

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
Навчально-науковий інститут бізнес-технологій «УАБС»
Кафедра іноземних мов

Інститут вищої освіти НАПН України
Київський університет імені Бориса Грінченка
Донбаський державний педагогічний університет
Українська асоціація когнітивної лінгвістики і поетики
Всеукраїнська асоціація з мовного тестування та оцінювання

ЯКІСНА МОВНА ОСВІТА
У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:
ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

*Матеріали I Всеукраїнської
науково-практичної конференції
(Суми, 23–24 листопада 2017 року)*



Суми
Сумський державний університет
2017

Mysak I.I.

V. I. Vernadsky Taurida National University, Kyiv

LEARNABILITY AND ISSUES

«What do you do?

I'm a teacher.

What do you teach?

People.

What do you teach them?

English.

You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?

That too.

What do you mean, 'that too'?

Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation, ... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation, ...how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.

Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world.

But if I did that, I'd be a cheater, not a teacher».

Alan Maley,

co-author of the book

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals

Have you noticed that we, English language instructors, have currently been teaching our students topical issues as well as relevant skills via English rather than English itself purely? Why does it work more efficiently than teaching the language itself? Two constituent aspects are: appealing to the all-human values, which, by default, exist inside everyone, and providing the sheltering opportunity for the students to be concealed at the rear of the language. Students plunge into relevant and applicable environment of topics where they feel in tune with the times. The other benefit is the elements of escapism from the responsibility of learning the strict rules of grammar, for instance, and drilling them in multiple exercises. Thus, they acquire new information together with

learning both life skills and language skills. These two merge into one in the 21st century, i.e. learnability.

The term has been recently conceived by the World Economic Forum [4] as focal for the 21st century employee in accordance with the employers' expectations. In broader sense, it is the ability of being ready for meeting new challenges and implementing life-learning. It can also be referred to as preparedness for working at the confluence of two or several professions probably merging or changing them. In narrower sense, it includes all those requirements having been defined by the Forum in its Davos report on the future of employment, which outlined the 2020 list of skills the successful worker is supposed to reveal. Hence, ascending from the bottom to the top, they are cognitive flexibility, the skill of negotiating, service orientation, judgement and decision making, emotional intelligence, coordinating with others, people management, creativity, the skill of critical thinking and complex problem solving on the top. [6]

Amazingly, Oxford Advanced Learner Dictionary doesn't know the term yet. Neither does Cambridge or McMillan dictionary. Collins Dictionary briefs it to «the quality of being learnable» adding that it is used rarely also condemnig its frequency of usage to the lower 50 per cent. Closer to our specific interest is the definition for IT industry which reads: «Learnability is a quality of products and interfaces that allows users to quickly become familiar with them and able to make good use of all their features and capabilities.» Paraphrasing the above definition for succeeding in the skills revolution, modern employers need people who can learn new skills and adapt quickly to the changing environments. Global Strategy and Talent, ManpowerGroup terms learnability as «the desire and ability to quickly grow and adapt one's skill set to remain employable throughout their working life.» «It's time to take a fresh look at how we motivate, develop and retain employees. In this environment, learnability is the hot ticket to success for employers and individuals alike,» – says Mara Swan, Executive Vice President, Global Strategy and Talent, ManpowerGroup.

Therefore, the English language instructors' goal is to make the language a magic wand, an indispensable tool for learnability which opens new opportunities and helps to develop abilities and skills. It also gives a gold key of access to a variety of business, scientific, cultural and other resources. It is absolutely clear, that this is a novel tendency and there are no ready-made recipes, instructions or special techniques of how to develop that so called «learnability skill», although the trend does exist in

various advanced course books issued by famous and not very famous publishing houses.

In this regard, IT field again comes at our service as an affordable means of comparison. In a very learnable interface or product the user can immediately grasp how to interact with the system. They distinguish two stages [2]: first learnability and learnability overtime. The main characteristic of the *first learnability* is discoverability, which means the utmost ease of learning how to manipulate the system without any manuals or documents. *Learnability over time* is the user's ability to gain expertise in using the system through recurring interaction. Thus, the teachers' chore is, on the one hand, to take their students to the riveting journey of discoverability showing them how and where to research and leave them there for their *independent* work, of course checking from time to time, as trust without control conceives lower instincts. On the other hand, reiteration of similar language and behavioural patterns and activities within the framework of urgent, up-to-date issues effects in expertise, i.e. acquiring new-fangled info, knowledge and skills, which make students creative and, thus, competitive.

To sum up, the modern teacher's target is to teach the student to transform and update quickly by means of English. In other words it is developing agile minds, teaching them to be endlessly flexible and stay ahead of the game to remain employable. It resembles making a wave, if the right incentives are found. In such case, a new movement begins. Moreover, it is significant to remember that this process is bilateral. Learning from students can bring a teacher numerous benefits. So, in nowadays classroom and out-of-class situations teachers and students should be regarded as equals in a collaborative space assisting each other to stay in tune with the times.

«Creativity is intelligence having fun» (*Albert Einstein*)

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Ohorodnyk N.Y.

Kyiv National Linguistic University

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR FUTURE SEAFARERS' ENGLISH-LANGUAGE COMMUNICATIVE COMPETENCY DEVELOPMENT

The general tendency of the present to regard the foreign language as a socially and personally important factor steps up the possibilities for the specialist's self-realization and ensures his career success. It should be noted that a good command of the English language, as future seafarers' working language and a universal means for their mutual understanding during professional and everyday communication on board a vessel takes a key role. Seafarers' maritime English communicative competence is undoubtedly one of the fundamental indicators of their general professional competency as well as an essential feature of their identity with the profession.

Professional identity is characterized by scientists as a phenomenon of a system, dynamic and level character. As a systemic phenomenon professional identity has its content and structure and, accordingly, content and structure components. Because of the great diversity of their interpretations due to the authors' different methodological positions, these definitions are highly ambiguous. However, most studies, based on the position of L. Schneider, according to which the result of professional