

3.2.2. Autonomous Learning for Improving Listening Comprehension

At present, Ukrainian higher vocational school faces great challenges to develop and maintain appropriate professional programs for English learning taking into consideration individual interests and levels, employers' demands and requirements, on the one hand, and on the other hand, such important aspect as time and effort consumption for a learner. Efforts should be directed at building professional multicultural competence, which can be defined as the process and outcome of the formation and improvement of professionally significant competencies that provide a future specialist with the opportunity to discharge professional duties effectively and to be an equal partner in a multicultural professional environment. Its formation requires the development and implementation of respective approaches and methods of teaching foreign languages (FL) teaching. One of the ways to optimize the formation of professional multicultural competence is mostly connected with self-training or autonomous learning as a constituent part of the course "Foreign language (English) for professional purposes". Moreover, fewer English hours in the higher vocational school curricula necessitate the development of autonomous learning tasks that would embrace all components of multicultural professional competence, including communication competence and such competencies as adequate production and perception of information. In its turn information requires the development of the number of competences as proficiency in new information technologies, critical thinking, and evaluation of the information received from different sources and its application.

The analysis of various domestic and foreign researches and publications is evident that the problems of the professional multicultural competence are constantly in sharp focus of the academic realm. The issues vary from multidisciplinary and cross and/or inter-disciplinary approaches (S.G. Ter-Minasov, N.V. Popova, M.M. Stepanova, O.Ju. Afanasyeva, D.D. Pennington, M.C Magnin and others); communicative and interactive approaches (T. Bennett-Kastor, N. T. Flanders, W. Flint Smith, M. A. K. Halliday, G. Wells, Jack C. Richards, D. Nunan, A. Pollak,

G. B. Halleck and many others) to the role of autonomous learning, in particular through information technologies (Holec, Simon Borg, Andrew G. P. Nowlan, Saleh Al-Busaidi, Jinjin Lu, Jihui Wang, Ene Peterson) and teaching listening and speaking skills (Cai Ming, YAN Yi-bo, QIN Jing, G. Moterram, N. Kern, L. Vandergrift, C.C.M. Goh, M. Rodríguez, G. Conti, O. A. Volkova, M. Lenyuk, O.B. Bigich, E. Stebleva, N.A. Soroka), to name a few.

The objective of this paragraph is to research the effectiveness of the autonomous learning method within the course Foreign language (English. Corrective Course) catered for the first-year students, Branch of Knowledge “International Relations”, Education Qualification Level “Bachelor”, Specialty “International Law”, Yaroslav Mudryi National Law University based on empirical analysis. The object is the level of the professional communicative competence formed as the result of systematic autonomous fulfillment of definite tasks, and the subject is the first-year students as autonomous learners. In this case study by “computer-aided autonomous learning” we mean that students form or improve their skills out of class using computer technologies. We should note that the case study does not present a kind of pre-designed experiment but rather a sharing of experience and observations and is based on the case study.

The significance of the present research should be explained by practical needs for intensifying and modernizing the student-concentrated learning and teaching process. In detail, it can be reasoned by the number of arguments.

Firstly, the process of teaching at all levels involves the combination of various types of classroom, individual and independent work, and active use of the acquired knowledge in communication. According to the course curriculum program for the first-year students, Branch of Knowledge “International Relations”, Education Qualification Level “Bachelor”, Specialty “International Law”, provides for 16 credits, including 220 in-class hours and 260 hours for independent and out-of-class work. Teaching English to the first-year students meets the aims of vocational training as it ensures the acquisition of knowledge and development of skills necessary for performing the tasks of primarily social and every day as well as

production. The communicative competence is formed within the themes and communicative situations that arise in everyday life and relations among people. At this level International Law, topics are covered only in the aspect of social and political phenomena. Students obtain the general idea of their professional activities and learn the basic notions and terms of International Law from the publications, periodicals, and news. According to Nima Shakouri Masouleh, Razieh Bahraminezhad Jooneghani, “in order to help learners to assume greater control over their learning, it is important that teachers help them to become aware of and identify the strategies that they already use or could potentially use” (Masouleh, Jooneghani, 2012: 840). It proves the fact that professional multicultural competence must be formed within professional, social, and academic communicative patterns of the country the language of which is learned. It means that a student learns how to communicate in a foreign language rather than how to learn by heart words and rules, and how to use the knowledge mechanically. There is no sense to learn an isolated foreign word by creating a mechanical association with a corresponding translation into the mother tongue. As professional, social and academic communicative patterns of the country the language of which is learned are essential for both learning and teaching outcomes, FL teachers must put the adequate foreign communication environment above any other consideration for developing and implementing from curricula, courses, and approaches to methods, techniques, and tasks. This is a point which is the basis of the case study of autonomous tasks’ effectiveness for professional multicultural competence.

