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**FEATURES OF TEACHING ENGLISH IN SCIENTIFIC RESEARCH
IN MASTER'S PROGRAMMES**

The article deals with current issues of teaching English for scientific communication to master's students of non-linguistic specialities in the context of globalisation and the growing role of English as the lingua franca of science.

The purpose of this article is to analyse the main challenges of teaching academic English to master's students in non-language specialities and to outline prospects for improving this process. The authors examine the main challenges faced by both education seekers and teachers: varying levels of language proficiency among education seekers, limited teaching time, low motivation, psychological barriers, the complexity of academic style, and insufficient integration of the CLIL approach. The needs of students in terms of specialized vocabulary, academic writing, oral presentation of research results, as well as the importance of using ICT, authentic materials, interdisciplinary coordination and the development of independent work were identified on the basis of a survey of master's students and teachers. The survey results revealed that most master's students have experience reading scientific articles in English, but find it difficult to write scientific texts and give oral presentations.

The article analyzes effective methodological approaches to teaching, such as English for Specific Purposes (ESP), cognitive-communicative approaches, genre-based approaches, sociocultural approaches, and blended learning. It also outlines promising areas for improving the educational process, including integrating English into professional training, developing academic writing skills, creating a language environment, and individualizing learning. A survey of teachers was conducted to identify promising areas for teaching English for academic purposes. The promising areas identified were the use of modern ICT, professional development, application of interactive teaching methods, a practical focus in teaching, cooperation with international academic communities, development of independent work, and integration of English into master's program curricula. The authors emphasize that developing foreign language scientific competence is essential for academic mobility, participation in international scientific exchanges, and cultivating highly qualified personnel. The results of the study can be used to update master's degree programs at higher education institutions.

Key words: English language, scientific communication, masters of non-linguistic specialities, English for specific purposes, scientific style, motivation for learning, professional intercultural communicative competence, integrative-contextual approach to foreign language teaching, system-building system.

Introduction. English plays a key role in ensuring effective scientific communication and is the dominant language of publications in leading scientific journals, presentations at international conferences and the exchange of experience between researchers, including master's students [Simões 2013 : 46-70; Hyland 2006 : 356; Swales 1990 : 288]. At the same time, teaching English in scientific research faces a number of challenges: insufficient language proficiency,

lack of established academic writing skills, language barriers in public speaking, and limited opportunities for practical application of acquired knowledge.

The importance of this study is based on the need to train people who can use English effectively in their research and professional activities. Being able to communicate in English gives you access to international research resources, increase the number of citations of your research papers,

and helps with academic mobility. Research into effective methods of teaching English in scientific research is an important step in the development of modern educational programmes that will meet the requirements of a globalized world.

The purpose of this research is to analyse the main challenges of teaching English in scientific research to master's students in non-language specialities, to consider opportunities for improving the quality of foreign language teaching at the master's level, to analyse current requirements for the level of master's training, and to outline prospects for changing the model of foreign language teaching.

The article focuses on the status and role of foreign languages in the professional training of master's students, the search for effective approaches to the formation of professional intercultural communicative competence, and the integration of such content components as universal (systemic) and general professional skills into the course of study.

Presentation of the main material of the research. The formation of comprehensive professional competence in future specialists is presented in studies [Ziaziun 2000 : 636; Ovcharuk 2004 : 559]. The development of such components as foreign language communicative competence, scientific and research competence, intercultural competence, and information and digital competence in the context of teaching English for scientific communication is of particular importance.

Research by O. Tarnopolskyi, [Tarnopolskyi 2020 : 248] substantiates the importance of developing critical thinking, forming metacognitive strategies, and integrating linguistic and professional knowledge.

The concept of ESP (English for Specific Purposes), developed by T. Hutchinson, A. Waters, and S. E. Brownell, substantiates the need to take into account the professional needs of learners when teaching English [Hutchinson 2021 : 183]. Research by T. Dudley-Evans and M. J. St John expands on this understanding by adding the aspect of needs analysis as a key element in the development of educational programmes [Dudley-Evans 1998 : 301].

Research by J. Piaget [21 Piaget J.], adapted to the context of foreign language teaching, emphasises the importance of active knowledge construction

and social interaction in the educational process. Teaching English in scientific research, taking into account both linguistic and pedagogical aspects of the educational process, makes it possible to form a comprehensive approach.

The scientific style of English has its own characteristics (complexity of terminology, diversity of scientific texts) and is difficult for students who have no experience in scientific communication. When analyzing the specifics of scientific communication, the following are highlighted linguistic features (complexity of syntactic constructions in scientific style, specific academic vocabulary and phraseology, difference between general scientific and narrowly specialized terminology, features of grammatical structures in scientific discourse), genre specifics (articles, abstracts, annotations, reviews), structural features of different types of scientific texts, specifics of oral scientific presentations, features of informal scientific communication, and problems of academic integrity.

An important task for teachers in the educational process is not only to remove barriers, but also to create conditions for the development of language competence among higher education students in line with the needs of the modern academic environment. Overcoming problems makes it possible to identify areas for improvement in the teaching of English for scientific communication in the future.

