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Актуальні проблеми навчання іноземних мов для спеціальних цілей

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До збірника увійшли методичні напрацювання, що стосуються здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання, формування навичок міжкультурної комунікації у галузі права, фахової іншомовної підготовки курсантів ЗВО МВС України, традиційних підходів та новітніх технологій навчання іноземних мов загалом та української мови як іноземної зокрема. Закцентовано увагу на шляхах та специфічних методичних принципах, сучасних тенденціях викладання, академічній мобільності, комунікативному, освітньому, розвиваючому, виховному аспектах навчання іноземних мов.

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EXPERIENTIAL APPROACH AS A METHOD OF FOREIGN LANGUAGE LEARNING

Abstract. The article based on the analysis of available research presents the theoretical foundations of experiential foreign language learning. The study deals with implementing experiential learning into routine English language classes and observe how it influences the English lessons. It strives to achieve positive effects on the classroom atmosphere as well as students' motivation and learning, it aims to enliven the language classes by trying to use an engaging teaching approach. The theoretical part focuses on the characteristics of foreign language acquisition and principles of experiential learning. Those are relevant and vital areas for practical implementation. The applied part describes implemented experiential activities in English lessons. The main idea of the research states that learning can be a pleasant and enjoyable activity for the students and the teacher as well. The study detects the best method of the natural process of language learning that would be best to implement into teaching activity.

Keywords: *experiential learning, experiential-interactive approach, experiential activities, teaching foreign languages, foreign language acquisition.*

ЕКСПЕРІЄНЦІЙНИЙ ПІДХІД ЯК МЕТОД НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

Анотація. У статті на основі аналізу наявних досліджень представлені теоретичні основи експерієнційного вивчення іноземної мови. У дослідженні йдеться про впровадження досвіду навчання на звичайних заняттях англійської мови та про те,

як це впливає на хід занять з англійської мови. За допомогою експерієнційного підходу можна досягти позитивного впливу на атмосферу в класі, а також на мотивацію та навчання студентів. Експерієнційне навчання визначається як моделювання професійної діяльності майбутніх фахівців. Обговорюється поєднання експерієнційного та інтерактивного підходів, які складають єдиний експерієнційно-інтерактивний підхід. Теоретична частина зосереджена на засвоєнні іноземної мови та принципах досвіду навчання. Це актуальні та життєво важливі сфери для практичної реалізації професійної діяльності майбутніх фахівців. Прикладна частина описує застосування експерієнційного підходу на заняттях англійської мови. Основна ідея дослідження твердить, що навчання може бути приємним заняттям як для студентів, так і для викладача. Дослідження показує, що експерієнційний підхід – це найкращий метод природного процесу вивчення мови, впроваджений у навчальну діяльність.

Ключові слова: експерієнційне навчання, експерієнційно-інтерактивний підхід, експерієнційна діяльність, викладання іноземних мов, засвоєння іноземної мови.

Introduction. The innovative processes taking place in the modern conditions of the globalization of society undoubtedly affect the development in the field of education in general and the intensification of learning a foreign language in particular. The formation of foreign language competence and professional intercultural communication among students becomes extremely important. Language acquisition is a natural process where a language is acquired by transmission from the surrounding environment.

Learning a second language is an intensive experience and it diametrically differs from the mother tongue acquisition since students have to consciously learn the structure, words, and the system of the language.

As V. M. Aleksandrov rightly notes, learning foreign languages should be measured by the ability to cover all the necessary areas and help each student to master a foreign language communicative competence for professional purposes. This competence is the leading one among those ensuring the readiness of university graduates for adaptation and self-realization in the conditions of the world labour market. That is why the decisive direction in the course of learning a foreign language should be the implementation of a communicative approach, which implies the formation of students' communicative

competence, that will allow them to use skills and abilities in future professional activities [4].

So, it is obvious that it is necessary to apply such methods and approaches to learning a foreign language that allow the student to show his/her individuality and contribute to his/her social adaptation. The crucial task of the teacher, in the process of learning a foreign language, is the creation of specific situations of foreign language communication, as close as possible to real conditions. This, in turn, predetermines the significance of our research on an experiential approach to learning foreign languages for special purposes.

Analysis of recent studies

An *Experiential Learning Model* was proposed by David A. Kolb and colleagues at Case Reserve University in the early 1970s [3]. In the Western methodology of learning foreign languages, this model is the most advanced and widespread direction of learning a language, primarily for special purposes. Despite the proven high efficiency of the experiential learning approach to learning foreign languages abroad, it is gaining more and more popularity in Ukraine. It is known that modern Ukrainian students are able to absorb everything new and progressive. That is why they strive to combine the mastery of a future profession with the study of a foreign language to ensure their competitiveness in the international labour market, and experience training is the most developed methodology that allows this to be realized.

When attempting to define experiential learning there is no appropriate definition. Firstly there are many ways in which this term is used and also both expressions – experiential and learning – are very broad in the sense of meaning. Experience is a meaningful engagement with the environment in which we use our previous knowledge to bring new meanings to an interaction [1, p. 21].