Secondly, in any case FL teaching as a means of intercourse is communication training. Thus, since being aimed at the formation of the professional communicative competence that consists of the linguistic (language skills and language knowledge), sociocultural and pragmatic competences the communication training is the core of the student-concentrated learning and teaching processes which are based on the conceptual principles of the competence approach and take into account the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and the International English Language Testing

System (IELTS). Moreover, multidisciplinary and cross and/or inter-disciplinary approaches provide for initial majoring in Law and International Law that meets Education and Qualification Standards (EQS) requirements for Branch of Knowledge “International Relations”, Education Qualification Level “Bachelor”, Specialty “International Law” and the international academic standards specified for the Bachelor of Laws. There are many documents developed to determine subject-specific and generic competences of lawyers be formed at every degree level in different countries. However, a tendency of their unification is manifested by the analysis of the Tuning Educational Structures in Europe project which involves stakeholders all over the world including Ukraine, Australia, the USA, China, to name a few. For example, Reference points for the design and delivery of degree programs in law, Final Report 2007 defines the subject area as “the study of the formal ways to shape individual and collective behavior of people by structuring and organizing a society in order to prevent and manage conflicts arising by human interactions” (Kift, Israel, Field, 2010: 212). It also contains the list and definition of the desired/intended/expected Learning Outcomes statements, phrased in terms of subject-specific and generic competences to be developed. Among generic competences relevant to professional multicultural competence bachelors are supposed to have a basic level of “problem-solving with the ability to analyze and synthesize; ability to apply knowledge in practice; ability to cooperate in an international environment; ability to conduct academic and professional research efficiently” (Kift, Israel, Field, 2010: 216-217). Nobody will argue that specific competences can be developed efficiently only if professional multicultural competence is acquired. We agree that the following specific competences are much dependent on the latter: knowledge and understanding of principal features and key concepts and principles of the legal system including European and International dimension (covering institutions and procedures); understanding of political, social, economic, historical, personal and psychological phenomena (among others) considering them in the creation, interpretation, and application of Law; ability to read a range of complex material and to summarize their arguments accurately;

ability to identify and work with principal aspects of supranational and foreign legal systems; ability to express oneself in a fluent technical language using precise, clear legal terms.

Thirdly, one of the course's goals is the improvement of listening skills, i.e. overall listening comprehension training. Listening comprehension is achieved through many perceptual acts that piece together all the perceived elements into a single thought. The perceptual acts allow instant recognition of phonetic, lexical, and grammar components of the speech. The acts comprise the identification of separate words, bringing them together into phrases (word-combinations), and defining their meanings. Listening comprehension training is realized through developing lexical and grammatical listening skills, phonemic, and language feeling. Notably, however, the listening competence is not understanding of separate phrases, but rather a comprehension of live or broadcast speech perceived as an integrated piece of the information that requires distinguishing and determining some meaningful points or parts and establishing relations between them. The latter depends on the level of the listener's skill to comprehend the meaning of separate words or phrases which are key or sign ones for the information on the whole. That's why a student needs to learn and understand the algorithm of comprehension from the level of 'meaningful points' or\and keywords to 'sign phrases'. When succeeded at all these levels a listener can comprehend the general content of the piece of information perceived by the ear. "Data show that people in daily communication activities in about 50% of the time is to obtain information through the sound, 18 % of the time by saying to get information, thus, listening is one of the key ways of language input in five, highlights the importance of English ability" (Cai, 2017: 202).

