L. A. Kim[1]
ORCID https://orcid.org/0000-0002-2432-9981
O. O. Nefodov[2]
ORCID https://orcid.org/0000-0002-5796-1852

[1]Oles Honhar Dnipro National University
[2]Dnipropetrovsk Medical Academy, Dnipro

LEARNING FRENCH BY TEACHERS OF THE DNIPROPETROVSK MEDICAL ACADEMY: A CHALLENGE AND PROSPECTS

Л. А. Кім[1], О. О. Нефьодов[2]

[1]Дніпровський національний університет імені О. Гончара, Дніпро
[2] Державний заклад «Дніпропетровська медична академія Міністерства охорони здоров'я України», Дніпро

ВИВЧЕННЯ ФРАНЦУЗЬКОЇ МОВИ ВИКЛАДАЧАМИ ДНІПРОПЕТРОВСЬКОЇ МЕДИЧНОЇ АКАДЕМІЇ: ВИКЛИК ТА ПЕРСПЕКТИВИ

Abstract. In the framework of this article, we focus on the features of teaching/learning of French language for special purposes by teachers of the Dnipropetrovsk Medical Academy: the diversity of the public (age, previous experience of learning foreign languages, specialization), specific need, etc. Then, we will focus on the difficulties that the teacher and students encounter while learning French for special purposes, on ways and methods to overcome the obstacles that impede the achievement of the objectives.

French for special purposes has certain features that all teachers must know to make this type of courses successful.

Specific needs are one of the main characteristics of the FOS audience. The audience mentioned above does not want to learn French, but French for professional activities. For example, teachers of the Dnipropetrovsk Medical Academy aim to teach their subjects in French to French-speaking foreign students so that the learning process is as clear to them as possible, and so that the latter have the opportunity to master professional terminology in their native language. .

Any FOS program developer must take into account the difficulties faced by a specialized audience (limited time, classes after work, the need to move to the place of training, etc.). Awareness of these obstacles helps to find solutions to overcome the above problems. Our research aims to offer solutions to overcome difficulties of all kinds, providing the possibility of distance learning. From our experience in this field, it seems to us quite possible, even effective, to offer it remotely, provided we take a common approach.

Key words: French for special purposes; activity approach; communicative competencies.

Анотація. У рамках цієї статті ми сконцентруємося на особливостях викладання/вивчення французької мови для спеціальних цілей викладачами Дніпропетровської медичної академії: різноманіття людей (вік, попередній досвід вивчення іноземних мов, спеціалізація), специфічна необхідність і т. д. Потім ми зупинимося на труднощах, з якими зіштовхуються викладач та слухачі під час вивчення французької мови для спеціальних цілей, на шляхах та методах подолання тих перешкод, які заважають досягненню поставлених задач.

Французька мова для спеціальних цілей відрізняється певними особливостями, які повинні знати всі викладачі, щоб зробити успішним цей тип так званих специфічних курсів.

... вчитися не французької мови, а французької мови для професійної діяльності. Наприклад, викладачі Дніпропетровської медичної академії мають на меті викладання своїх дисциплін французькою мовою для франкомовних іноземних студентів, щоб процес навчання для них був максимально зрозумілим, а також щоб останні мали можливість опанувати професійну термінологію рідною мовою, якою вони будуть спілкуватися з майбутніми пацієнтами у своїх країнах.

Будь-який розробник програм FOS повинен враховувати труднощі, з якими стикається спеціалізована аудиторія (обмежений час, проведення занять після закінчення робочого дня, необхідність пересування до місця проведення занять тощо). Усвідомлення цих перешкод допомагає знайти рішення для подолання згаданих вище проблем. Наше дослідження має на меті запропонувати рішення для подолання труднощів усіх видів, передбачаючи можливість дистанційного проведення занять. З нашого досвіду в цій галузі, нам здається цілком можливим, навіть ефективним, запропонувати його дистанційно, за умови прийняття спільного підходу.

Ключові слова: французька мова для спеціальних цілей; діяльнісний підхід; комунікативні навички.

