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TEACHING GENERAL PROFESSIONAL FOREIGN LANGUAGE VOCABULARY STUDENTS BASED ON INTEGRATED MODULAR COURSE

Tetiana Sharhun
Department "The Humanities and Social-Economic Training", Lviv Branch of Dnipro National University of Railway Transport named after Academician V. Lazaryan, Lviv, Ukraine

Olga Tsaryk
Department of Foreign Languages and Information and Communication Technologies, Ternopil National Economic University, Ternopil, Ukraine

Nadiia Kuzmenko
Department of Pedagogy, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Anzhelika Yanovets
The Ukrainian and Foreign Linguistics Department, Lutsk National Technical University, Lutsk, Ukraine

Valentyna Movchan
Department of Primary Education, Bohdan Khmelnytsy National University of Cherkasy, Cherkasy, Ukraine

Tetyana Dovbenko
Department of Social and Humanitarian Disciplines, National University of Physical Education and Sport of Ukraine, Kyiv, Ukraine

ABSTRACT

In this study, an attempt is made to solve the problem of better language training of students at the general professional stage of higher education. Having studied the basic methodological principles of teaching the lexical side of the language, we concluded that the learning process should be organized based on an integrated modular course that teaches English and the subject side of the future field of activity. A set of exercises based on the materials of authentic popular science texts and videos has been developed for the effective formation of lexical skills and abilities. Working

with videos is an integral part of the complex and plays a potent activator of the learning process. In the process of learning stimulates the educational and cognitive activity of students, the ability to work independently on educational projects is formed; provides humanitarian and social development of the individual, which, in turn, leads to the development of professional, communicative competence. Experimental training confirmed the effectiveness of the developed method of teaching professionally-oriented vocabulary based on an integrated modular course.

Key words: Integrated Modular Course, Lexical Unit, Students, Professional Foreign Language, Vocabulary

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1. INTRODUCTION

The process of reforming education is a natural phenomenon in today's changing world. Scientists and practitioners are continually studying and applying new teaching methods to improve their effectiveness. Despite the predictions that in the future professionals will not necessarily know foreign languages due to the instant translators from any language, modern research shows that existing prototypes are imperfect and can not fully replace foreign language proficiency. Therefore, the issue of improving the quality of foreign language teaching is more important than ever. The study was based on the analysis of works on this topic:

- in the field of application of the newest methods of training (Balashov, 2020; Boychayeva, 2019; Bozikov, 2018; Prokopenko, 2018; Vasilyeva, 2019);
- in the field of methods of teaching foreign languages (Richards, 1994; Thornbury, 2002; Veliyeva, 2020);
- in the area of English language teaching methods (Davies, 2008; Harmer, 2011; Willis, 2003);
- in the area of vocational training (Hutchinson, 2006; Dudley-Evans, 2011;);
- in the area of teaching foreign language vocabulary (Lewis, 2002; Maxmudova, 2020; Renduchintala, 2019; Sergievskaya, 2018);
- narrow specialization in foreign language learning (Kelly, 2001; Kewley-Port, 2002; Kornilova, 2018; Sherman, 2003; Thornbury, 2017; Underhill 2005).

It is well known that the sphere of foreign language teaching has been influenced by the world integration and globalization processes of the last two decades. Therefore, teaching methods should be adjusted.

As a result of learning the vocabulary of the general professional sphere, students should be formed lexical competence, which has the following structure:

1) skills of recognition and understanding of words when reading and listening (receptive lexical skills);

2) skills of choosing and using words when speaking and writing (productive lexical skills);

3) lexical skills (translation skills, language guessing, periphrasis).

Organizational forms are a component of the language learning system and are implemented in the classroom in the way of joint activities of teacher and student. Types of

education regulate the ratio of individual and collective in learning, the degree of activity of students in educational and cognitive activities and the peculiarities of its management by the teacher. For advanced practical training in higher education is characterized by the predominance of collective forms of education in combination with individual work.

