

**REVIEW OF THE INTEGRATED
LEARNING THEORETICAL AND
METHODOLOGICAL FUNDAMENTALS
OF PROFESSIONALLY ORIENTED
ENGLISH COMMUNICATION OF
FUTURE JOURNALISTS IN THE
UKRAINIAN CONTEXT**



- *The concept of integrated learning is addressed as one of the ways to resolve the contradiction between high requirements to professionally oriented English-speaking competence of future graduates, including journalists, and a significant expansion of educational information to be learnt in the restricted time limits.*
- *The definition of integrated learning includes interpretation of the structure of cognitive / academic language competence and the characteristic features of subject and procedural types of integration in teaching specialty subject and foreign language (English).*
- *The key theoretical-methodological and synergetic principles of integration in foreign language teaching are reviewed in the study.*



SOCIAL DEVELOPMENT

Future professionals, including journalists, are expected to intertwine knowledge and skills of a purely professional nature and to develop skills of fluent communication on professional matters, including oral, written and electronic communication in English, attributed with *lingua franca* status nowadays, the level on the professional interaction has been determined with norms and patterns of speech behavior in the intercultural media space.



internationalization

information overload

availability and openness of scientific achievements to a wide range of international academia

transition of society to an informational lifestyle

a significant increase in multicultural communication in the industrial sphere

complex problems in the field of education

changes in the structure and content of the learning process in higher education



In the search for new approaches, methods and forms of improving the process of teaching ESP, the combination of traditional and innovative methods becomes relevant again in the absence of a holistic effective concept of teaching professionally oriented English communication to future journalists.



Among the effective ways to resolve this contradiction between expanding range of educational information and raising requirements for the level of the English language qualification of future graduates in order to ensure their competitiveness in the international arena in vocational education, there are admitted persistent tendencies to merge the content of the correlated subjects into new integrated disciplines and to integrate ways of teaching them into procedural unity.



Ukrainian institutions of higher education are obliged to provide the necessary conditions for the formation of professionally oriented English-speaking competence in future journalists, as far as, effective social communication in all its forms and types determines the productivity and efficiency of interaction with foreign audiences and other consumers of media products



INTEGRATION IN THE CONTEXT OF FOREIGN LANGUAGE LEARNING

Ukrainian researchers have considered various aspects of the methodology of integrated foreign language teaching in search of effective options for teaching professionally oriented English communication students of non-linguistic specialties

- Kotkovets (2014), Ruzhyn (2014), Dubrova (2015) explored the application of the principles of integration in the process of learning of English;
- Krat (2011), Yevtushenko (2013), Mirkovych (2014), Druzhchenko (2015), Martynova (2017), Sulim (2018), Kozlovsky (2018), Guziy (2018), Bryk et al. (2019), Mukan et al. (2020), Kordonova (2020), Gorban et al. (2020), Chernyavsky (2021) and others – integrational processes in specialty subject education and professionally oriented English;
- Korneva (2004, 2006), Turchynova (2006), Tarnopolsky et al. (2008, 2011, 2013, 2017), Vyselko (2013, 2015), Phillipova (2015), Myronenko et al. (2018), Yakushenko (2018) – content-language integrated learning for professional purposes in non-linguistic departments of universities, particularly exploring the possibilities for adaptation of the immersion technique in Ukraine.



- "integrational" (the same as integration), i.e. one that relates to integration, the unifying process, which is implemented by means of integration, in order to implement the external and internal content and procedural aspects of integration; as a continuous, integral object or phenomenon;
- "integrated" implies being under the influence of integration, i.e. it is a holistic, without internal contradictions state, set from the outside, such as integrated learning or integrated course;
- "integrative" (integrating) is the property of being intended (used) for integration, it can denote phenomena that, in fact, integrate or act as unifying factors.

THE CONCEPT OF "INTEGRATED LEARNING"

Zasekina (2020)

Kots, (2008)

Sobko, (2014)

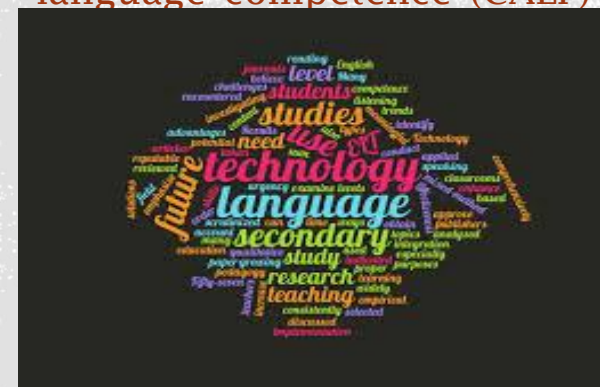
Krutiy et al. (2017)