Fourthly, another important ability for listening comprehension is short-term memory (STM) or working memory, in particular working audile memory (WAM). A psychological view on the role of STM in listening comprehension is given by Fang Xu: "When the auditory system of the listener receives the sounds, a transient sensory store called echoic memory holds them for about one second. At this moment, the listener gives an order to this series of sounds by using formerly learned

patterns which group the sound stream of the language into meaningful units. As soon as the patterns that the sounds organize have been identified, they enter STM in the form of words. If we define units in terms of syntax, they usually refer to words, phrases, or clauses and change with the type of input and also with the listener's prior experience. As soon as sounds have passed into STM and have been organized into appropriate syntactic units, they are held only long enough to be interpreted in the meaning before they are removed from memory to vacate for new incoming sounds" (Fang Xu, 2018: 106-107).

The psychological description contains all levels of the perception of information by ear we presented above. It also brings us to the conclusion that good WAM facilitates processing information perceived by the ear as an output of listening comprehension and eventually leads to the development of FL communicative competence. The researchers (Cai, 2017; Fang, 2018; Futransky, 1992; Vandergrift, GohChristine, 2012) prove a clear correlation between different types of memory and language skills where STM is very significant as it is responsible for storage and processing of information. Listening comprehension requires both storage and processing proceeding from the level of meaningful units to the desirable outcome of comprehension of the piece of information as a whole. J. Sh. Futransky observed significant memory differences between the students who needed to recall specific information and those who need to recognize the idea while fulfilling the listening comprehension tasks. "Significant memory group differences were observed on both the decoding and reading comprehension measures. Interestingly, listening comprehension scores coupled with working memory scores emerged as the dyad that accounted for the greatest proportion of variance in reading comprehension" (Fang Xu, 2018: 103-104). That's why one of the tasks of listening comprehension is enhancing of STM in order to boost FL communicative competence. Moreover, STM may serve as the measure of learning level and speed of learning. From psychological and pedagogical points of view, the crucial factors that influence the learning on the whole also include an emotional status, age, appearance, academic achievements, intellect, intellectual faculties and talents, temperamental attributes,

important traits in definite groups and social attitudes, perceptive and reflexive capabilities, peculiarities and conditions of concrete activity (Dewaele, 2011; Biedroŷ, 2011; Esther, Ruiz-Madrid, 2011; Vandergrift, GohChristine, 2012).

The analysis of the linguistic competence level of the first-year students where each skill (reading, speaking, listening, and writing) have been assessed proves that there are considerable differences in levels of the skills, despite the students' high-grade points of the external independent assessment English tests. If range from "good" to "bad" the skills are reading, speaking, listening, and writing. Against this background, the central question that motivates this case study is what techniques of computer-aided autonomous learning will enable each basic competence skills to be improved to narrow the gap between the skills. Taking into account that the course is aimed at professional multicultural communicative competence as the product of interdisciplinary integration of the number of components: linguistic-cultural component (lexical units with national-cultural semantics and the ability to apply them in situations of intercultural communication); sociolinguistic component (linguistic characteristics of social strata, different generations, sexes, social groups, professions); socio-psychological component (interdisciplinary communication-concentrated games including the role-playing); cultural component (information about the history and culture of the target language) a technique is supposed to satisfy all the above.

As for vocational training of law students it is appropriate to implement the techniques based on the principle of interdisciplinary integration that emphasizes diverse learning experience, both virtual and physical, through a rigorous, flexible, and relevant curriculum. It also meets the goal of the student-centered approach as it provides opportunities for students to create and expand personal and professional learning networks; master different ways of working across subjects and disciplines; make connections between what is learned in different subjects and disciplines; identify the appropriate knowledge and skills needed to investigate a particular issue or problem; practice core literacy skills in context; make assessment activities, support and feedback a powerful integrated feature of learning. Therefore, it is

necessary to create such communication situations for FL learners which make them solve extralinguistic tasks of problem nature. That's why the tasks should contain information stimulating mental activity and critical thinking. Semantically, the communication situations are based on socio-political contexts including economy, politics, law, education, etc. Larry Vandergrift and C. M. GohChristine (Vandergrift, GohChristine, C. M., 2012: 26-28) proved the advantages of the communication-concentrated and learner-concentrated listening which we try to demonstrate with the help of the self-work home task fulfilled by the first-year students, Branch of Knowledge "Law"/"International Relations", Education Qualification Level "Bachelor", Specialty "Law"/ "International Law".