Meanwhile, some technologies allow managing the mastery of the material, based on a specific type of information and control of its assimilation. This is a modular training, structuring the content of training into separate completed parts. The model of building a course on a modular type is becoming increasingly common in professionally oriented language learning.

2. METHODOLOGY

Juceviciene P.A., one of the authors of the concept of modular learning, defines the module as a block of information that includes a logically complete unit of educational material, a target program of action and methodological guidance that ensures the achievement of educational goals (Juceviciene, 1989). Principles of modular learning adapted to language learning:

1. *The principle of modularity of structural content* emphasizes the possibility of assimilation of information in autonomous modes, in the context of thinking, programming and modelling, algorithmization of educational activities.

2. *The principle of flexibility, dynamism, nonlinearity* provides free modelling of the course in the interests of the school, group and the educational situation as a whole. With a specific structural organization of the modules, it is possible to vary the sequence of their study in the course, i.e. the nonlinearity of the information.

3. *The principle of reflexive activity and interdisciplinarity* means that through reflection, which emphasizes the focus of the module on the formation of value-oriented components of activity, it is possible to achieve a combination of theory from different disciplines, ways to acquire knowledge with the ability to apply them to specific academic problems. , social and professional nature.

4. *The principle of autonomy of learning and equal responsibility* combines the principle of awareness of prospects, and the principle of the versatility of methodological counselling, and the principle of parity.

Distinctive features of modular training are the following points: the content of the training is presented in independent complexes-modules, which are at the same time a bank of information and a methodical manual for its mastering; those who are taught are aware of the need for a certain level of preparation for each lesson; parity, subject-subject relations between the teacher and students in the educational process are observed.

The modular organization of the course promotes the active use of a foreign language, both orally and in writing, which is a determining factor in the formation of foreign language skills. The insufficient intensity of classes in the traditional organization of training leads to a significant decrease in the efficiency of the educational process.

Modular learning has its advantages (Fig. 1).

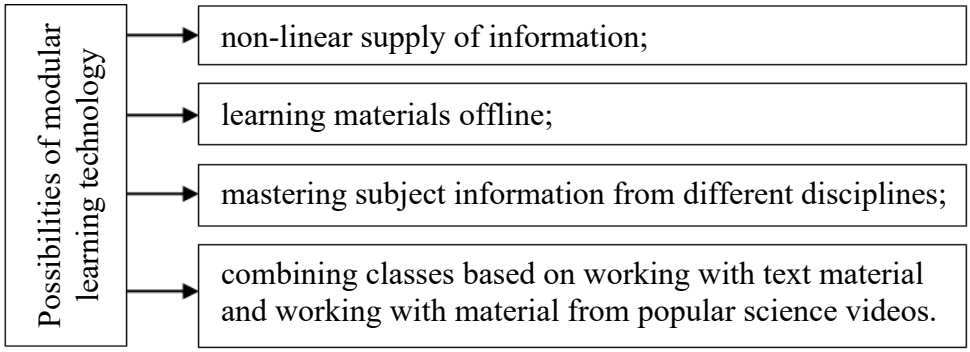


Figure 1 Benefits of modular learning technology

Several features of the technology of modular training allowed us to conclude that it is advisable to teach students the speciality "management" in vocational vocabulary based on a modular course. The module consists of texts and exercises for them, developments for video lessons, a selection of texts for home reading. The module has five parts (5 Units). Each Unit includes two-three classes for reading (Reading part), one-two classes for discussion (Speaking part), one-two classes for working on a video film (video fragments) (Video part) and one-two report classes (Presentation) based on the results of students' independent work (presentations on the selected topic, abstract reports on additional texts read, stories about watched films, discussion of written works). The module ends with a lexical test (Fig. 2).