Introduction. Currently, the processes of globalization, democratization of societies, the expansion of international trade and the possibility of cooperation with other states in the field of economics, politics, culture are intensifying in the world. A huge number of adults experience the urgent need to learn a foreign language in order to become full partners in international communication and activities. However, it is adults who experience increased difficulties in learning a foreign language, which is most often explained by the inconclusive previous experience of learning a foreign language and the high requirements for the terms of study. Adult education has several features, knowledge and accounting of which will help to effectively use teaching methods and solve the problem of optimizing the educational process.

The conditions for using a foreign language in the modern world, when it is a means of communication, cognition, receipt and accumulation of information, predetermined the need for knowledge of all types of activities: speaking and listening in a foreign language, as well as reading and writing.

Intensive teaching methods are designed not only to formulate in the learner a certain set of skills, but also to force the student to overcome the psychological barrier that inevitably arises from the artificial formation of secondary language competence.

The ultimate goal of learning is always to provide the ability to speak spontaneously, which is the result of active mental activity to link the results of the past and momentary thinking into a single whole, to create some content that is consistent with the purpose of the speech act, theme, communication situation.

The aim of the study – to identify and overcome the obstacles that impede the achievement of the objectives. We will use the following research methods: observations and documentary analysis.

Methods: 1) analysis of scientific and methodological literature in order to determine the existing points of view on this issue; 2) scientific observation and generalization of experience (observation of the behavior of listeners in the process of learning different aspects of the language).

Results. According to psychologists, with age, indicators of logical memory improve compared to mechanical one, but indicators of short-term memory become worse. A positive factor is the interconnectedness and coordination of functions, which can compensate for individual shortcomings. For example, well-developed logical thinking, accumulated experience, and the ability to infer conclusions from the sum of knowledge presented will help make up for short-term memory. However, experience can have both positive and negative effects on the effectiveness of training. Insufficient vocabulary in the native language, especially in the professional field, will make it difficult to understand and successfully master lexical as well as grammatical constructions.

On the other hand, a high level of proficiency in the mother tongue with the limited possibilities of a foreign language can be a brake, as the need for adults to speak creatively, their rich life experience comes into sharp conflict with the possibilities in a foreign language and leads to the appearance of numerous errors.

However, practice shows that linguistic experience in learning one foreign language contributes to the successful mastery of another foreign language.

The main importance in adult learning is motivation, which finds expression in the person's motivation for action, in the mobilization of his internal energy, in the direction of his actions.

There is no doubt, that adult education requires a specific organization of the educational process and special forms of pedagogical communication.

The requirements of an adult student for the effectiveness of the educational process are very high, and they are caused not only by the closest personal and professional motives, interests and needs, but also by the fact that the specialist is inclined to compare the effectiveness of his professional activity with the effectiveness of the educational process. Work with an adult audience consisting of highly qualified specialists requires attention to the personality of each student, considering his social role [6]. Properly organized pedagogical communication allows you to intensify the educational process and increase the speech activity of students. To create optimal conditions for mental comfort in the learning process, you should strive for a natural informal communication, which is characterized by friendly participation, emotional responsiveness and attention to the interlocutor. The tone of the appeal should be extremely friendly, trusting, interested [10].

The success of teaching a foreign language is closely related to the emotional comfort of the person and the nature of interpersonal relationships in the group, therefore, in deciding the issue of recruiting groups, one should take into account both the level of language proficiency and the age of the group members.

It is very important to constantly evaluate the results and successes of students and comment on their answers, note the strengths and weaknesses, give

specific advice and do not forget to encourage them for their efforts and successes.

We consider that it is necessary to determine the pedagogical conditions for the effective study of a foreign language by adults. There are two aspects to resolving this issue [8]:

1) theoretical study of the specific features of adult learning and the formation based on these principles, the application of which will guarantee the successful teaching of a foreign language;

2) choice of science-based methods of teaching a foreign language.

Researchers of the adult learning process suggest considering precisely the age differences of a mature person, which carry certain contradictions. On the one hand, in the period of maturity, a person is accompanied by achieving goals, expanding the sphere of needs, the sphere of motivation, there are more opportunities for personal development, on the other, a crisis of inadequacy, loss of a new feeling, lagging behind life, lowering one's own self-esteem, and fatigue. According to scientists, the main differences between an adult student are as follows [7]:

1. An adult learner is aware of himself as an independent, self-governing personality and has extensive life experience, including educational.