The task instruction:

- Watch One Minute World News online and choose a piece of news from the issue

- Listen to the chosen news to get a general idea, answer the questions "What? Who? When? Where? Why?" and headline the news.

- Listen to the news as many times as you need to write down the text in your notebooks. If you fail to identify a word on ear, transcribe it.

- Translate the news, separately identify terms, phrasal verbs and set-expressions and be ready to explain them to your groupmates.

- Put different types of questions to the news.

- Be ready to present the news in class, express your attitude to the information you heard and share your opinion on the event.

In class the students present their chosen news following the algorithm and using the respective phrases. The news can be introduced the following way: I'd like to share the news with you I watched on BBC yesterday / to tell you about the news I've heard on BBC yesterday; I'm going to present the news which I've found on the Internet this week; The news I'm going to share with you today comes from the Internet; Have you heard the news that... ?; I heard that item on the late news; Bad news has wings (bad / ill news travels fast, bad / ill news comes / flies / travels apace, bad / ill news flies fast); The top stories in the news are ...; We waited and waited for

news of him; This is good news for smb.; News comes as a blow to smb.; After the news broke ...; ... is much in the news; etc. The students are also given the “News” vocabulary portfolio which they develop constantly when they share their information in class. For example, the “news” section can also include: a bit of news, a piece of news, an item of news, data, information, intelligence, news report, announcement, story, account, article, news flash, newscast, headline, press release, communication, communiqué, bulletin, message, dispatch, statement, disclosure, revelation, word, talk, gossip, scoop, tidings, discourse, etc. The student can describe the news in order to give a first idea to his/her groupmates what the talk is about, for example: It is good (welcome, momentous, flashy, reliable, unbiased, sensational, bad, grave, harmful, heavy, Job's, dramatic, bleak; contradictory, scant, shocking/startling, unexpected, fiddler's, stale, managed; spot, late, latest, nightly, morning, current, authentic, breaking; world, foreign, international, national news, local, home, regional, domestic, political, economic, on-call, etc.) news; the headline is... . It can be headlined...; to be in the news, to dominate the news, to keep abreast of the news, to link the news of smth, to make the news smth, to submerge all other news, to welcome the news; etc. The portfolio may consist of different sections that depend on needs and interest of a separate student and the tasks established in the programme including Law, Economy, Society, Politics, etc. When the students perform their pieces of news their task is to imitate phonemes, stresses, tones and pace while the listeners are decoding the information progressing from the phoneme level to the sentence level and finally the text-idea level. To control comprehension of the news the student asks questions. The key news vocabulary can be introduced interactively. The student separately identifies the terms and set expressions. The group are supposed to explain the words in English, give examples in other sentences for understanding the meaning of the word or phrase, and if necessary, translate them into their native language. In case they fail the student does it for them. Finally, the group can add relevant information, share their opinions and impressions on the events under discussion. It is advisable that the students are recommended the list of internet resources where they can learn more about ‘news’. For example, *FluentU* is an

ultimate guide how to learn English through news with 12 free online news sources. *Learnex* and *My English Pages* help students to extend the vocabulary portfolio for giving and responding news. To unify and systematize the obtained information it is advisable for the students to complete the vocabulary portfolio which can include the following sections: word or expression; area(s) of law (if relevant) or application field; definition(s); translation or equivalent in native language; other forms of this word (if relevant); sample sentences; other collocations; related words and expressions; other information. It can be organized as a team project work where a project refers to the definite developments or area.

To sum up, at the input the first-year students demonstrated the uneven level of comprehension listening skills where the latter was underdeveloped in comparison with reading and speaking. The regular fulfillment of the ‘news presentation task’ and active participation in the news discussion demonstrated the effectiveness of the technique of computer-aided autonomous, learner-concentrated learning based on communicative and interdisciplinary approaches. The main output of the experiment is that the students have considerably updated their comprehension listening skills as the technique is aimed at training perception on-ear, recognition, identification of sounds, words, intonational drawing of phrases. Moreover, the students with a “poor” level of speaking skills or those with a “good” one but experience some FL communication problems of psychological and pedagogical nature discussed above in the present article, have correspondingly updated their speaking skills and become more active communicators. Additionally, the technique contributes much to the improvement of reading, phonetic, translation, grammar, and lexical skills.