Students should have the opportunity to practice their skills in real-life situations, such as writing scientific articles, preparing presentations, participating in conferences, internships and academic exchange programmes. This will contribute to the development of communication skills and improve English language proficiency.

Currently, programmes in English for Scientific Research, Business Communication, and Business English are relevant for master's degree programmes. There are two types of orientation in the development and implementation of master's degree programmes:

- focus on scientific research types of professional activity (academic master's programme);
- focus on production and technology, practice-oriented, applied types of professional activity (applied master's programme).

The new requirements include professional knowledge and skills, the ability to apply them flexibly, initiative, communication skills, creative activity, and a willingness to engage in continuous self-development. The competitiveness of a modern specialist is determined not only by high qualifications in the professional field, but also by the readiness to solve professional tasks in conditions of foreign language communication.

A foreign language as a universal tool for solving tasks in academic, professional, and research activities ensures the unity of knowledge beyond specific disciplines. This function of a foreign language emphasises its importance as an educational medium and as a universal (systemic) competence.

Thus, foreign language learning should be universal in nature and fulfil its functions in professional, academic and research activities. Specific indicators are important to consider only at the master's level.

The higher level of complexity of the learning material and language proficiency shapes professional and communicative competence in master's programmes. At the same time, it is necessary to discuss changes in the model of foreign language teaching, namely, the integration of such content components as universal (systemic) and general professional skills into the foreign language course.

Thus, the methodological problem of foreign language learning in scientific research at the master's level is the problem of implementing a holistic approach to creating a foreign language course, i.e., in the context of the socio-professional activity of a master's graduate.

Currently, many universities are creating universal courses. The target audience is students from different educational programmes within the same field or from different specialisations. This practice is a positive experience, as it provides an opportunity to create a university-wide foreign language course for master's students in technical fields. The content of such a selection is based on a set of universal academic, research and professional problem situations in the social and professional activities of a master's graduate in this field.

The focus of foreign language learning in master's degree research should be on:

- developing universal and general professional competencies of master's students:
 - deep critical and analytical thinking;

- creative thinking;
- the ability to find non-standard ways to solve problems and develop strategies for action;
- the ability to use a foreign language as a tool for solving academic, research and general professional tasks;
- the ability to self-organize and self-develop.
 - use the status of language as a system-building element in scientific training:
- universal, meta-subject nature of the course;
- integration of a foreign language into the context of problem situations in the academic, research and general professional activities of future graduates.

It is believed that the communicative approach makes it possible to achieve effective results in mastering foreign language communication skills. Underestimating the role of translation and ignoring it in the course of study seems incorrect.

Translation is used as a teaching tool to explain the meaning of lexical units, grammatical rules, and comprehension of read texts by students, etc. In our opinion, this is not enough at the present stage. Translation as a teaching tool has extremely high potential, and translation skills are needed in various spheres of human life.

In addition, the practice of publishing scientific articles in journals and thematic collections in the native language with presentation of their main content in a foreign language in the form of an abstract is becoming increasingly widespread. Masters actively publish articles containing the results of scientific research, including in foreign journals. Therefore, the ability to translate full and abstract scientific texts is in high demand.

The increasing demand for specialists with developed competence in foreign language intercultural communication in the field of professional and scientific and technical communication is an indisputable fact. This indicates that translation should be considered not only as an auxiliary means of learning, but as a separate aspect.

The entrance exam program in a foreign language for postgraduate studies traditionally includes the translation of the original text from the main specialty. If translation is not included in the content of the classes, students will be insufficiently prepared for the entrance and candidate exams.

Translation tasks included in foreign language courses help develop reading, speaking, and writing skills, promote better understanding and consolidation of grammar rules, and expand students' vocabulary. Translation allows you to focus on special terminology, new lexical units, and the peculiarities of the grammatical structure of a foreign language. Such tasks are an effective means of forming and developing foreign language competence. Translation, therefore, is a means of improving language competence.

It is necessary to take into account the fact that translation from a foreign language to a native language and from a native language to a foreign language fulfill different didactic tasks. In the first case, translation acts primarily as a means of developing the skills of understanding a foreign language, while in the second it serves as a means of developing the skills of writing and speaking, that is, the synthesis of language in a foreign language.

The texts offered for translation to students should vary in complexity and be selected taking into account the level of foreign language proficiency of both the study group as a whole and its individual members. Texts should be interesting for students, informative, and help stimulate thinking and interest in foreign languages and translation. Students choose texts for individual work themselves, based on their academic interests, master's thesis requirements, and recommendations from their scientific supervisor.

In addition to full translations of texts, master's students are offered abstract and selective translations, as well as translations of annotations and mini-glossaries for texts related to their main field of study. The teacher carefully monitors the accuracy of the translation, drawing students' attention to complex grammatical structures, idioms, and stylistic characteristics of the original and translated texts. Using adaptive transcoding exercises is useful for teaching paraphrasing skills, using synonyms, applying lexical substitutions, and descriptive translation when it is impossible to find a complete equivalent.

The length of articles for classroom work should not exceed 1.5–2 pages, but students may use longer texts for independent work.

Exercises comparing translation options are interesting and useful. Students translate

a text individually, discuss and compare their translations, and choose the best option. They then compare their translations with those produced by professional translators (Google Translate, DeepL Translate, Reverso).

Google Translate is a popular online translator. In addition to translation, this program offers a number of useful tools, including Translated Search, Translator Toolkit, and Tools and Resources. Using these auxiliary tools will help to demonstrate both the advantages and disadvantages of automatic translation visually.

One of the most effective exercises involving the translation of the same text by student and automatic translation is comparing the results. These editing exercises develop skills in finding grammatical, lexical, and stylistic errors and help improve writing skills in both the native and foreign languages.

Master's students learn about consecutive interpreting techniques (compression, addition, generalization, concretization, etc.) within the technical aspect.

The psychological aspect reveals the specifics of interpreting as a complex type of bilingual linguistic activity. In addition, this aspect includes psychological preparation for public speaking. It is advisable to provide master's students with basic concepts of the main psychological mechanisms involved in interpreting, primarily memory, attention, etc.

The analytical aspect involves analyzing the translated text, including its degree of complexity, the presence of terminology, style, and the necessary translation techniques. The correction aspect involves analyzing errors made in translation, identifying their causes, and providing an overall assessment of the quality of the translation. The communicative aspect of consecutive interpreting in the scientific and technical field includes information and analytical, information and communication, organizational and managerial, and research activities.

Consecutive oral translation can be practiced in every lesson, starting with the translation of individual words and expressions studied in the lesson and ending with the translation of extended statements. Sources of statements can be teachers, students, and authentic audio and video recordings. The formation of oral translation skills contributes

to the development of translation competence, develops listening skills and understanding of oral speech.

Practical work experience helps to increase the competence of masters and gives them an additional tool when working in their main specialty. The use of translation as one of the types of comparative study of the systems of native and foreign languages, in our opinion, helps to improve the quality of teaching in the study of foreign languages in master's programs of any direction. The presence of translation aspects is a necessary condition for ensuring the competitiveness of graduates.

Conclusions. The use of innovations in foreign language teaching involves selecting and adapting relevant Internet resources and creating teaching materials based on Internet software products. This helps to organise communication with native

speakers, conduct reading of hypertext information related to the subject, use online dictionaries, etc.

Various aspects of the practical use of information technologies in the process of teaching English are analysed with the aim of increasing the intensity and effectiveness of the educational process and organising independent work for students. Modern educational information technologies have enormous potential for improving the effectiveness of the educational process and training professionally competent personnel capable of functioning successfully in various social and professional environments.

The prospects for further research are related to the substantiation of methodological recommendations for the use of information technologies in the study of English for professional purposes.

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**ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В НАУКОВИХ
ДОСЛІДЖЕННЯХ У МАГІСТРАТУРІ**

Стаття присвячена актуальним питанням викладання англійської мови для наукової комунікації магістрам немовних спеціальностей в умовах глобалізації та зростаючої ролі англійської як lingua franca науки.

Мета статті – проаналізувати основні виклики викладання наукової англійської мови магістрам немовних спеціальностей та окреслити перспективи вдосконалення цього процесу. Автори досліджують основні виклики, з якими стикаються як здобувачі освіти, так і викладачі: різний рівень мовної підготовки здобувачів освіти, обмеження у навчальному часі, низька мотивація, психологічні бар'єри, складність наукового стилю, недостатня інтеграція підходу CLIL. Потреби здобувачів освіти у спеціалізованій лексиці, академічному письмі, усній презентації результатів досліджень, а також важливість використання ІКТ, автентичних матеріалів, міждисциплінарної координації та розвитку самостійної роботи виявлено на основі опитування магістрів та викладачів. Результати опитування виявили, що більшість магістрів мають досвід читання наукових статей англійською мовою, але відчують труднощі з написанням наукових текстів та усною презентацією.

У статті проаналізовано ефективні методологічні підходи до викладання (ESP, когнітивно-комунікативний, жанровий, соціокультурний, змішане навчання) та окреслено перспективні напрямки вдосконалення освітнього процесу: інтеграція англійської мови в професійну підготовку, розвиток навичок академічного письма, створення мовного середовища, індивідуалізація навчання. Перспективні напрями викладання англійської мови для наукових цілей: використання сучасних ІКТ, підвищення кваліфікації, застосування інтерактивних методів навчання, практична спрямованість навчання та співпраці з міжнародними науковими спільнотами, розвиток самостійної роботи та інтеграція англійської мови у навчальні плани магістерських програм. Автори підкреслюють, що формування іншомовної наукової компетентності є необхідною умовою академічної мобільності, участі в міжнародному науковому обміні та розвитку висококваліфікованих кадрів. Результати дослідження можуть бути використані для модернізації програм підготовки магістрів у закладах вищої освіти.

Ключові слова: англійська мова, наукова комунікація, магістри немовних спеціальностей, англійська мова для спеціальних цілей, науковий стиль, мотивація навчання, професійна міжкультурна комунікативна компетенція, інтегративно-контекстний підхід до навчання іноземних мов, системотворча система.

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