professionally-oriented texts of the environmental protection and ecological themes in a foreign language develops cognitive and communicative activities of students. In this paper, the authors proposed the most interesting exercises with texts. The presented work is devoted to the advantages of using texts in teaching students a foreign language in non-lingual educational institution. The article presents and describes the examples of texts application in the practice of foreign language teaching.

1 Introduction

Professionally-oriented education currently occupies one of the leading places in higher education, as the role of communication in a foreign language in the professional sphere increases [1]. Training of specialists in technical universities is impossible without knowledge of a foreign language [2]. Professionally-oriented foreign language teaching is aimed at increasing the motivation of students in learning not only a foreign language, but

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also the specialty itself [3]. Professionally-oriented training is based on the needs of students in learning a foreign language [4], which are dictated to them by their future profession [5]. It involves mastering a professionally oriented foreign language [6].

Professionally-oriented teaching of a foreign language is recognized as a priority direction in the formation of specialists of non-philological universities [7]. It has become a problem to take a fresh look at the process of education and training of professional personnel [8]. A specialist who speaks a foreign language has great advantages in the personnel market [9]. Currently, there is a problem not only with knowledge of specialization [10], but also with mastering communication skills in a foreign language [11].

The problem of professionally-oriented foreign language teaching is gaining momentum every year [12]. In our research, we solve the problem of teaching students not only the professional sphere [13], but also the mastery of a foreign language at a professional level [14]: dialogic and monologue speech [15].

2 Materials and Methods

In scientific works, many researchers have touched upon the topic of vocational training [16]. Thus, in the works of I.V. Tsarevskaya and N.S. Zhuravleva, the problem of teaching professionally oriented reading by specialists of a technical university is described [17]. Reading is the process of decoding characters [18], which is aimed at understanding the text [19]. Reading is one of the means of mastering a foreign language [20], communication, information exchange [21], and, consequently, the development of monological and dialogical speech [22].

Verbal communication can be represented by a monologue and a dialogue [23]. The source of information in this case is the speaker [24]. Dialogue is a form of speech in which statements (messages, replicas) are exchanged [25]. The linguistic features of the dialogue are the presence of repetitions [26], incompleteness of replicas, interrogative and motivational sentences [27]. Dialogue is the exchange of information or opinion in order to settle interpersonal relations [28]. As Volodina M.S. and Kovalchuk N.V. point out, dialogic speech has a positive emotional impact on communicants [29]. A monologue is the speech of one communicant [30]. This type of speech includes messages [31], lectures, reports [32]. A monologue is a detailed and organized type of speech [33], since the speaker must think through the message structurally, and not as separate statements [34].

The goal of foreign language teachers of non-linguistic universities is the formation of a foreign-language communicative personality [35]. Knowledge of a foreign language makes a specialist competitive in the labor market [36]. This is the main reason for conducting the discipline "foreign language" in non-linguistic universities [37].

3 Results

Learning a foreign language requires professional specifics, aimed at mastering the future profession. The teacher sets goals not only to master the skills of speaking a foreign language, but also to acquire knowledge in the chosen profession.

A teacher of a foreign language at a non-linguistic university faces a number of problems:

- different level of foreign language proficiency by students;
- a certain number of hours allocated for the development of the discipline "Foreign language";
- lack of motivation and needs of students of a non-linguistic university in learning a foreign language.
All these factors influence the achievement of a high level of foreign language proficiency by students. It is also worth paying attention to the fact that reading professionally-oriented literature and texts has difficulties. This should include a wide range of lexical material, more complex content, the presence of terminology, the content of more complex grammatical constructions in the texts.

The solution of these difficulties is possible with a more effective use of professionally-oriented texts, the development of reading skills, properly organized independent work of students. The proposed material for students should be personally significant (that is, of interest to them), correspond to the level of proficiency in a foreign language, have a professional orientation, develop students' motivation and creative qualities of students.

In this case, the teacher of a non-linguistic university faces a problem. He must possess not only knowledge of a foreign language, pedagogy and teaching methods, but also titles in a special professional field. The teacher is obliged to study the vocabulary, special terminology of the received specialty.

To solve the task, T.L. Kucheryavaya offers several ways:

- the use of materials that help to introduce students to the chosen specialty;
- introduction in foreign language classes of situations and exercises in which students apply the knowledge gained in special disciplines;
- conducting classes with subject teachers (consulting).

It should be concluded that a foreign language is an inseparable part of the professional training of students. Professionally-oriented training forms students' communicative skills, which will allow them to communicate on professional topics in a foreign language.

### 4 Discussion

A teacher in a foreign language class creates conditions for professional activity. Students of non-linguistic universities are offered the following types of educational activities: reading special literature, writing official business letters, research activities (drafting reports, publishing scientific articles in a foreign language).

Many teachers and linguists are considering the role of reading professionally-oriented texts in teaching a foreign language. Text is a speech product of native speakers of a foreign language. The text records written and oral speech. The text should be considered in teaching phonetics, vocabulary and grammar, as well as in teaching reading, speaking, writing and listening.

Reading and understanding professionally-oriented texts in a foreign language develops cognitive and communicative activity of students. This type of activity is aimed at:

- learning the language and culture;
- on extracting information;
- for practical language acquisition;
- for self-development.

Reading professionally-oriented texts involves understanding and extracting information. The main goal that the teacher faces is to form students' skills to work with authentic literature and texts in the specialty in a foreign language.

To form the skills of dialogic and monologue speech in a foreign language for students through professionally-oriented training, the teacher can offer them the following exercises: reading and translating original texts from newspapers, magazines and books in the specialty; for students with a higher level of foreign language proficiency, preparation of reports on the topic - Business etiquette of the country of the language being studied; preparation of visual presentations on specialty topics; participation in scientific and practical student conferences.
Learning to read and translate texts from a foreign language into a native language takes one of the first places. Translation of texts is associated with the need to more accurately convey the text from one language to another. More accurate transmission of information contributes to the correct performance of exercises.

Before working with the text, the teacher introduces new vocabulary to students. In this case, it will be appropriate to work with a dictionary. Working with a dictionary is being trained, this is an important stage in understanding the text. The search for the translation of new words trains memory and is aimed at memorizing vocabulary.

Working with the text can be assigned to self-study both to the audience and at home. The teacher selects independently texts with a professionally-oriented orientation. Additional exercises should be added to the text.

The first of the exercises may be questions. The teacher puts a question to the text. Questions can be asked either by the teacher himself or by dividing students into groups or pairs and giving them the opportunity to enter into a dialogue.

With this type of educational activity, the teacher develops monological and dialogical speech of students, both written and oral. To answer the questions, students can view the text several more times. Answering questions, students accumulate vocabulary on a given topic. This type of work removes the language barrier between students.

The next type of work with the text can be the addition of sentences. The teacher reads the beginning or the end of the sentence, students in this case should find the sentence in the text as soon as possible and read it in full.

This exercise trains students' reading skills in a foreign language and monologue oral speech skills. A spirit of rivalry arises between students and each of them looks through the text and reads sentences in a foreign language.

Students' photographic memory is trained both in answering questions and in completing sentences. This becomes a great help in memorizing vocabulary in a foreign language.

Having divided the students into pairs, the teacher offers them a task to compose questions and answers to them.

Students in this exercise exchange opinions on the correctness of the questions. Thus, students are trained in grammar skills, repetition of the rules for composing questions in a foreign language. In this type of educational activity, students train dialogic speech.

In order to train the lexical stock, the teacher offers students such a task as searching for equivalents from a foreign language to their native language, and from native to foreign. Equivalents can be words, phrases and sentences. The equivalents can be relative and absolute.

Absolute equivalents are words with neutral coloring that indicate an object and have the same meaning. Relative equivalents include words that have two or more meanings.

After searching for equivalents, you can suggest making suggestions with them. The next exercise that the teacher can offer students is a comparison of equivalents in their native and foreign languages.

In this case, students train the skills of monologue speech, train the pronunciation of lexemes.

These exercises are a good example of monologue speech training. Students pronounce words, combinations of words, sentences. In the case of answering questions and dividing students into pairs, oral dialogic speech is trained.

In the 2022-2023 academic year, 480 students studying a foreign language were attracted.

At the beginning of the academic year, an experiment was conducted with students. It was found that students have poor knowledge of a foreign language. The test results are recorded in the table.
**Tab. 1.** Control results.

<table>
<thead>
<tr>
<th>Result</th>
<th>0 – 20 %</th>
<th>21 – 40 %</th>
<th>41 – 60 %</th>
<th>61 – 80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>118</td>
<td>19</td>
<td>259</td>
<td>41</td>
<td>43</td>
</tr>
</tbody>
</table>

The results on the number of listeners were translated into a diagram. Below is a diagram of the increase in the number of students. Consider diagram 1.

![Number of students](image)

**Diag. 1.** Number of students.

By the end of the academic year, an increase in the level of knowledge of a foreign language was revealed.

Here is a summary table of the number of students who have improved their knowledge in Table 2.

**Tab. 2.** Control results.

<table>
<thead>
<tr>
<th>Result</th>
<th>0 – 20 %</th>
<th>21 – 40 %</th>
<th>41 – 60 %</th>
<th>61 – 80 %</th>
<th>81-100 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>32</td>
<td>43</td>
<td>107</td>
<td>126</td>
<td>172</td>
</tr>
</tbody>
</table>

The results on the number of listeners were translated into a diagram. Below is a diagram of the increase in the number of students. Consider diagram 2.
5 Conclusion

Mastering professional vocabulary will help students to communicate in a foreign language not only on everyday topics, but also on topics of their specialization.

The teacher offers students an exercise to compose a dialogue. The group is divided into pairs. Students have a vocabulary baggage on the topic of their specialization, and training in the pronunciation of words in a foreign language. Students are invited to play dialogues. Students train dialogic speech. Informal interviews arise when one student acts as an interviewer – asks questions, and the second one answers on the topic of the chosen specialty.

Please note that professionally-oriented foreign language teaching is aimed at developing writing, speaking and listening skills in the field of their specialization. These types of educational activities are interrelated, writing is impossible without listening, and listening without speaking. By speaking, we mean monologue and dialogic speech.

Professionally-oriented training is predominant in non-linguistic universities in mastering a foreign language. Using and working with professional texts in the classroom develops students' oral and written speech in a foreign language, replenishes vocabulary. Thus, we come to the conclusion that the work with professional texts is aimed at the development of monological and dialogical speech of students.

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