Taking about 20 minutes of an hour and a half at the beginning of tutorials the news presentation is a warm-up activity that tunes a group in teamwork and that creates informal, friendly, cooperative, FL surrounding, and motivating atmosphere of FL communication. The latter is a prerequisite of overcoming the FL barrier by students, making every member of the group be an important participant of the process that profoundly facilitate the decision of the psychological and pedagogical problems that have a negative impact on the learning. The news presentation refers to

a role play where a student performs a BBC speaker while presenting the news and a teacher while controlling its comprehension and explaining new vocabulary. The fulfillment of the task requires the students to identify the appropriate knowledge acquired at legal subjects, country-specific subjects, and make connections between what is learned in different subjects under implementing critical and creative thinking. Moreover, they need to master different ways of searching, collecting, processing, and presenting information by means of computer technologies and internet recourses.

The verbal-logic, semantic memorization turned out most efficient. Regular short-term memory exercise facilitates not only the fast and easy memorization but also develops the operational readiness to use the acquired knowledge and skills in communication. As the task intends the students to determine independently the meanings of as many new words and phrases as possible based on the context the students train relevant mental acts that also assist the enhancing of their active and passive vocabulary portfolio.

The increased emotional drive and interest to master new material are also observed when the availability of information perceived on-ear is such that allows catching a general idea even then when the information contains many new words or/and expressions. Endah Mitsalina experimentally proved that “the level of difficulty will be a good determinant of selective learner attention. What’s more, personal relevance makes an enormous difference in students’ attitudes toward learning. Finally, visual material and authentic material will stimulate students’ interest and enthusiasm” (Mitsalina, 2018: 38). Another positive outcome is that the students have accustomed to the speech speed and pronunciation features of different news broadcasters. The technique provides individual approach as the students with different abilities to learn, FL skills, inclinations and interests have opportunity autonomously regulate their speed and volume of performing the task. It is important for FL teachers to trace students’ interest in the subject matter, level of difficulty, relevance to existing knowledge, perception of usefulness, motivation in order to choose appropriate in-class and outclass learning techniques. “...Students’ language

skills cannot be improved without engagement and motivation is seen as the critical element for success in the improvement of students' engagement in the classroom and beyond. Students need to develop learner autonomy in order to succeed in the course, later classes, and in future jobs" (Wachob, 2006: 97).

The analysis of the theoretical backgrounds of autonomous learning aimed at improvement of listening comprehension within professional FL training proves that:

- professional multicultural competence must be formed within professional, social and academic communicative patterns of the country the language of which is learned;

- professional communicative competence as integrative part professional multicultural competence is essential specific competence required for Bachelors in "International Relations" branch of knowledge, "International Law" area of specialty;

- listening comprehension competence is the ability to perceive live or broadcast speech as an integrated piece of the information and contributes to the development of FL communicative competence;

- short-term memory considerably influences listening comprehension as it is responsible for the storage and processing of information;

- there are considerable differences in levels of the skills where, if range from "good" to "bad", they are reading, speaking, listening, and writing that is also proved by the results of the case study.

From the case-study, conducted in the groups of first-year students, Branch of Knowledge "International Relations", Education Qualification Level "Bachelor", Specialty "International Law" it is established that the autonomous learning task of "news presentations" is an effective listening comprehension technique, namely:

- corresponds didactic principles that it is supplied both by objective, and subjective factors. For example, it assists to remove the number of psychological and pedagogical obstacles for acquiring by students' professional multicultural competence;

- combines theory and practice that creates preconditions for developing the generic professional competences relevant to professional multicultural communicative competence on the conscious base;

- promotes the specific competences where professional multicultural competence is the key one for lawyers specializing in International law and International Relations;

- involves all components of professional multicultural communicative competence to be developed: linguistic-cultural component; sociolinguistic component; socio-psychological component; cultural component, etc.;

- productively uses all channels of perception from authentic sources (acoustical, motor, visual) that effectually trains working audile memory and ultimately short-term memory;

- combines different types of autonomous learning, interactive training, and control;

- intensifies autonomous learner-concentrated process by creating prospective and active types of motivation as it is based on new valuable extralinguistic information chosen by the students independently by their intellectual, intelligent, and academic needs. The prospective motivation or “activity reasons” relates to the students’ awareness of the objective and tasks of both the course and separate activity, and practical use of professional multicultural competence for their future career. The activity motivation or “action reasons” encourage cognitive activity as it boosts the students’ interest in performing educational tasks.