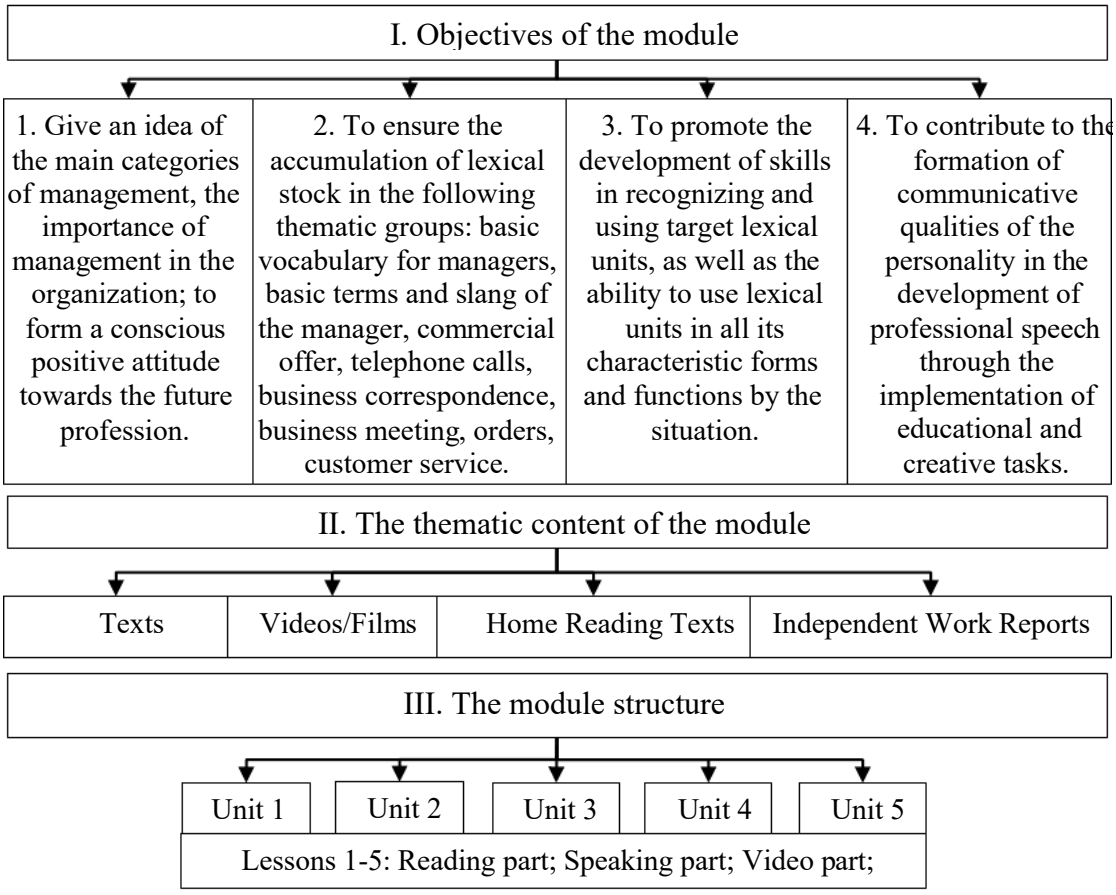


Figure 2 Module example

Each module contains subject material from any discipline related to the field of management.

It is a modular organization that must ensure the achievement of targets (Fig. 3).