2. An adult student has a high initial and specific motivation for learning, which is due to the ability to solve their professional problems with the help of educational activities.

3. An adult learner strives for the immediate practical application of the knowledge and skills acquired in everyday and professional life.

4. An adult learner places high demands on quality and learning outcomes.

Thus, the main pedagogical principles in the organization of adult education are: the priority of independent learning, the principle of joint activities, reliance on experience, individualization, flexibility in the formation of training programs, the practical orientation of training, the role of a teacher in organizing, consulting, and providing knowledge.

Psychologists identify eight significant features of adult learning [5]:

1. Adults should want to learn for themselves. They will resist external pressure. Their studies will be effective only when they have a strong intrinsic motivation for mastering new skills or acquiring certain new knowledge. The desire to learn can be awakened or stimulated by external influence, but it is impossible to impose it.

2. Adults will study only what they consider necessary to study. Adults show a practical interest in learning and will study what is directly useful to them in their professional activities.

3. Adults learn at work. In a year, an adult will forget about 50 % of what has been studied "passively", in two years – 80 %. But if he will have the opportunity immediately after studying to consolidate the knowledge gained in practice, and then periodically repeat these practical exercises, the new knowledge will last much longer.

4. Adult learning is greatly influenced by previous experience. The perception of new knowledge in adults is inextricably linked with accumulated life experience. If the new knowledge is not consistent with what the learner already knows, he subconsciously tunes in to reject such knowledge.

5. Adults learn better in informal settings. Many have unpleasant memories associated with schoolwork. You need to try to create an informal atmosphere in the classroom.

6. When teaching adults, you need to use a variety of teaching methods. The learning process is faster if the information is perceived by several senses at once. Videos, audio recordings, visual aids can greatly enhance the impression of classes. In order to cause changes in the way of actions, relationships or thoughts of an adult student, it is necessary to involve the listener in active participation in the educational process, i.e. use also a discussion method of teaching.

7. Adults do not need to be "evaluated"; they need to be guided. Competition negatively affects adult learning. Most of them are critical of their ability to learn something. If they are confronted with the need to take tests, write test papers or participate in other training events designed to assess their academic success, they can quit classes for fear of public condemnation.

There are several communication rules for adult education [2]:

Rule 1. Do not impose your opinion. The teacher should be the last to speak. First, listen, discuss, analyze, if necessary, conduct a "brainstorm", and only then express your opinion, if appropriate.

Rule 2. To be able to listen. Anyone who gives advice needs to learn to listen. For the teacher it is especially important (and at the same time quite difficult) to be able to listen carefully during group classes.

Rule 3. Help to open up. The human mind is like a parachute: it does not work if it is not opened. The teacher must carefully think through their actions

and ensure that the minds of students are open to new knowledge.

In the structure of the adult's personality as a subject of interpersonal interaction, spheres of interpersonal relations are distinguished as the most relevant for the characterization of this process. Interpersonal interaction is one of the conditions for successful adult learning of foreign languages. Taking into account the psychological characteristics of interpersonal interaction, such as organizational inclinations, the need for leadership, approval from the group members, the principles of personality-oriented, communicatively-oriented training optimizes the learning process and leads to an increase in the success of adult learning [9].

Adults seek active participation in the learning process. We believe that the greatest efficiency is achieved with the joint activities of a teacher and an adult student at all stages of the educational process: from its planning and preparation to analysis of the results. For example, we practice such tasks where there is no unique solution. The main goal of such exercises is to develop language skills based on the existing individual experience of the listener. Adults have a need for urgent application of acquired knowledge, skills. For its implementation, we use role-playing games in the classroom, an imitation of real-life situations [3].