To sum up, if reasonably combined the approaches of computer-aided autonomous learning, learner-concentrated instruction and interdisciplinary training are the effective FL teaching tool for forming and developing professional intercultural competence at universities. On the one hand, it allows for saving in-class time where the course hours are limited and intended for the definite program objective and tasks. On the other hand, proceeding from the positive results of the ‘news presentation’ implemented it is evident that it gives the opportunity to optimize the teaching and learning process. It is necessary to conduct quantitative and

qualitative research to establish an actual effect for balancing the inequality of linguistic competences. It is also not less important to determine to what extent the material obtained from online news sources must be learned and how it should be controlled and assessed; how information context and tasks based on the information should be complicated in order to update autonomous learning for developing professional multicultural competence.

Chapter IV. Pedagogical Conditions of Formation of the Professional Foreign Language Competence of Law Students

Pedagogical support for the formation of foreign-language competence of future representatives of the legal industry in the process of professional training in a higher legal institution methodologically uses all the provisions on the integrity of the pedagogical process and the need to create a humanistic-oriented interaction between teachers and students, which potentially carries a source of intensive self-development of students. At the same time, it is important that all subjects of educational activity, teachers and students, realize the need for mutual activities, interaction, and implementation of training, development, and education in unity, that is, the implementation of the process of education as "human education".

In this regard, it is necessary to consider the pedagogical conditions of the formation of professional foreign language competence of future lawyers in the process of professional training in a higher legal educational establishment, the creation and maintenance of which will contribute to forming the researched phenomenon. Based on the analysis of scientific-pedagogical literature such conditions can be attributed to:

- providing foreign-language professional orientation of the process of training, upbringing, and organizing of self-study work of students of higher legal educational institutions;
- creating a favorable socio-psychological climate in the educational environment in the process of mastering the foreign language by students;
- motivation- educational and professional.

TEACHING ENGLISH FOR SPECIFIC PURPOSE IN CONTEXT OF MODERN EDUCATIONAL PARADIGM: ENTERING GLOBAL COMMUNITY

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КОЛЕКТИВНА МОНОГРАФІЯ



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ
імені ЯРОСЛАВА МУДРОГО



НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА
ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У
КОНТЕКСТІ СУЧАСНОЇ ОСВІТНЬОЇ
ПАРАДИГМИ: ПРИЄДНАННЯ
ДО СВІТОВОЇ СПІЛЬНОТИ

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У монографії висвітлюються актуальні проблеми сучасного освітнього дискурсу, зумовлені пошуком нових інноваційних підходів до викладання мови професійного спрямування та вимогами ефективної організації навчального матеріалу в закладах вищої освіти; вирішуються основні завдання, пов'язані з оптимізацією навчально-професійної підготовки студентів юридичних спеціальностей.

Монографія складається з шістьох розділів, де відображені основні досягнення в галузі прагматичної лінгвістики, лінгвокультурології, теорії міжкультурної комунікації тощо. Велику увагу приділено аналізу лінгводидактичних проблем організації мовної освіти майбутніх юристів, оскільки володіння мовою професійного спрямування є важливою передумовою подальшого професійного успіху. Також розглянуто соціально-психологічні проблеми академічної адаптації студентів, пропонуються напрями соціально-психологічного супроводу майбутніх юристів під час оволодіння ними іноземною мовою професійного спрямування та отримання вищої освіти. Окремо проаналізовано інноваційні технології в галузі вищої освіти, що сприяють процесу індивідуалізації навчання, оптимізують роль і місце викладача в навчальному процесі.

Монографія буде цікавою не лише освітянам, але й усім, хто цікавиться питаннями мови, культури, теорії комунікації, методологічними і психологічними основами педагогічного процесу як цілісної системи.

Відповідальними за достовірність викладених у монографії фактів, автентичність матеріалів і цитат, стиль і відповідність списку літературних джерел є автори матеріалів.

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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ
У КОНТЕКСТІ СУЧАСНОЇ ОСВІТНЬОЇ ПАРАДИГМИ:
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