STRUCTURE OF COGNITIVE / ACADEMIC LANGUAGE COMPETENCE

The concept of prognostic linguistic and communicative competences is closely associated in our study with the notion of cognitive/ academic language competence (CALP)

- the cognitive component, which is associated with the level of development of higher-level mental skills (analysis, synthesis, evaluation) in specialty subject (e.g. Journalism), characterized by the ability of critical thinking, clear argumentation and result analysis, abilities to provide evidence, make judgments, separate parts of the whole and identify relationships between them, generalize, be able to distinguish primary and secondary information, evaluate and interpret phenomena);
- academic component, which in the context of our study includes knowledge of the necessary minimum of terminology, journalism language register, language clichés typical of the communicative sphere of the journalist, the ability to define, comment on the event in two languages, media literacy, ICT skills, learning strategies awareness);
- the language component, which consists of knowledge of English as a language system including language skills (lexical, grammatical and phonetic) and speech skills to address issues in typical communicative situations that are characteristic of the professional activity of a journalist language



TYPES OF INTEGRATION IN LEARNING SPECIALTY SUBJECT AND FOREIGN LANGUAGE

subject integration
procedural integration



- subject integration - arose on the basis of merging parts of different subject information, which may semantically complement each other, expand their own information field within the information field of a related discipline
- integration links are believed to be established not only with help of the content, but also of the learning activities and operations, i.e. in "integration on procedural grounds". The followers of procedural integration admit "the influence of English on formation of the necessary professional skills and abilities by means of activation of its extra linguistic functions"
- In contrast to classic content-language integrated models of teaching English for special purposes, addressing the needs of the Ukrainian students in the author's vision of Martynova (2017) procedural integration in teaching foreign language involves teaching professionally oriented English with emphasis on critical and scientific thinking and gradual growth of the academic component in integrated learning through the performance of research work in the field of the future specialty.

STRUCTURE OF THE CONTENT OF INTEGRATED LEARNING OF SPECIALTY SUBJECT AND ENGLISH

Styrkina, 2002;

Druzhchenko, 2015;

Mukan et al., 2020



- 1) content elements (linguistic component aimed at selection and effective combination of language and speech learning material);
- 2) target, motivational, operational elements (psychological component, which includes skills and abilities to use English in various professional speech activities, forming a positive attitude in students to reading authentic English texts, listening to audio fragments and watching educational videos);
- 3) the result of integrative learning (methodological element is associated with qualitatively new knowledge, with increase in students' proficiency in rational didactic techniques, awareness of learning strategies and development of English speaking skills to interact fluently in professional communication).



- systematization,
- unity and integrity of subjects and phenomena
- self-determination

The interdisciplinary nature of Synergetics contributes to a deeper understanding of many contradictory aspects of research subjects due to the fact that the principles of their actualization are universal. Therefore, as argued by Vozniuk (2014:163)

“language should be considered as a system-synergetic formation, characterized by a set of synergetic properties, such as openness, systemic integrity, emergence, bifurcation, attractiveness, hologram, potentiality, probability, and others”

SYNERGETIC PRINCIPLES

Musiychuk 2010,

Vozniuk 2014;

Mykytenko 2014;

Martynova, 2017



- mutual complementarity
- system approach
- epistemological approach
- the principle of holism
- hermeneutic approach
- activity approach
- information approach
- developmental learning
- correspondence between integration and differentiation
- anthropocentrism
- cultural relevance
- modular principle

METHODOLOGICAL PRINCIPLES

Selevko, (2006),
Kostiushko (2013),
Adamko (2016),
Dindarenko (2018)



Issue of **formation of professionally oriented English communication skills** in students by means of integrated learning has been addressed in numerous scientific and methodological explorations.

The **definition** of integrated learning of specialty and foreign language is related to the concept of cognitive / academic language competence, which was analyzed at the level of its structural elements. The merging of pieces of multidisciplinary information in education has led to the emergence of **subject type** of integration, which has converted into **procedural** one due to differences between the content of foreign language teaching and the need for real communicative practice in a professional foreign language environment.

Consideration of the **key principles of Synergetics** in relation to integrated learning as universal system-forming factors of language actualization allows them to be complemented to the fundamental pedagogical and linguistic-methodological aspects of modelling in English language and specialty subject integrated learning.

CONCLUSIONS





THANK YOU FOR ATTENTION

Iryna Levchyk (2022) Review of the integrated learning theoretical and methodological fundamentals of professionally oriented English communication of future journalists in the Ukrainian context.