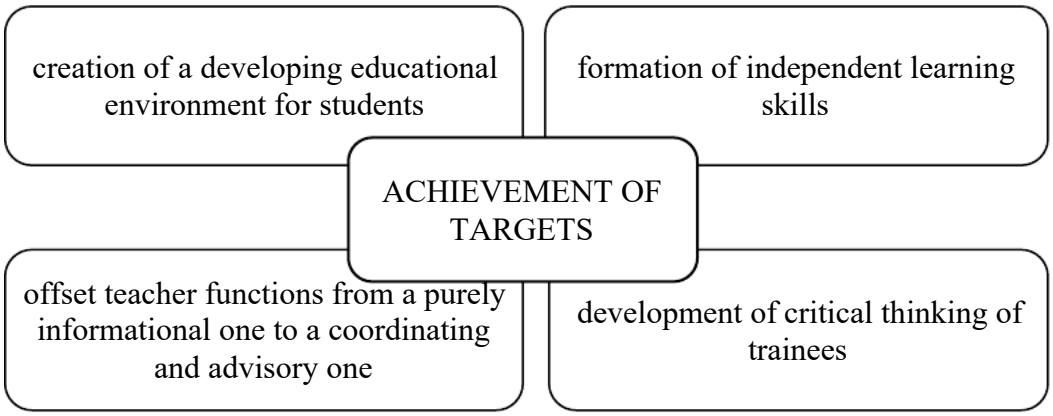


Figure 3 Achievement of targets using modular course

The organization of training of professionally oriented vocabulary using a modular course will be a factor of optimization of the educational process.

Within the discipline "English" we combine the study of English (ENG) with the process of mastering a certain part of the general professional context, reflected in the materials of the module. At the level of the entire course in the first stage we combine with information modules from different disciplines related to management ("Organization and management", "Management functions", "Head in the management system", "Rules of business correspondence", "Business vocabulary of the manager"), i.e., we use integration in the learning process (Fig. 4).

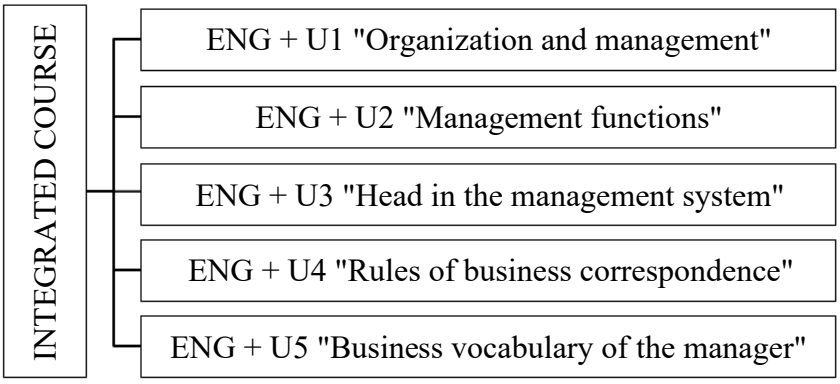


Figure 4 The structure of the integrated course

The problems of the modules make it possible to touch upon broad aspects that go beyond the scope of management, but are directly related to it, for example, related to the destructive influence of man on nature, the need to protect the environment, and the prospects of life on the planet.

The subject matter and content of general humanitarian texts determines the existence of extralinguistic supports (drawings, diagrams, formulas), which, in addition to the context,

contributes to a semantic guess and prepares for perceiving a video film full of specific information.

Each module is independent within the framework of an integrated course, representing one or another subject area, and their complex is a single whole and is aimed at achieving the goals and objectives of training at the general professional stage. The construction of modules according to one scheme (preceding the reading of the text and subsequent viewing of the video of the film) means following *the principle of repeatability of the structure of educational material*, which reflects the logic of working with educational material on mastering vocabulary. At the same time, we can talk about the effect of *the principle of increasing difficulties*, since the topic of modules is becoming more complicated (from entertaining texts to texts rich in general scientific vocabulary describing phenomena from economic and social processes taking place in the organization and society, to more complex texts, even general technical content), increases the volume of text content. Complex exercises and exercises. For example, if at the pre-text stage of reading lessons of the first module, attention is paid only to removing difficulties (phonetic, lexical, grammar), then from the second module at the same stage of reading lessons (that is, when getting acquainted with a new topic), there is always an exercise to express your thoughts on the topic being introduced. Also, starting from the second module, in the tasks for filling in the gaps in sentences at the post-text stage there are exercises in which lexical units already need to be selected independently since a list of words is not provided.

All students speak English at home and outside the classroom in their native language, which means an objective lack of a language environment. Therefore, the accumulation of vocabulary can occur mainly in the reading process, as a condition of "immersion in the context". Accordingly, this type of speech activity in the integrated module course plays a significant role.

The assimilation of the subject component and the mastery of the corresponding vocabulary occurs in the process of intensive reading, which involves the most complete and accurate understanding of the information contained in the text and its critical understanding for further use. With intensive reading, the focus is not only on the content and meaning of the text but also its linguistic form. For intensive reading, short texts and accompanying text exercises are offered, which form receptive lexical and grammatical reading skills and skills related to reading comprehension and comprehension of the text content. The course provides for the training of different types of reading (search, familiarization, learning), relevant when teaching a general professional language.

For authentic knowledge of a foreign language, formal (classroom) instruction is not enough; informal (extracurricular) learning is still necessary. Therefore, the urgent problem of involving students in a significant proportion of independent work on the accumulation of vocabulary, especially in their chosen professional field. To do this, the modular course includes a selection of texts for home reading, which are an addition to the texts mastered in class, but also containing unfamiliar vocabulary. Home reading carries out the tasks of 1) consolidating the skills and abilities acquired in classroom work and 2) preparing for the performance of certain types of activities (monologue, abstracting, writing based on what was read). It should be noted that this is a cognitive reading; it increases interest in the language being studied and contributes to a more productive development of all types of speech activity.

Many researchers point to the effectiveness of video materials in the process of teaching foreign languages [Irimia, 2019; Sherman, 2003]. The use of video materials in the classroom significantly expands the possibilities of the lesson, promotes more solid assimilation of the material on the basis of situational, contextual, verbal, emotionally expressive visualization,

acts as a means of mobilizing the mental activity of students, introducing novelty into the educational process, increasing interest in classes, increasing the possibility of involuntary memorization, expanding the amount of digestible material. Modern digitalization and informatization of society also affect the technology of teaching foreign languages. It is assumed that in the future students will negotiate with various English-speaking representatives who are not native speakers; therefore, we consider it important to familiarize ourselves with some features of the pronunciation of various groups. The correct way to do this is with the example of a video, so students see the speaker articulation, ways of expressing emotions, etc. On the example of the video "Soft Skills – Leadership Vs Management" we show the features of Indian English, Learn American English – respectively, for understanding the features of American English and so on. Of course, most attention is paid to British pronunciation, the British Council videos are best used for this (for example, How to explain scientific ideas: 6 SIMPLE tips from a communication expert, Creative Play in the Digital Age: how will it shape our future?, Why are similar businesses located closely to one another? Working in Fashion, Farming Scenes, Homes of the Future, Starting a Business), BBC Learn English (Should we have a bucket list? 6 Minute English, Training artificial intelligence: 6 Minute English, Meditation and your brain: 6 Minute English, Recycling chopsticks – Lingohack, What's getting women into politics? 6 Minute English, What is a 'microworker'?). Before the semester begins, the videos are reviewed for their relevance, more interesting and relevant ones are added; for example, in the next semester, we will include in the program videos related to COVID-19.

At the first stage of study at a university, it is necessary to pay attention to listening as a type of speech activity, since it is impossible to learn a foreign language only by reading texts and building dialogues on models, without listening to exemplary speech. The success of future professionally-oriented communication is laid at the general professional stage and depends on the level of formation of listening skills. Therefore, along with printed material (text), the film, combining audio and visual components at the same time, serves as a powerful activator of the process of learning a language.

Taking into account the fact that the popular science-authentic video, that has such effects (Fig. 5).

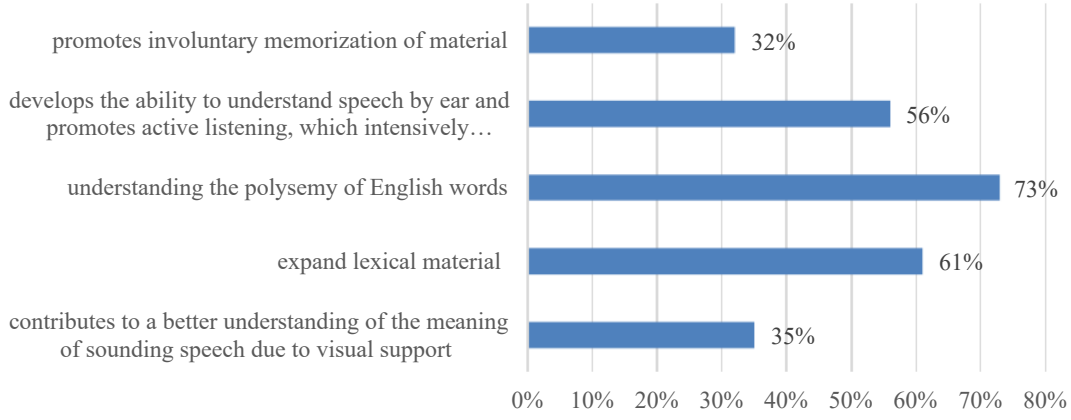


Figure 5 Positive effects of watching videos

Besides, videos are a rich source of linguistic (grammar) material, which will allow working on linguistic forms; are is a resource of information in a specific field of knowledge, which will make the process of memorizing subject vocabulary more successful, which is especially important for professionally oriented learning; allows to organize conversational practice in the framework of the topic, which contributes to the development of students'

imagination and creative skills; create the conditions for the development of skills of independent educational activity; enrich the sociocultural component of communicative competence.

It was concluded that it is advisable to include video materials in the course of general vocabulary regularly.

Presentation of the results of independent work of students in the final classes is the current form of control, which allows you to observe the systematic development of the components of communicative competence. As students study the materials of modules and perform various tasks, students independently evaluate their progress in accumulating vocabulary, in the formation of skills and abilities, which contributes to the development of self-control and autonomy of students.

3. EXPERIMENT, RESULTS AND DISCUSSION

When students perform a set of exercises in the process of teaching general vocabulary of the English language in the field of management, lexical skills are realized in various types of speech activity:

reading: the ability to read texts of a general professional orientation with the use of multiple types of reading with the subsequent use of the information received in educational activities (in conversations, reports, presentations);

listening: the ability to understand the speaker's speech rich in general vocabulary (in the recording; on the soundtrack of the film) or speaking with a report, message, explanation;

speaking: the ability to express thoughts on specific topics following the situation of general professional communication;

writing: the ability to write a speech message of a given type (description, reasoning, resume (summary), informal writing, note-taking, research report.

It is precisely on these characteristics that the results of introducing a modular approach to learning were compared. The results are presented in Fig. 6-9, which compares 2018 (traditional teaching methods) and 2019 (transition to an integrated modular course).

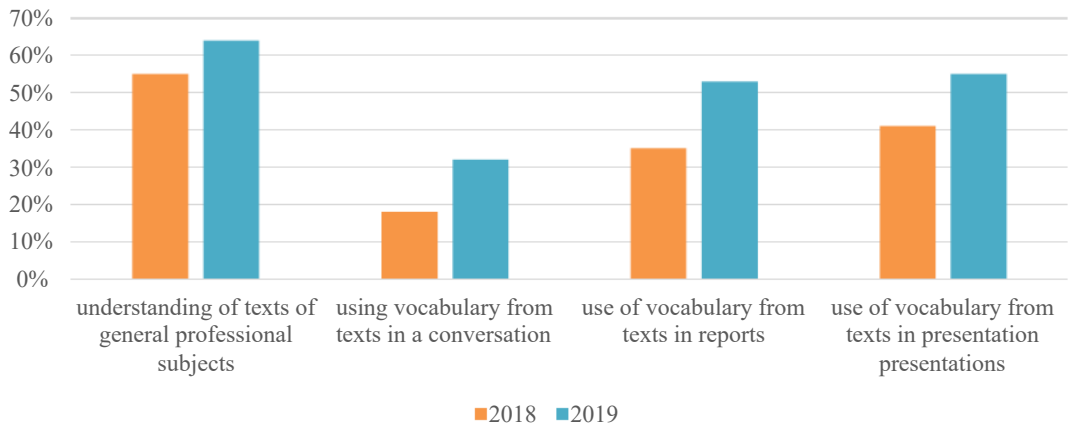


Figure 6 The level of formation of lexical skills (reading)

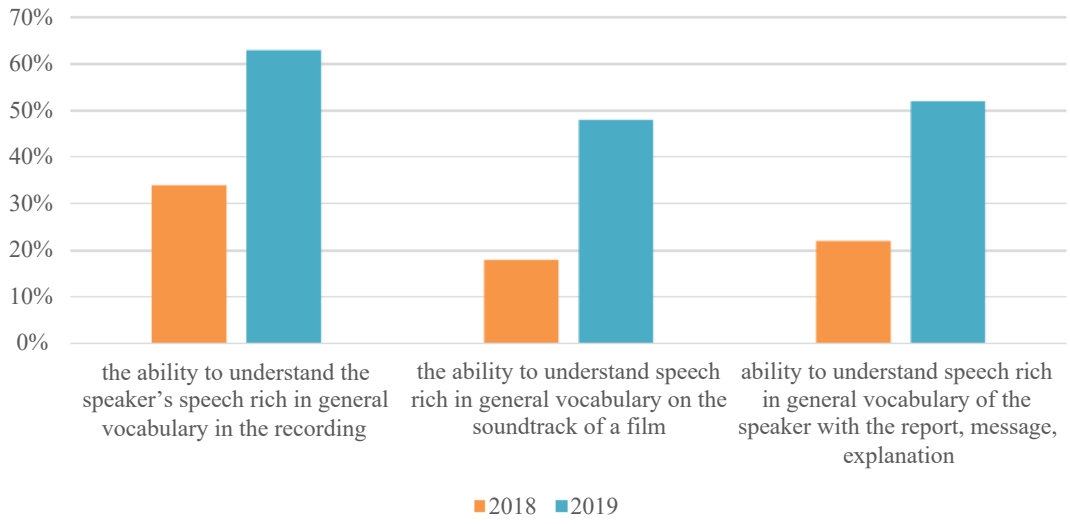


Figure 7 The level of formation of lexical skills (listening)

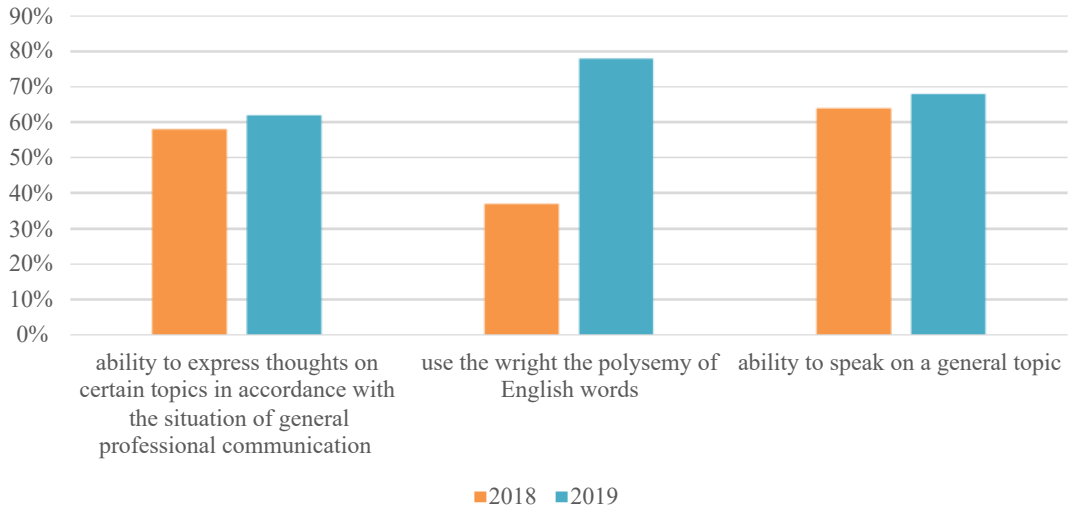


Figure 8 The level of formation of lexical skills (speaking)

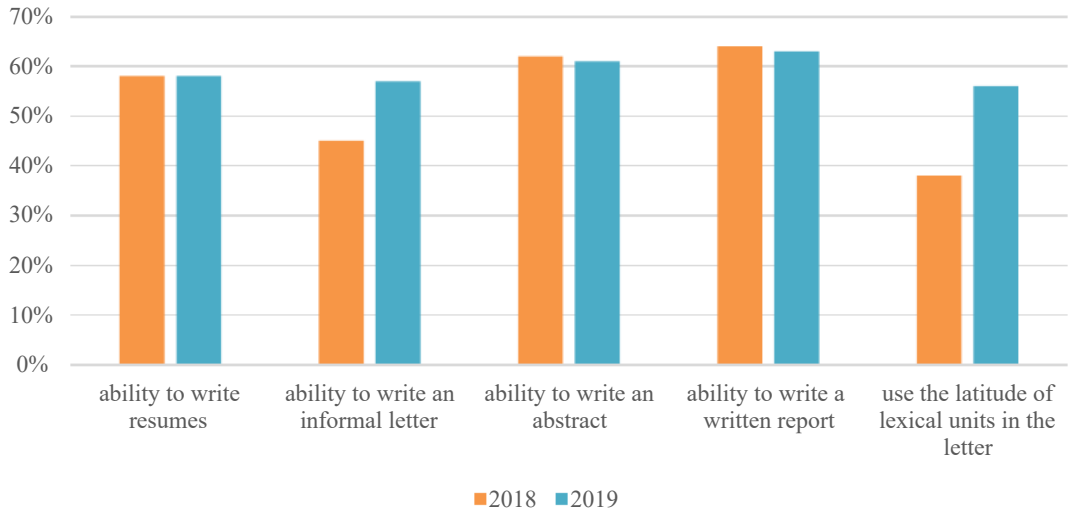


Figure 9 The level of formation of lexical skills (writing)

Thus, during the experimental training, the experimental hypothesis was confirmed: the volume of vocational vocabulary acquired by students and the level of development of lexical skills as a result of training according to the developed methodology based on the integrated modular course in the experimental groups is higher compared to the control groups during traditional training, which shows the effectiveness proposed methodology.

The understanding of a particular lexical unit is the result of its quick recognition by the reader, that is, the instant correlation of the graphic complex that he perceives with the corresponding auditory-motor image and a specific value, that is, with the standard in the long-term memory storage. The formation of the rule begins with familiarizing the student with the new lexical unit. The next step is to capture in long-term memory. Strength of imprinting implies the accumulation of a subjective frequency by a word, which occurs not only due to exercises but also due to reading texts. This process is ensured by the structure and content of the integrated modular course, and above all, by the textual part of the modules.

4. CONCLUSION

The purpose of education at the present stage is not only the acquisition of knowledge and skills but also the formation of key competencies that will ensure the individual's most productive functioning in society. Accordingly, foreign language teaching as a mandatory component of professional training of future professionals is also based on a competency-based approach. The primary purpose of language education is the formation of foreign language communicative competence, i.e. the ability to communicate in a foreign language with representatives of another culture in English.

For the effective formation of lexical skills and abilities, the technique of the integrated modular course was offered and tested.

Experimental learning confirmed the effectiveness of the developed methodology: integration in language education allows to stimulate students' learning and cognitive activity, to form the ability to work independently on educational projects; to form skills of oral communication in a foreign language and the ability to use information from various sources to perform educational tasks.

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