

SUMMARY

Lyubyma Alina. Evaluation of creative and critical thinking in future software engineers.

Modern professional training of future software engineers departs from the traditional focus on the formation of only professional knowledge and skills – hard skills, trying to create conditions for the development of modern key competencies or skills needed for modern professionals for effective professional trajectory in the XXI century – creativity and critical thinking. These skills and abilities of software engineers are high-order skills and stimulate strengthening of the analytical potential of future professionals. Therefore, the system of professional training of future software engineers uses tools to monitor the level of their formation – self-assessment questionnaires, concept maps that allow and assess these competencies within the class and in relation to specific educational content and professional competence.

Key words: monitoring, creative thinking, critical thinking, future software engineers, vocational education.

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ENHANCING BUSINESS COMMUNICATION PROFICIENCY IN PHYSICAL CULTURE AND SPORTS STUDENTS

The article deals with the main issues of teaching business communication to physical education students. The relevance of the given article is emphasized by the fact that sport students need fluent knowledge of English in their future activity and in order to enhance their professional motivation. As a solution, different activities and forms of work are suggested, predominantly developed considering the experience of teaching English for specific purposes. The complex of modern methodological approaches is used in the article; in particular, the systematic approach helps reveal a number of issues in their logical sequence and a descriptive method assists in making a general overview of the English language teaching to physical culture and sports students.

Key words: professional business communication (PBC), intercultural business communication (IBC), physical culture and sports (PCS), English for specific purposes (ESP).

Introduction. Currently in the European education paradigm, including Ukraine, there is a social demand for sports professionals who have a high level of professional business communication. In view of the above, higher education

institutions should pay special attention to improving the quality of educational services and purposefully seek solutions to the problem in this direction. We are convinced that the enhancing of professional business communication (PBC) as well as intercultural business communication (IBC) is one of the promising areas of training future sports professionals, and a confident mastery of business communication skills is an attractive factor for their employment.

The College of Physical Culture and Public Health of Yuriy Fedkovych Chernivtsi National University aims to promote health and active lifestyles in students and communities. According to the College's core values, the teaching should be student-centred in the pursuit of a high professionalism and students' commitment to learning. Through collaborative efforts with colleagues across the University system and strategic partnerships with local and state public health agencies, community-based organizations, and corporate entities, the faculty teachers pursue activities that seek to advance knowledge in diverse areas of public health while simultaneously making contributions to the continuing capacity of Chernivtsi public health workforce and its efforts. Depending on their majors, the College graduates, both Bachelors and Masters, should be highly prepared to enter careers as physical education and school health teachers or in a wide variety of community, public health settings as well as preparing the significant qualified and specialized personnel in the physical education and sport sciences.

The main task of the course Professional English for Physical Education Students is to teach students to use their English for international communication in professional contexts. Our purpose is to empower students with the language and life skills they need to carry and their career goals. We try to provide the opportunities for our students to build awareness and practice the language in real-life situations, develop the students' self-confidence to survive and succeed in professional and social encounters within an English-speaking global community.

Analysis of relevant research. The problem of teaching English to PhE students has been investigated by many scientists. N. Nastas states that by learning a foreign language, students also acquire knowledge which allow them to understand and appreciate another culture, to broaden their spectrum of the career prospects (Nastas, 2017). It is necessary to mention that scientists have long ago predicted the peculiar role of English as a global language. Determining the cultural basis of English as an international language is one of the most complex problems in teaching according to Sandra Lee McKay (McKay, 2004, p. 10). Hutchinson and Waters interpret English for specific purposes as “an

approach to teaching English where things are taught and the teaching method is based on the reason why the learner wants to learn English” (Hutchinson, Waters, 1994). It should be noted that according to M. Rosenberg “our students deserve the best we can give them and that includes a relaxed, but energetic and lively atmosphere in the classroom, creating a community to which both learners and teachers are eager to belong” (Rosenberg, 2004). Establishing a positive relationship with the teacher helps a student feel more comfortable and safer in their educational environments.

In the process of learning English, Finco and Herpson state that “a unitary conception is created about the functioning language as a primary element of communication” (Finco, Herpson, 2017). Communication increases student’s interest in the subject, enlarges the content of education, and modernizes educational process. Effective communication provides qualitative approach to education and plays an important role in studying. Students should learn English on the basis of both English-speaking world and representing their country in the foreign language. They should try and find ways to immerse, communicate and master the language with the aim of bringing up their would-be high school students in the spirit of mutual understanding, desire to enrich and share common values and the best that can be found in the English-speaking world. The contents of teaching at high school of the leading European countries includes two components: general language learning and occupation specific instruction, the principles of teaching them being the same (Persukova, 2006, p. 81). Learning professional English at the university can greatly improve the career opportunities in future. Albassri concludes that ESP can be “seen as applied General English where specific subject matter such as engineering or technology is taught in English to students who have qualifications in these fields, but who feel they need to improve their English before enrolling in further studies or entering the workforce” (Albassri, 2016, p. 48). We know the value of having English as a second language and we believe that teaching through sport is one of the most effective ways to engage students while learning a language.

The aim of the study. The topicality of the given issue is emphasized by the fact that sport students need fluent knowledge of English in their future activity and in order to enhance their motivation. As a solution, different activities and forms of work are suggested, predominantly developed considering the experience of teaching English for specific purposes.

So, the **foremost objective** is to foster superior levels of educational participation and academic success among PC and PH students, and enable

them to acquire the necessary job (business communication) skills to attain entry-level positions in the fields of fitness, wellness or health care.

Research methods. The complex of modern methodology approaches is used in the article, in particular, the systematic approach helps reveal a number of issues in their logical sequence and a descriptive method assists in making a general overview of the English language teaching to physical culture and sports students.

The research was conducted by questionnaire in English and investigated PC and PH students' attitudes towards the problem of PBC enhancing. The survey was voluntary; its purpose was to collect more detailed information on the state of PBC skills and abilities of the students and to identify the ways of practical solution to the problem.

Results. In order to achieve the goal, the following research was carried out to determine the current state of solving the problem of PBC enhancing in higher education institutions; identify methods and forms of educational activities used in the practice of future sports professionals training and on the basis of the obtained results to outline further ways of theoretical and practical development of the issue.

In particular, observations during English for Specific Purposes (ESP) and Business English classes revealed that PC and PH students are better at such types of prepared PBC as a report on a given topic, presentation, writing essays on General English topics. However, they do not have enough skills of spontaneous speech, asking different types of questions, arguing their own point of view and opposing the interlocutor's comments. Significant difficulties are caused by the written aspect of PBC, for example, written translation of professionally oriented texts into English, writing business letters and resumes, and keeping business documents. In the future professional activity, the lack of specialized knowledge will cause significant difficulties in conducting business conversations, discussions or negotiations with foreign colleagues. Lexis and grammar errors in business papers negatively affect the professional reputation of a specialist, become a serious obstacle in finding a job and launching a career.

The PhE students were offered a test questionnaire, the peculiarity of which was that it was necessary to give their own answer to each question. Thus, we tried to motivate respondents to reveal the depth of mastery of the material and express a subjective attitude to the problem. It is important to mention that students of both the first-year (Bachelors) and the fifth-year (Masters) acted as respondents to realise the whole scope of the problem. In total forty students were involved in the survey.

A breakdown of the responses to the Survey Part 1 is listed below in Table 1. It can be clearly seen from the results that Masters are definitely more competent in their majors and in English; they gave positive full answers in favour of PBC enhancing (50-100 %), while Bachelors were not so confident and mostly gave partial answers (33-60 %), some of them even could not give any answer at all (10-27 %). One of the reasons is their level of General English is mostly average-low.

Table 1

Questionnaire. Part 1. B – Bachelors; M – Masters

Questions	Full answer (%)		Partial answer (%)		No answer (%)	
	B	M	B	M	B	M
1. What actualizes the intercultural aspect of PBC for sportsmen/athletes, coaches and physical training teachers?	27	50	56	50	17	-
2. How do you imagine a modern competitive sports professional of European level?	37	60	46	40	17	-
3. What types of classroom and extracurricular work, implemented at the University, most significantly contribute to the fact that you would become a competitive specialist who has the skills of PBC?	37	60	37	40	26	-
4. What features in business communication do you consider to be important for sportsmen, coaches and PT teachers? You can choose among the given options (high sociability, perfect command of several languages, the ability to express your thoughts competently, flexibility in decision-making, the ability to cope with difficult situations in communication, to present yourself and your ideas, etc.) or give your own opinion	30	80	57	20	13	-
5. Name value-motivational spheres of the specialist in sports, which determine the direction of development and act as a driving force for your future professional activity. Is Business English among them?	17	90	60	10	23	-
6. What, in your opinion, is the most important factor in the successful career development of a modern sportsman/sports professional?	47	90	40	10	13	-

7. Is specialized professional knowledge and/or knowledge of foreign languages (English) a key component of your successful future career?	57	100	33	-	10	-
8. What is the role of creative intelligence in solving professional problems of a sportsman, coach and PT teacher?	20	50	60	50	20	-
9. What do you know about critical thinking? Does it help to launch a career in sports?	33	60	47	40	20	-
10. What do you do on your own to master the skills of PBC?	30	90	43	10	27	-

As the inquiry included open-ended questions, the analysis of students' responses let us come up with the following outcomes. Most respondents write that the level of their PBC must be high in order to meet the requirements of a modern job market and further professional development.

Replies to the first question showed that among the relevant criteria, actualizing the intercultural aspect of professional business communication, the students mentioned exchange of experience, attracting the latest techniques and technology in the most productive combinations, intercultural interaction with foreign colleague-athletes/coaches/physical therapists especially today, when borders are blurred and people interact closely with partners from abroad who have their own cultural heritage, belong to different cultures. Besides, some respondents regard it is especially important to understand cultural and historical factors in communication processes, acquire specific knowledge of psychology and languages concerning verbal and nonverbal behavior, which also contributes to the successful intercultural communication. Though 17 % of first-year students couldn't answer this query, students earning Master's degree coped with it quite competently.

Summarizing the replies to the second question, most students assume that a modern European-level sports professional should be a highly-educated and qualified specialist who has certain skills in the field of sports, is constantly learning, improving knowledge and skills; is a researcher and developer of new technologies in education and upbringing; adheres to the fundamental principles of evidence-based medicine and professional communicative practice, and also possesses necessary personality traits.

In reply to the third question students principally mentioned practical classes with situational tasks as the most effective that encourage students to act as if they were in real life. In addition, they noted lectures, seminars, independent and individual-consultative work, during which students deepen theoretical

foundations, expand the range of knowledge about the culture of professional communication with its inherent technologies. But, as the outcome shows, it was a hard question for freshers; 26 % of them did not answer it.

Generalizing responses to the fourth and fifth questions, among the proposed options PC and PH students put the following rating: 1) ability to express their thoughts competently; 2) to present themselves and their ideas; 3) ability to cope with difficult situations in communication; 4) flexibility in decision making; 5) high sociability; 6) perfect command of several languages including English. Besides, they added their own ideas: ability to focus on the main issue, separate business and personal, listen to the interlocutor, control the situation, be honest etc.

Among the value-motivational spheres such aspects were mentioned as desire to help others, be a pioneer, realize athlete's potential, apply knowledge in practical situations, work in a team, apply modern technologies, enter the international arena (this included knowledge of professional business English). Masters also listed other characteristics: achievement (a person's desire to achieve concrete and tangible results), spiritual satisfaction, preservation of one's own individuality, self-development, interpersonal skills and others.

The Survey also allowed participants to identify the most important factors in the successful career development of a modern sportsman/sports professional. The identified factors comprised: 1) qualification; 2) motivation/self-motivation; 3) socialization. The respondents also pointed out focus on interaction, business orientation and self-orientation (in their opinion these areas are undoubtedly related to business communication in English, as the main means of science and sports terminology).

The students' feedback concerning query 7 demonstrated complete unanimity among Masters (100 %) and that even most first-year students (90 %) realise the inherence of PBE as a key component of their successful future career. In their opinion they need it not only to impress an employer and get a job, but also to grow professionally, to master new areas faster and better moving up the career ladder.

The results of the survey showed participants' awareness of creative and critical thinking and their role in business communication. But in students earning Master's degree it is much higher than in those earning Bachelor's degree. Though both groups agree that creative thinking in professional activities encourages athletes to think, systematize knowledge, seek and argue their own solution to the problem. While critical thinking, they define as the ability to analyse, compare, synthesize, evaluate information from any source;

recognise problems and ask questions; make hypotheses and evaluate alternatives; make a conscious choice/decision and justify it. In order to master the skills of professional business communication, students earning Master's degree also independently watch informative videos on relevant topics, attend webinars, specialized courses, trainings and seminars, read professional literature etc.; but the most important thing, in their opinion, is practice. Only in practical classes, they consider, it is possible to acquire all necessary skills of PBC. As for freshmen earning Bachelor's degree, who are not yet accustomed to self-study, they proved the need to be guided by their teachers and taught the basic principles of PBC from the first year of their studying at the University, including ESP, to help them in their future professional activity.

Part 2 of the Questionnaire comprised a communicative situation in English. The task was to write a short letter of advice to an athlete/future coach /physical therapist on the successful development of their career. Unfortunately, this issue of the questionnaire turned out to be the most difficult to complete and led to quite satisfactory results. In particular, 23.3 % of the first-year respondents were not ready to express their opinions in English, 33.4 % partially coped with it (understood the task, expressed their opinion, but made a lot of grammar and lexis mistakes) and 43.3 % understood and completed the task generally correct. The results of the task completed by fifth-year students were as follows: 80 % did well, 10 % answered partially (correctly formulated statements, but made minor mistakes that did not affect the content), 10 % were unable to complete the task. Thus, the results show a mostly satisfactory and good level of training for intercultural communication, which indicates the need to pay more attention to the formation of intercultural competence in the training of future PC and PH professionals.

University students, regardless of their major, must be prepared for the job market. The perspective to take part in different international sport events as referees, to train in foreign sport clubs encourages students to develop professional communication for better promotion in future. They should be ready to read and discuss job advertisements, fill and prepare resume, e-mailing and interview procedures. We try to choose various exercises stimulating different aspects of studying: individual, work in pairs, group work encouraging students' linguistic independence and creativity.

We encourage students to look at some of the practical steps that they can take when looking for a job. Students study the language commonly used in resumes, listen to the advice of a career counselor. We discuss with the

students what a resume is. Students categorize commonly used in resumes words and phrases and add two more items in each section:

Personality *high school diploma, efficient, swimming, competent*

Skills *in conversational English, diploma in Physical*

Qualifications *education, theatre and film, fluent in English,*

Hobbies/interests *hard-working, independent, knowledge of the Internet, gym teacher, fitness instructor, precise, energetic, patient, organized, cheerful, diploma in mountain, biking.*

Then we ask students to select a job that they would enjoy and make a list of the qualifications, skills and personality traits that they think are important for that job.

Speaking about personal skills we encourage students to discuss what kind of sport they prefer – team sport, self-defense techniques and martial arts, physical fitness or extreme sports. As warming-up exercises we ask students to speak about themselves, then ask their friends some questions and inform the group about them.

- What sports can you play well?
- What sports are you keen on?
- What sports do you take up? etc.
- Our students discuss what sport they think is:
boring/interesting
dangerous/safe
cheap/expensive
competitive/solitary

The students complete, listen to and then practice a telephone conversation, study language commonly used in resumes, share and compare opinions on curriculum vitae's preparation. Discussing how to prepare a resume, students read the following statements: when preparing a resume, you should always give your age and marital status, provide a current address and phone number, always use your friends as references, list all your employment experience, always include copies of personal references, use a reliable e-mail address.

After reading these statements students are asked to agree or disagree with each one. Then they read the steps of preparing a CV and number them in the best order: include a brief outline of your hobbies and interests; prepare the names of three references; include your name, current address, e-mail address, telephone numbers, point out your educational history; include other

training or courses that you have taken; list your work experience starting with your most recent employment.

We focus the students' attention on sport language as international one revising sport terms they have learnt before: *rock climbing, basketball, golf, hockey, parachuting, football, windsurfing, weightlifting, judo, boxing, athletics, swimming, wrestling.*

We try to focus our students on job interviews. In pairs they discuss the questions:

When was the last time you attended an interview and what was it for?

How did you feel before, during and after the interview?

How well or otherwise did the interview go?

After an introductory discussion activity, students study key collocations and listen to some advice about interviews focusing on typical interview questions which leads into oral practice. Listening to advice for interviews our students check the appropriate boxes.

- | | | |
|--|----|-------|
| 1. Observe the proper dress code. | Do | Don't |
| 2. Wear bright and loud clothes. | | |
| 3. Show what you know about future position. | | |
| 4. Relax and be yourself. | | |
| 5. Give a casual informal greeting. | | |
| 6. Say negative things about past employers. | | |
| 7. Maintain good eye contact. | | |
| 8. Reply with short yes or no answers. | | |

During second listening students evaluate both interviewers and interviewees and make suggestions how to improve the interviewee's answers. In small groups our students discuss the questions:

- How well prepared is each of interviewees for the interview?
- How would you describe the emotional state of each interviewee?
- What comments would make about the quality of the interview's questions.

We ask the students to choose one of the interviewees who did not perform well, then in pairs to role-play a conversation in which they should give some advice on how to handle interviews, share true stories about people's experience in interviews – interviews that went well or badly. We encourage students to contribute to the discussion with jokes about people they know. We ask students to role-play their interview in sport club with the partners. They also represent press-conference in a famous sport club (group task). We encourage our students to introduce their favorite sportsman who takes part in

the conference of our university to friends and colleagues. Imagine you are going to have a sports conference at your college sports club. You are glad to present your favorite sportsman. What will you tell the group about him?

- to be born in
- to be going to be (always)
- to start running/playing football etc.
- to join the national team
- to win several medals
- to take part in international championships.

The elements of role-play situations create positive atmosphere at the lessons involving many participants. Project work is also an important element of our lessons. For example, we ask our students to look at the result of the survey and fill in the gaps with the phrases: *minority, a small number, majority, by far the largest, a large proportion, a significant number, percent.*

	age	swimming	tennis	aerobics	karate	None of this
MEN	18 -35	25 %	32 %	3 %	15 %	80 %
	36 -55	35 %	25 %	3 %	7 %	30 %
	56+	4 %	13 %	5 %	3 %	70 %
WOMEN	18 – 35	40 %	18 %	28 %	4 %	10 %
	36 – 55	20 %	15 %	22 %	5 %	33 %
	56+	7 %	22 %	9 %	2 %	60 %

1. The ... of men aged 35-60 go swimming.
2. ... number of women aged 56 and over do not participate in any of these sports.
3. Only a small ... of women aged 18-35 do karate.
4. A ... of women aged 18-35 go swimming.
5. ... of men aged 56 and over do karate.
6. Only three ... of men aged 35-55 do
7. A ... number of men and women aged 56 and over play

Our students define what sport is the most popular with the majority/minority of different age groups and try to recommend how to involve more people to these activities.

Most of the students find that listening is more difficult than reading the same information. Some of them (very few) think that reading is harder than listening. How to improve listening? The best way is to develop our listening skills by identifying and solving the listening problems during the course of studying. There are three main stages in listening study:

- before listening;
- while listening;
- after listening

These stages of classroom activity will help the students increase their ability to understand the language. The first stage includes discussing the content and language that the students can expect the lecturer (tutor) to use. During the second stage the students are practicing the skills they need to make notes. The last stage consists of two kinds of tasks:

- tasks in which you analyze the language used by the lecturer (tutor);
- tasks that focus on the content of the lecturer (tutor).

Here the students have a chance to express their views, to argue against some points, to extend the discussion and so on. To participate properly in tutorials and seminars students will be expected to give their own opinions and also to respond to other people's ideas. For example, we ask the students to listen and watch the video connected with the topic "What are the advantages and disadvantages of children's participation in sport?" Followed by the discussion points:

1. What questions does a speaker try to answer?
2. What are the main advantages?
3. What is the worldwide problem?
4. Why do we want our kids to be as physically active as possible?
5. What are the disadvantages of children's participation in sports?
6. What are examples of life lessons?
7. Are life lessons good or bad experience for children?
8. In what do parents and coaches make sure?

Such kind of classroom activities help students to develop their listening and speaking skills and improve their spoken English. If during the discussion the communication problems arise students have to adopt strategies to solve the problems connected with lack of vocabulary, grammar and pronunciation. When the student doesn't know a word or can't remember it he tries to find another way of expressing the desired meaning. For example, if you don't remember a verb "participate" use a more general word "take part"; "trainer" instead of "coach" etc.

In discussions students will need to express both agreement and disagreement. To agree is easier than to disagree: if you agree it's often enough to say "yes", or even simply nod. It's possible to use:

- Yes, that's right/true.
- Yes, you are (quite/absolutely) right.
- Yes, I agree.
- Absolutely.
- That's a good point.

- That's what I think.

If you disagree, you will be expected to explain why you think the speaker is wrong. The most common way for native English speakers to signal disagreement is simply to begin "But..." Also, you will find:

- But surely ...
- But don't you think ...?
- But you can't really mean ...?
- But there's no evidence for that.
- But that goes against ...
- But what about ...?
- I don't (really) agree (with you/that...).
- I don't think that's right/true.

There are also partly agreeing or disagreeing:

- Yes, OK, but ...
- I see what you mean, but ...
- I take your point, but ...
- I accept that, but ...
- That may be true, but ...
- I'm not sure about that.
- Is there any evidence for that?

If you need to interrupt a lively discussion to get your chance to speak, you say:

- Can I/Could I just say/ask ...
- If I could just say/ask ...
- I just wanted to say/ask ...
- Sorry, but I wanted to say/ask ...

Doing tests is also taken into account. For example, a tutor asks students to take "Sport Competition Anxiety Test" and after analyzing it to find out their own level of anxiety. The assistant explains the test protocol to the athlete:

Read each statement below, decide if you "Rarely", "Sometimes" or "Often" feel this way when competing in your sport, and tick the appropriate letter to indicate your response.

The athlete responds to the 15 questions on the questionnaire below – no time limit.

It affects me	Question
a.rarely; b.sometimes; c.often	Competing against others is socially enjoyable
a.rarely; b.sometimes; c.often	Before I compete, I feel uneasy
a.rarely; b.sometimes; c.often	Before I compete, I worry about not performing well
a.rarely; b.sometimes; c.often	I am a good sportsman when I compete

a.rarely; b.sometimes; c.often	When I compete, I worry about making mistakes
a.rarely; b.sometimes; c.often	Before I compete, I am calm
a.rarely; b.sometimes; c.often	Setting a goal is important when competing
a.rarely; b.sometimes; c.often	Before I compete, I get a queasy feeling in my stomach
a.rarely; b.sometimes; c.often	Just before competing I notice my heart beats faster than usual
a.rarely; b.sometimes; c.often	I like to compete in games that demand a lot of physical energy
a.rarely; b.sometimes; c.often	Before I compete, I feel relaxed
a.rarely; b.sometimes; c.often	Before I compete, I am nervous
a.rarely; b.sometimes; c.often	Team sports are more exciting than individual sports
a.rarely; b.sometimes; c.often	I get nervous wanting to start the game
a.rarely; b.sometimes; c.often	Before I compete I usually get uptight

If you have 8 “rarely” and more than “You have a low level of anxiety”; 2 “often” and less mean the same; 3 and more “often” mean «You have an average level of anxiety»; 14-15 “often” mean “You have a high level of anxiety”.

Conclusions. So, in order to conclude it should be said that we try to use these techniques while teaching English to PhE students. It helps them to master English in the most effective way. The results of the survey show a mostly satisfactory and good level of training for intercultural communication, which indicates the need to pay more attention to the formation of intercultural competence in the training of future PC and PH professionals.

Students with high level of English are more competitive in their future professional activity. The knowledge of English widens their horizons, opens them the possibility to see the world and helps them to express themselves in it, to communicate with their peers, colleagues and establish themselves in the world of sport.

The perspectives of the investigation may be further probing of the problems that arise in the process of teaching/learning of foreign languages: life-long foreign language learning, using IT, the impact of foreign language learning on new discoveries and exchange of information.

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РЕЗЮМЕ

Матийчак Алёна, Гладкоскок Леся, Мурадханян Ирина, Рубанец Татьяна.

Повышение навыков делового общения у студентов специальности «Физическая культура и спорт».

В статье рассматриваются основные проблемы обучения профессиональному деловому общению студентов специальности «физическая культура и спорт». Актуальность данной статьи подчеркивается тем, что студентам данной специализации необходимо свободное владение английским языком для дальнейшей спортивной деятельности и повышения их профессиональной мотивации. В качестве решения предлагаются различные виды деятельности и формы работы, преимущественно разработанные с учетом опыта преподавания английского языка для профессиональных целей. В статье использован комплекс современных методологических подходов; в частности, системный подход помогает выявить ряд вопросов в их логической последовательности, а описательный метод помогает сделать общий обзор преподавания английского языка студентам указанной специальности.

Ключевые слова: профессиональное деловое общение (ПДО), межкультурное деловое общение (МДО), физическая культура и спорт (ФКС), английский для специальных целей (АСЦ).

АНОТАЦІЯ

Матійчак Альона, Гладкоскок Леся, Мурадханян Ирина, Рубанец Тетяна.

Підвищення навичок ділового спілкування у студентів за спеціальністю «Фізична культура та спорт».

У статті розглядаються основні шляхи та напрями викладання професійної ділової іноземної мови та її значення для підготовки майбутніх спортсменів. Мета статті полягає в покращенні рівня академічної успішності й підвищенні мотивації серед студентів-спортсменів. До уваги пропонуються різноманітні види діяльності в процесі вивчення ділового спілкування на основі досвіду викладання англійської мови

за професійним спрямуванням. У даній роботі використано комплекс сучасних методичних прийомів. Системний підхід допомагає розкрити низку питань у їх логічній послідовності, а описовий метод допомагає скласти загальний огляд щодо викладання іноземної мови студентам-спортсменам. Дослідження проводилося також шляхом анкетування англійською мовою та мало на меті з'ясувати ставлення студентів до проблеми підвищення рівня академічної успішності. Опитування було добровільним. Метою було зібрати більш детальну інформацію про стан умінь і навичок студентів-спортсменів та визначити шляхи практичного вирішення проблеми. Результати анкетування свідчать про достатньо хороший рівень підготовки до міжкультурної комунікації. Але слід звернути увагу на необхідність приділяти більшу увагу формуванню міжкультурної компетенції в процесі підготовки майбутніх фахівців. Перспектива брати участь у різних міжнародних спортивних заходах у якості суддів, тренуватися в закордонних спортивних клубах має важливе практичне значення та спонукає студентів розвивати професійне спілкування. У статті представлено комплекс різноманітних вправ, які сприяють ефективному засвоєнню навчального матеріалу: індивідуальну, групову та роботу в парах, що суттєво покращує рівень знань іноземної мови здобувачів освіти. У подальшій перспективі знання англійської мови відкриє шлях не тільки до вільного спілкування, але й допоможе студентам розширити світогляд, відкриє їм можливість побудувати успішну кар'єру у світі спорту.

Ключові слова: професійне ділове спілкування (ПДС), міжкультурне ділове спілкування (МДС), фізична культура та спорт (ФКС), іноземна мова за професійним спрямуванням (ІМПС).

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МОНІТОРИНГОВІ ДОСЛІДЖЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ ЗА ДОПОМОГОЮ МЕТОДІВ ФОКУС-ГРУПИ, ПОРТФОЛІО, ЕСЕ

Розкрито методи, що забезпечують дослідника опосередкованою інформацією й належать до категорії методів збору вторинних даних: метод фокус-групи, портфоліо, есе та ін. Виокреслено елементи, які включають моніторингові дослідження якості освіти за допомогою методу фокус-груп. Показано призначення фокус-групи. Виокремлено складові сценарію засідання фокус-групи. Охарактеризовано найбільш пропоновані позиції респондентів. Представлено основні види звіту у фокус-групових дослідженнях. Матеріали портфоліо є основою для аналізу професійно-педагогічної діяльності педагогічного працівника. Виписано мету створення портфоліо, виокремлено типи портфоліо, перераховано завдання, які здійснює портфоліо, виписано функції, практичне значення. Указано критерії, за якими класифіковано портфоліо. Есе допомагає і педагогу, і майбутньому фахівцю грамотно формулювати власні думки, структурувати інформацію, установлювати причинно-наслідкові зв'язки, удосконалювати стиль мовлення. Показано мету есе, форми, складники, від яких залежить якість есе та етапи написання есе.

Ключові слова: моніторингові дослідження, якість вищої освіти, методи, метод фокус-групи, портфоліо, есе.