This significantly speeds up the application of the language in practice. Adult students are more motivated than children and adolescents. They are psychologically inclined to get the planned result and are more aware of the need for language in their lives. A whole range of motivational technologies is used. High motivation is maintained and managed by the teacher, which significantly reduces the burden on students. Most adults negatively assess their knowledge. In the classroom, we practice a more effective method. First, the student evaluates the results. The results are then discussed jointly by the teacher and student. With age, people's ability to remember decreases. Therefore, our adult students do not learn, for example, grammar rules, but learn the logic of the language. The accumulation of vocabulary is on a special schedule of repetition of words, which is developed on the basis of the rhythms of the human memory. For better memorization of words, listeners use associations, create visual images, intelligence cards.

Based on the FOS (français sur objectifsspécifiques) issue and our teaching experience in this area, we have found that teachers face several challenges [1]:

1. Lack of practice: lack of training in this type of learning seems to be the main difficulty in which the designer has to face. Being a branch of FLE (français langue étrangère), FOS is often overlooked by French teachers, particularly in non-French-speaking countries. Certainly, we note training proposals for FOS designers but they remain still limited. Often literary, these teachers find it difficult to prepare a FOS course. They ignore its reality: its audience, its needs, its objectives, its methodology, etc. Faced with such a situation, teachers adopt two attitudes. Either they refuse to develop FOS courses, or they provide FOS courses without knowing its methodology based on a FOS manual in the targeted field. So the training doesn't happen achieve the goals of the learners who eventually abandon it.

2. Lack of contact with learners before teaching: the educational designer normally receives the training request from of an institution without being able to contact the learners to properly identify their language needs that must be taken into account during the planned training. The institution concerned gives the designer a global picture of the learners' needs. But this image always remains the vision of the administration or the company and remains formulated by responsible. Admittedly, the designer must take it into account but the absence of direct contact or indirect with the learners makes his task more difficult although he has to formulate hypotheses on language needs and target situations. Without this important contact, he can neither confirm nor refute his hypotheses before the start of the training, which obliges him to modify the content often after a few lessons. That's why we recommend that any designer of FOS courses make direct contact (interviews, discussion, etc.) or indirect (surveys, analysis grids, etc.) with the learners before the training. Such an approach contributes to better knowing the level of learners in target language, their objectives, their needs, etc.

3. The specialty of the content of FOS courses: as part of FOS courses, the designer is often responsible for developing courses whose content he ignores. This difficulty pushes several teachers to refuse to develop FOS courses. The designer certainly knows more than others. For example, if he wants to prepare tourism French courses for receptionists, he may have knowledge in this area since he has previously traveled to the foreigner where he has experienced situations of use as a tourist himself. But the designer finds it difficult to develop, for example, courses for non-French

speaking doctors who are preparing to undergo training in a French hospital. So, he is unable to formulate all alone hypotheses on the communication situations that these doctors during their training in France. In this case, he must contact his learners, specialists and those responsible for the planned training. The specialty of course content and its long preparation only push a lot of teachers to turn your back on the FOS. So, you must take into account an important principle of FOS: designer doesn't necessarily have to master the content specialty because it's not his mission. This consists in preparing its learners to face situations communicative activities planned through language activities. But the designer must go through a stage of familiarization with the professional specialty in order to know the main lines, the structure, the functioning, the actors, the usage situations, the recurrent lexicon, etc. The purpose of this step is to assist the designer in developing the Classes. To do this, the designer can contact specialists, read his specialized journals, consult websites, attend colloquiums or conferences in the targeted field and finally go to the places of the planned communications situations [4].

Conclusions and Prospects for Research. In working with adults, the cognitive-communicative method, i.e. learning through cognition, comprehension and understanding of the language system. Pure imitation and reproduction can give positive results only at the initial stage. These goals are met by methods that implement a personality-oriented approach. These include the following technologies: training in collaboration, the project method, the "learner's portfolio", Internet technologies, etc.

Thus, we are talking about the formation of a generalized method, which was called the "competency-based approach". This means the formation of various competencies, the formation of opinions, relationships, skills, and the desire to improve further. These goals are adequate to the desires of an adult student.

We see prospects for further scientific research in the development of the author's scientific and methodological complex for teaching the French language to teachers of a medical university for special purposes.

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E-mail address for correspondence: nefedov2406@gmail.com