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## FEATURES OF TEACHING FOREIGN LANGUAGE FUTURE RESCUERS

Now a cultural dialogue development between Ukraine and the world community expansion trend of active cooperation in almost all fields of science and industry. The key to successful partnership with people of different nationalities and faiths is to have foreign language skills.

In the MOE of Ukrainian international rescue operations and exercises take part therefore active foreign language is also considered as significant professional competence. Feature of training lifeguards on foreign language learning is a focus on the acquisition of practical language skills, skills that enable to communicate in everyday life and share information efficiently and tactical in an emergency situation.

Vocational didactic games method is one of the group teaching methods. It is based on cognitive-developmental theory, which examines the interaction as a necessary element for cognitive growth. According to the developmental education theory after L.S.Vyhotskuy the group deals with training objectives, general understanding and problem solving, communication with talented classmates, colleagues and experienced teachers, that largely promote the development of intelligent thinking person.

Professionally focused intercultural communicative competence is motivation, interest, knowledge and skills that ensure human communication in a foreign language in the private, public, professional and educational spheres in a multicultural society and communication in the context of a particular culture nonverbal (charts, graphs, formulas ) and paralinguistic (gestures, facial expressions) means. This competence includes the following key components of foreign language:

- Foreign communicative competence (skills of listening, speaking, reading and writing within a routine, such as a professionally oriented situations);

- Socio-cultural competence (ability to take into account the cultural characteristics of the country and verbal and nonverbal behavior of native speakers);

- Professional competence (professional knowledge, skills and experience understanding professional terminology and interdisciplinary connections, and also the ability to solve professional problems);

- Educational competence (ability to cooperate in learning with the teacher and other students, to do different educational tasks creatively using skills and knowledge);

- Methodological competence (skills and ability to acquire education and communication strategies in solving professional tasks, as well as to transfer new knowledge and strategies for getting to other areas).

All these components of the system are interrelated, complex and the implementation is a condition for the effective functioning of competence and activity of future specialist.

As proved by many psychologists in order to ensure an optimal communication the most important situation is communicative in which cadets have something to say and they are interested to speak. Teachers promote communicative abilities and cadet skills in order to create such communicative situations.

As the Shmyr M.F says, professionally oriented foreign language teaching in non-language education consists of three components:

- Socio-cultural orientation is the general course of foreign language (commonly recognized language, the language for everyday communication);

- Professional orientation is the foreign language course for special purposes (for communication professionals from different industries);

Professional orientation is the foreign language course for business communication, which is typical in many areas of professional human activities (such as resume writing, business correspondence etc.).

It should be noted that the study should be widely used by modern educational principles such as: suggestibility, visibility, use of audio and multimedia etc. Except all professional and specialized technologies educational process also include the work and time organization, visualization, presentation, conduct a conversation

(discussion), professional situation analysis and so on. These technologies find their application in such forms of employment as project work and business games. They offer an opportunity for creative and experimental activities for students.

The communicative approach to learning involves a combination of all kinds of speech activity. Therefore, all sub-system exercises include exercises for mixed types of MD (speaking+reading/listening/writing, listening+reading /writing/speaking or writing, reading+speaking), and each lesson provides English language training with some or all types of MD. Concerning the exercises system ahead of verbal communication, teachers remember their common construction and dosing difficulties of cyclical repetition of the material being studied in small doses for a long time about bringing skills to automaticity, the complexity. Although one of the main prerequisites is remaining constant communication focus on their spoken language within specific speech situations educational and scientific activity spheres.

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