Learning can take various forms depending on whether we learn formally or informally, intentionally or unintentionally. Kolb states that learning is the process whereby knowledge is created through the transformation of experience [3 p. 38].

Having variety of views on experience and learning it is not surprising the definition is not easy to capture. When attempting to bring learning and experience together it must be noted that different authors have had different interpretations of what these terms represent as it has been viewed over time. Experiential learning has a variety of fields which it can be used in. Thus, the purpose of this article is to clarify the structure of the experiential approach as a method

of foreign language learning as well as to enliven the language classes by trying to use an engaging teaching approach.

Therefore, some definitions are interested only in defining experiential learning in the context of a certain field, whereas others try to grasp the concept as a complex. For the purpose of this thesis we are especially interested in the field of education and its implementation in foreign language teaching both in experiential courses and every day reality and classroom environment. The following definition can be highlighted as is it the most suitable: «Experiential learning is the process whereby knowledge is created through the transformation of experience» [3, p. 38].

Beard and Wilson suggest that experience and learning mean the same thus experiential learning is a tautology itself and can be defined as «the sense-making process of active engagement between the inner world of the person and the outer world of the environment» [1, p. 19].

Experiential learning involves «whole person through thoughts, feelings and physical activity» [1, p. 2], and Kolb sees the main aim in linking this action with thought through reflection.

David A. Kolb points out that experiential learning requires the involvement of the whole person and continued reflection upon earlier experience in order to achieve deeper understanding and active use of all learner's experiences [p. 26–27]. As mentioned earlier, experiential learning requires «transactions between person and the environment» [3, p. 34].

As noted by O. B. Tarnopolskyi, experiential learning is learning through the experience of purely practical activities carried out by the means of the target language [8]. That is, language acquisition is carried out simultaneously with the process of mastering the content of a particular discipline. Such educational activities have a highly meaningful nature for students, which arouses interest in communication and determines its personal significance. As a result of the formation of the constituents of the inspirational communicative competence, it becomes implicit, that is, involuntary and relatively uncomplicated [5, p. 69].

Research results

Based on the work of modern researchers [1, 2, 3, 4, 6], the main features of experiential learning of foreign languages for special purposes are the following:

- Focused on revealing additional practical opportunities related to the student's future profession, as a result of mastering new skills and abilities. The organization of communication is focused

on the content side of communication, contributes to the development of subject competence.

- Simulation of specific situations is carried out to solve urgent problems. Students learn to use the language in the process of communication itself.

- Active learning methods are used (role-games, business games, brainstorming, discussions, presentations, Internet search for professional information), which allows students to actively participate in obtaining new knowledge.

Noteworthy is the opinion of A. B. Tarnopolskyi, who believes that the listed types of educational activities provide parallel mastery of all types of foreign language speech activity in a complex and the most natural conditions of their integration (it is impossible to prepare an oral presentation without reading the necessary printed or electronic materials, written drawing up of its notes, oral discussions require preliminary reading and listening and a written summing up of their results, etc.) [7, p. 127].

Kohonen draws attention to sharing experience in learning which can be realized through dialogue as educational practice [2, p. 125]. The ability to listen, learn to understand conditions under which learning takes place are the ways to support mutual understanding and develop better educational practice. Kohonen adds three competences which a learner should be guided to develop, these are personal awareness, process, and situational awareness, and task awareness. Kohonen stresses that these competences need to be consciously linked to the teacher's professional development [2, p. 36]. The teacher should be aware of the learners' personal identity, self-esteem, and autonomy and should have a profound understanding of the learning process including his or her self-reflection and intrapersonal skills.

It is aimed at the formation of specific skills and abilities necessary to perform well-defined tasks. This model of learning a foreign language includes all types of speech activity, professionally focused on a specific specialty from the very beginning. The teacher is an assistant and consultant; his/her task is to organize the educational process so that those who study become not only accomplices but also co-authors of the process of their learning. At the same time, it is the interaction between students, in the process of forming and developing new knowledge, that comes to the fore. Teachers must approach the lesson plan with appropriate flexibility due to unforeseen circumstances that may occur in the class. If the teacher provides proper guidance and support students can transform their experience into learning.

Thus, from the foregoing, it can be understood that the effectiveness of experiential training consists of providing the most natural way of mastering languages and communicating, which greatly facilitates the assimilation of a language material and the learning process as a whole.

However, one cannot but agree with the opinion of O. B. Tarnopolskyi, who believes that effective experiential learning a foreign language for special purposes is simply impossible if it is not at the same time interactive. By interactivity in learning, the author understands the process of active interaction of the participants in the educational process both with each other and with the surrounding extracurricular environment and extracurricular sources of information. This ensures the mutual influence of the participants in the educational process on each other and the influence on them of the environment and extra-curricular sources of information through a specially organized cognitive activity that has a pronounced social orientation. Thus, the researcher believes that it is advisable to talk not about the experiential learning a foreign language for special purposes, but about experiential-interactive learning [7, p. 127]. O. B. Tarnopolskyi offers the following definition:

«Experiential-interactive learning of a foreign language for university students for special purposes is training that is implemented through a system of specific types of educational activities. They provide language acquisition and communication as by-products of extra-linguistic activity that simulates the real professional activity of a future specialist».

