METHODOLOGICAL PECULIARITIES OF TEACHING THE SECOND FOREIGN LANGUAGE FOR SPECIFIC PURPOSES TO THE STUDENTS OF NON-LINGUISTIC SPECIALTIES

Nataliia Yermakova
Candidate of Philological Sciences
Docent at the Department of Social and Humanitarian Sciences and Language Training
Khortytsia National Academy, Ukraine

The importance of cross-cultural communication and multinational discussions is growing worldwide. The developing of the international relationships between Ukraine and other countries requires specialists speaking two or more foreign languages. At present, it seems reasonable to learn more than one foreign language, even if the level of the second one is far below the level of the first non-native language according to the Common European Framework of Reference for Languages (CEFR) [1].

The problem of teaching several foreign languages in our country is not new. It was revealed by a number of Ukrainian researchers [2; 3; 4; 5; 6; 7; 8; 9]. They consider this teaching in the view of interaction of target languages in different aspects. Many of them note that learning of the second non-native language is carried out in conditions of mutual influence of three languages (the first foreign language, the second foreign language and the native language of a learner), but the first non-native language is generally used for interlinguistic comparisons.

Although the problem of teaching the second non-native language is regularly considered, the need to improve the teaching methods of the second foreign language, especially the one for specific purposes, is relevant. Therefore, the aim of our paper is to determine methodological peculiarities of teaching the second foreign language for specific purposes to the students of non-linguistic specialties.

The second foreign language in methodology means the language being learnt after another (the first) non-native language, no matter what level it is mastered at.

At present, the second foreign language is mainly studied without considering the knowledge of the first non-native language and the particularities of two-way transfer. If we can find some bilingual methodological materials for learning some grammar or lexical themes of a language, textbooks of teaching the second foreign language on the base of the first one were not found.
The teaching of the first and the second non-native languages differs considerably in methodological aspect. In the process of learning the second foreign language the knowledge, skills and competences in the use of a native language are considered fully formed, in the use of the first foreign language they are being advanced, and in the use of the second foreign language they are in the making [5, p.104].

Resulting from the interaction of the three languages being in contact, such phenomena as interference and transfer arise. Interference is a mutual influence of language systems that develops while studying one foreign language (the contact occurs between a native and non-native languages) or while simultaneous (consistent) learning of several foreign languages (correspondingly a native language interacts with non-native ones or foreign languages interrelate with each other). [8, p.58]

There is an ideal situation when one teacher knows and teaches both non-native languages. In this case, he/she can choose tasks and exercises to reveal similarities and differences between two foreign languages, compare and discuss them using the examples.

That is why many methodologies of teaching the second foreign language are being developed with support of the first non-native language based on comparative analysis of these languages [9]. This approach is very advantageous, but it is better to take into consideration the complexity of interaction process of a native and two foreign languages, especially when studied languages have linguistic dissimilarity.

On studying several non-native languages, different kinds of competences are developed. The most important ones are:

- trilingual communicative competence, as learners must have theoretical knowledge and skills of communication of the studied languages;
- sociocultural competence, as learners must broaden their outlook by studying the facts about a new country and be conscious of common and distinguishing features of national cultures;
- educational competence which promotes a better self-learning of foreign languages.

Speaking about teaching the foreign language for specific purposes to the students of non-linguistic specialties, special (professional) competence should also be mentioned, without which there is no point in starting to study whichever language for specific purposes as learners must be well aware of the specificity of their future work.

In the context of our paper, it is worthwhile to note that they give a rather small number of academic hours to study the second foreign language as against the first foreign language according to school curriculum. Respectively, the pace of study must be forced to be more dynamic: a teacher must spend less time to explanations, give more educational material and exercises to work out grammar skills, for instance. The methodology of teaching the second non-native language is to rely on the method of intensification: that is, it should contain exercises to work out bilingual elements, to activate linguistic units in speech, to facilitate the making of associative connections.
Nowadays, a foreign language teaching is more effective with audio- and visual materials, interactive methods of work taking into account interdisciplinary relations. Unfortunately, we must admit that the textbooks adapted to the learners’ knowledge of the first foreign language especially for specific purposes are not issued in Ukraine. While it would have a positive influence on the development of learners’ skills in studying the second foreign language and would increase a communicative level on the whole.

In view of the above, we may state that the problem of improving the quality of teaching the second foreign language for specific purposes to the students of non-linguistic specialties remains actual.

References: