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Integrative Approach to Differentiated Teaching English Profession-Oriented Speaking and Writing to Students of Economic Specialities

In line with the modern competence-based educational paradigm, the main objective of teaching English speaking and writing in non-linguistic higher educational institutions is forming an English profession-oriented competence in speaking and writing that are productive types of speech activity carried out in conditions of intercultural communication, mediated by professional activity, conditioned by the need of mutual exchange of results of work and knowledge, and which are the special types of active stylistically marked (vocational, business, scientific) oral speech and written communication, providing interaction of communicators in English-speaking vocational environment.

It is worth noting that separation of speaking and writing is somewhat conditional, since in actual communication all types of speech activity function in close connection (for instance, dialogic speech involves listening, writing – reading/rereading of written text). However, from

methodological point of view it is seen as justified, since productive types of foreign language communication are based on specific mechanisms, require specific communication skills and appropriate teaching methods.

Study of particular aspects of the issue of teaching English profession-oriented speaking and writing to students of non-linguistic specialties is addressed in a number of domestic and foreign researches that were carried out on the basis of different approaches, among which a communicative activity (personal activity) approach rightly remains a dominant one (Y. S. Avsiukevych, 2009; L. O. Maksymenko, 2012; I. V. Nuzha, 2010; O. B. Tarnopolsky, S. P. Kozhushko, 2008; I. A. Fedorova, 2006; N. Brieger, 1997; T. Dudley-Evans, M. John, 1998; P. Emerson, 2011; L. Jones, 2000 and others).

At the present stage, as is evidenced by scientific literature analysis, researchers presented various models of teaching English profession-oriented speaking and writing to students of non-linguistic higher educational institutions – intensive, problematic, project, context, mixed study, and new information technologies, based on personal activity and competence-based approaches.

Despite considerable scientific interest in the issue under consideration, nowadays there are no researches on forming the English profession-oriented competence in speaking and writing of students of non-linguistic specialties. However, this issue remains topical in view of the fact that despite of considerable number of researches conducted, the level of English profession-oriented communicative competence, including competence in speaking and writing, of non-linguistic specialists, does not fully correspond to the social procurement, as is evidenced by the results of researches on foreign language teaching (FLT), production data, an acute shortage of specialists who have a certain register of knowledge, skills and abilities required for vocational communication.

This makes it necessary to find new ways of quality and efficient teaching English profession-oriented speaking and writing to students of non-linguistic, particularly, economics specialties, aimed not only at forming English communicative skills and abilities, but also on achievement of personhood, which on the basis of possession of the relevant potential of communication capabilities that are necessary for English profession-oriented oral speech and written communication, is capable of flexibility and creativity, search and making of independent decisions in various professional and social situations. One of such ways is integrative and differentiated approach based on integration and differentiation as

leading trends for creating innovative teaching technologies.

The article aims to study theoretical foundations of integrative and differentiated approach to forming the English profession-oriented productive communicative competence (competence in speaking and writing) of undergraduate students of economic specialties.

Topicality of integrative and differentiated approach is conditioned by the processes of globalisation, integration, democratisation, humanisation and humanitarisation of higher education, which resulted in the shift from technocratic to learner-centred educational paradigm, whose basis is recognition of individuality, inherent worth of every person who is in the centre of teaching process, ensuring its subjectness and success in different activities.

Learner-centred approach in the aggregate of all directions means creation of conditions for the development of personal and professional characteristics of students, focusing on their individual experiences, opportunities, needs, interests, contributing to more efficient achievement of planned results (E. V. Bondarevskaya, 2000; V. V. Serikov, 1999; I. S. Yakimanskaya, 2000).

Methodological reorientation of teaching process resulted in emergence of scientific researches devoted to the issue of differentiated FLT in different educational institutions, which develops in line with learner-centred paradigm (O. S. Gumankova, 2012; O. V. Starikova, 2011; Carol A. Tomlinson, 2006 and others).

Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. It allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Hall, Strangman, & Meyer, 2003). Differentiated teaching is not a single strategy, but rather an approach to teaching that incorporates a variety of strategies.

In a classroom with little or no differentiation only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well. At its most basic level, differentiation in teaching and learning means "shaking up" what goes on in the classroom (Carol A. Tomlinson, 2001) so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making

sense of ideas, and to developing products so that each student can learn effectively. Teachers can differentiate content, process, and/or product for students. There are some different ways to differentiate teaching and learning. Most techniques will fall within three groups: leveling, learning styles, enrichment.

However, it is worth noting that development of issues of implementation of this idea in non-linguistic higher educational institutions began not so long ago and so far is represented by single researches, and mostly for students of technical specialties (I. A. Zaitseva, 2007; N. Y. Kuznetsova, 2014; A. I. Litikova, 2008; O. L. Mokhova, 2012; O. M. Rozhnova, 2009; L. V. Sherstiuk, 2011).

Important psychological and pedagogical issues of taking into account of individual and psychological peculiarities of students and development of teaching technologies taking into consideration these peculiarities are addresses in the above-mentioned researches. Analysis of these researches shows that presently there are objective possibilities to resolve this issue within its conceptual and methodological aspects.

However, in our opinion, an integrative and differentiated approach is the most efficient in the current conditions of higher education development, its holistic understanding as an integral means, process and result of development and formation of a person in the aggregate of all its individual, personal, subjective and social characteristics [2: 15-16]. In this case, following A. N. Shchukin, we deem it advisable to consider this approach as one of the types of methodological concepts and generic concept in relation to the method [4:18]. The basis of approach and method is one strategic idea – one (rarely two) basic teaching principles. This idea usually gives them a name (*ibid*, p. 17). Such idea in the approach selected by us is the idea of interrelation of integration and differentiation in teaching.

Integration and differentiation are considered two dialectically contradictory trends in the development of modern science, industry and education. Although dialectical opposite of integration is not actually a differentiation, but disintegration. Integration and differentiation processes complement each other; coexist in the inseparable unity of dialectical interrelation on the general logical and methodological basis [3:23]. However, until recently, one of the specified trends: either integration or differentiation was implemented in the modern system of higher education.

Nowadays, a considerable number of integrative teaching concepts

has been developed in the area of FLT students of non-linguistic specialties (H. K. Borozenets, 2005; N. V. Popova, 2011; O. B. Tarnopolsky, Z. M. Korneva, 2013, V. F. Tenishcheva, 2008; O. A. Nikitenko, 2013 and others). However, most of them are based on the idea of synthesis of sciences and integrative approach to the content of teaching, which is an evidence of unilateral addressing of integrity problem. Therefore, to create a real holistic integrative picture of teaching, it is necessary to strengthen integration in the area of taking into account of individual and typological characteristics of students.

Despite the fact that the above researches are integrative in nature, almost all the authors point out that the efficiency of integration appears only when there is differentiation of a teaching process, which allows expanding technological and methodological aspect of learning activity. In this case, integration, as noted by scientists, is an important means of achieving unity of knowledge in different types and forms of its expression: semantic, structural, scientific and organizational, linguistic and semiotic, general and individual methodical (A.V. Gvozdeva, 2009).

In the integrative and differentiated approach, integration processes ensure system integrity, and differentiation – its distribution and simultaneous creation of individual subsystems, whose further integration may result in new activities, often at a higher level. Generality of elements which interact (in terms of development, structure, general purpose of interaction, etc.) contributes to creation of integrative integrity, and difference between these elements – differentiation of integrity.

In scientific literature there are three levels of integration and differentiation of knowledge: empirical (descriptive), combining (or dividing) factual information from various fields; theoretical, which synthesizes (or differentiates) modern fundamental theories, thus creating an integral system (or separate combinations) of theoretical scientific knowledge about a particular phenomenon; methodological, that integrates (or differentiates) the basic ideas of various methodological trends, that are adequate to the phenomenon under study and its development [1: 116]. These levels reflect the important basics of education – methodology, theory, practice, and consider processes of integration and differentiation in close connection.

Thus, the leading idea of the theoretical concept of our research is to harmonize methodological, theoretical and technological principles of integration and differentiation of psycho-pedagogical knowledge that promote the efficient forming the English profession-oriented productive

communicative competence of students of economic specialties on the basis of their personal and professional qualities development.

The essence of integrative and differentiated approach is revealed through the forms of implementation that are discussed in the above levels.

At the methodological level, different approaches are combined in a specific holistic formation, where there is a unity of procedural and effective sides, universalization processes. In this case, the idea of monocentrism, that is, a single integrative whole, organically connects with the idea of polycentrism, which provides differentiated autonomy of components that make up a whole.

Theoretical level involves combination and interaction of sciences: integration, which determines interpenetration among scientific disciplines, serves as the basis for building of integrative content modules, programs based on the ideas of interdisciplinary synthesis and variable development strategies. In this case, differentiation is a basic principle of technology of their implementation. This level reflects the objective integrity and continuity of system connections of various stages of design and planning of teaching process.

The technological level involves the development of integrative methods and techniques that are applied differentially in the process of forming the English profession-oriented competence in speaking and writing of economic specialties students. They are distinguished by multidimensional integrative structure that contributes to building a qualitatively new property in the academic and professional areas of activity of future economists. On the one hand, these techniques and methods focus students on differentiated integration of general scientific and specific knowledge in their acquiring the English profession-oriented productive communicative competence, and, on the other hand, on differentiation of techniques and methods of learning material that contributes to efficient building of holistic vocationally relevant knowledge, skills, abilities and communication skills of students.

Thus, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economy departments is an educational system characterized by complexity, synthesis, generalization of its elements, universalization and specialization of educational content. This approach must include all components of the process of forming the English profession-oriented productive communicative competence, provide a functional relationship

between them, and create conditions for the development of students' ability to master this competence on the basis of certain individual strategies.

Integrative and differentiated approach involves combination and interaction of sciences as well as implementation of this approach at every teaching stage. Therefore, we rely on the idea of horizontal and vertical integration. The former involves methods, conditions and specific forms of organization of process of forming the English profession-oriented productive communicative competence. The latter is the combination of all teaching stages in the light of differentiated approach. The result of these two integrations is the teaching differentiation, which depending on the goals, objectives, and chosen methods will reflect the level of particular integration.

Thus, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economic specialties, is the result of the synthesis, fusion, interpenetration, conjunction with each other of the above factors and components of integration and differentiation. It is a learner-centered type of teaching based on the interrelation, combination and synthesis of sciences and their impact on the content of English profession-oriented competence in speaking and writing, development of integrative methods, approaches and organizational English profession-oriented competence in speaking and writing forms of teaching and learning activities.

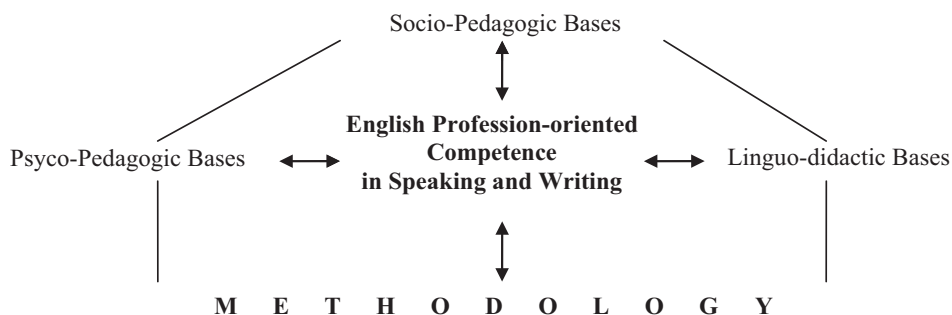
Efficiency and practicality of this approach is defined by its systemic character, which means increase in the complexity and integrity of theoretical and technological teaching system.

Systematically important basis of integration and differentiation in forming the English profession-oriented productive communicative competence of students of economic departments is the process of teaching, the structural elements of which are: objectives, contents, pedagogical communication means (methods, forms, teaching types), students and teacher. In this case, on the one hand, students act as an object of pedagogical influence on the part of a teacher who is the subject of such an influence, and on the other hand, as a subject of their own learning activities aimed at development of the above competence. Characterized by a relative independence, all elements are interrelated. Systematic character implies that a change in any of the elements must result in the change in all other elements. In this case, interaction of components, taking into account socio-pedagogical, psycho-pedagogical and linguo-

didactic bases, plays a crucial role in the functioning of integral system of forming the English profession-oriented competence in speaking and writing (Figure 1).

This integral model is the evidence of complicity, ambiguity, multidimensionality of integrative approach to differentiated teaching

Figure 1.



the English profession-oriented speaking and writing to students of economic specialties and must be viewed from three positions:

- psychological: taking into account of differences in the individual and psychological characteristics of students; providing subject-subject nature of teaching and learning activities;
- pedagogical: formation of a teaching system based on the idea of relation of integration and differentiation; creation of optimal conditions for the formation of the English profession-oriented competence in speaking and writing on the basis of development of personal and professionally significant characteristics of students;
- social: formation of students' personal and professionally significant features that allow them a successful oral speech and written communication in English-speaking professional environment; creation of conditions for manifestation and discovery of unique personality of each student, purposeful impact on the formation of his/her creativity.

Such interaction will provide a differentiated teaching with complexity that is reflected, firstly, in an effort to express as much as possible the process of forming the English profession-oriented competence in speaking and writing of economic specialties students in interrelation of all its parties as a whole. Secondly, it is expressed in the integrated use

of related sciences (pedagogy, psychology, acmeology, linguo-didactics), their methods, ideas, principles and creation of theories. An essential feature of complexity is interpenetration of analysis and synthesis. In this case, analysis does not precede synthesis, but accompanies it, thus, keeping the whole.

Therefore, the integrative approach to differentiated teaching the English profession-oriented speaking and writing to students of economic specialties is a dialectical system based on integration and differentiation as the leading principles of creation of innovative teaching technologies characterized by complexity, synthesis, generalization of its components, universalization and specialization of teaching process. Covering all levels (methodological, theoretical, technological) and components (socio-pedagogical, psycho-pedagogical, linguo-didactic and socio-pedagogical) of forming the English profession-oriented competence in speaking and writing, it provides interrelation of structural and substantive elements of the above-mentioned process: objectives and content of the English profession-oriented productive communicative competence of undergraduate students of economics specialties; educational tools necessary for fulfillment of social procurement in the field of oral speech and written communication of future economists in English-speaking professional environment; teaching technologies, reflecting the specific character of forming the competence based on the interaction of integration and differentiation.

The prospects of further researches are the study of psycho-pedagogical, linguo-didactic and socio-pedagogical bases for forming the English profession-oriented competence in speaking and writing of students of economic specialties based on integrative approach to differentiated teaching process.

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Abstracts

ЕЛІНА МІРОШНИЧЕНКО. Інтегративний підхід до диференційованого викладання англійського професійно-орієнтованого мовлення і писання студентам економічних спеціальностей. У статті досліджуються теоретичні основи інтегративного підходу до диференційованого навчання англомовного професійно орієнтованого говоріння і письма студентів економічних спеціальностей. Дієвість і практичність такого підходу визначається його системністю, що означає підвищення складності і інтегративності теоретико-технологічної системи навчання.

Ключові слова: теоретичні засади інтегративного підходу, система навчання, системність.

ELINA MIROSZNICZENKO. Integratywne podejście do zróżnicowanego nauczania studentów kierunków ekonomicznych mówienia i pisanía w języku angielskim w zakresie terminologii

specjalistycznej. Artykuł koncentruje się na teoretycznych podstawach podejścia integracyjnego do zróżnicowanego nauczania studentów specjalności ekonomicznych w celu wyposażenie ich w umiejętności zawodowo orientowanego mówienia i pisania anglojęzycznego. Skuteczność i praktyczność tego podejścia polega na systemowości, co oznacza nasilenie złożoności oraz integralności teoretyczno-technologicznego systemu nauczania.

Słowa kluczowe: teoretyczni podstawu podejścia integracyjnego, systema nauczania, systemowość.

ЭЛИНА МИРОШНИЧЕНКО. Интегративный подход к дифференцированному преподаванию английской профессионально-ориентированной речи и письма студентам экономических специальностей. В статье исследуются теоретические основы интегративного подхода к дифференцированному обучению англоязычному профессионально ориентированному говорению и письму студентов экономических специальностей. Действенность и практичность такого подхода определяется его системностью, что означает увеличение сложности и интегративности теоретико-технологической системы обучения.

Ключевые слова: теоретические основы интегративного подхода, система обучения, системность.

ELINA MIROSHNYCHENKO. Integrative approach to differentiated teaching english profession-oriented speaking and writing to students of economic specialties. The article is focused on the research of theoretical foundations of integrative approach to differentiated teaching English profession-oriented speaking and writing to students of economic specialties. Efficiency and practicality of this approach is defined by its systemic character, which means increase in the complexity and integrity of theoretical and technological teaching system.

Key words: the theoretical foundations of the integrative approach, learning system, system.