Experiential-interactive learning of a foreign language for special purposes necessarily requires students to go beyond the educational environment into an extracurricular professional surrounding with the use of academic foreign professional sources of information [7, p. 132].

Thus, having analysed the innovative method of learning foreign languages for special purposes, we can state that experiential learning must be at the same time interactive for the effective implementation of the professional activity of a future specialist.

The purpose of the English activities is to naturally implement them in the training. The intent is to trial a series of a game like activities and to observe the reactions of the students, their ability (and willingness) to communicate and taking part in the activities. A description of these activities follows:

Icebreakers

Tweet your Experience

Objective: Participants are to come up with a tweet and one hashtag that best describes what they hope to experience during their engagement activity i.e. field trip. They should express what they might think/feel/do, etc.

Participants: Individuals or teams of 6 + facilitator

Instructions/Rules: Participants have a collection of 131 words and in 1–2 minutes they must craft the cleverest and compelling tweet and one hashtag they can base on the theme – i.e. experience abroad

Once complete, individuals or teams must share with the entire group their tweets + hashtag.

The facilitator selects the most compelling tweet and awards can be handed out if desired.

Materials Needed: 131 printed words + «#» (cut outs) per individual or group, or use of black/white board with chalk/markers. Standard meeting or lecture room and tables (if using cut outs) required. «Awards» or incentives can be handed out if desired i.e. chocolates, marketing materials (pens, pencils, highlighters, magnets) etc.

Timing: 1–2 minutes for tweet creation + additional time for group discussion. If time allows, switch up the teams and have them work with new individuals.

Outcomes/Goals: Linguistic challenge to test abilities for creativity in a limited amount of time.

A group challenge/dynamic to test tensions or where humour can arise. Identifying different levels of engagement from the group and differing personalities. Getting out of your comfort zone and working under pressure is the challenge [11].

Problem-Solving Activities:

This is Better Than That

Objective: This exercise inspires team creativity in problem solving. The idea is to not make the scenarios too easy so it becomes obvious which objects are the most useful.

Participants: Teams of 4 or more + facilitator

Instructions/Rules: Select four or more objects that are different, or the same objects that look different. Split the participants into even teams. Describe a scenario where each team has to solve a problem using only those objects. This can be hypothetical or fictional such as «You're stranded on a desert island» to «You're saving the world from Godzilla!» Have each team rank the objects based on their usefulness in that specific scenario, along with their reasoning and describe to the entire group.

Materials Needed: Four or more objects in total

Timing: 15 – 20 minutes + time for discussion

Outcomes/Goals: Creative approach to identifying the usefulness of various objects in a given scenario. Forces the group to work together to solve a hypothetical and/or fictional problem [9].

There's More Than One Way to Solve a Problem

Objective: Using multiple methods/approaches to solve a problem.

Participants: Teams of 4 or more + facilitator

Instructions/Rules: Teams are asked to solve specific real-life multidisciplinary problems.

Teams are to use problem-solving strategies to generate ideas and choose the best solution/outcome. Depending on the task, teams can complete comprehensive patent and marketability searches and design prototypes.

Materials Needed: Paper and writing tools. Depending on exercise, can also include Lego, modelling clay, building blocks, tubes, etc.

Timing: 20 minutes + additional discussion time

Outcomes/Goals: Multidisciplinary team based problem solving approach to generate ideas in solving a real-life problem. Creativity will be useful along with participants understanding of how to go about using their skills and those of the team to generate ideas [10].

Conclusions

As a consequence, experiential activities could be recommended to be used as a part of foreign language classes. The chosen activities are not disruptive to the regular syllabus of the English classes. Moreover, it has an undeniable positive influence on group dynamics. The suitable form is a revision lesson where the benefit of natural and entertaining practice can be utilized and alternative way of evaluation can be adopted. However, the traditional method of learning a foreign language should not be underestimated either. Consequently, it is worth combining various approaches, using their strengths to achieve the desired result – the formation of communication skills.

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ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ СТУДЕНТАМ У ГАЛУЗІ ПРАВА

Анотація. У статті розглядаються особливості викладання англійської мови за професійним спрямуванням майбутнім юристам та аналізуються нові професійно орієнтовані технології навчання. Автор наголошує, що при перекладі юридичних текстів не слід забувати про те, що кожна країна має свою юридичну систему, відповідну юридичну термінологію та свої реалії. У роботі порушується питання використання інтерактивних методів навчання як основного фактору оптимізації процесу опанування студентами іноземної мови за професійним спрямуванням,