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## Professional English - Graduates of Ukrainian Universities

By Burlay Vitaliy

*National Aviation University (NAU)*

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# Professional English - Graduates of Ukrainian Universities

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## I. FORMULATION OF THE PROBLEM

Today Ukraine is not included in the top rankings of the best universities in the world. Why? One of the reasons is our ignorance of the English language. More than 90% of scientific information in the world is published in English, and former Deputy Head of the Presidential Administration Poroshenko Dmytro Shymkiv reminded that "In all countries that have taken a course to actively study English, there has been economic growth." Back in 2010, it was said: "For Ukraine to finally appear in this ranking, it is necessary to introduce a state program of English language study by our scientists" [1]. And who are the scientists? These are yesterday's students. That's where we need to start. As for world experience, for Western European students it is now the norm to know two foreign languages and it is not uncommon to know three.

### a) *The Present*

How the issue of professional foreign languages is resolved in some higher education institutions (HEIs) of Ukraine. From the prospectus of the Dnieper State Academy of Civil Engineering and Architecture (DSACEA) [2]: On the way to integration into the European educational space. Modern educational technologies of the Dnieper State Academy of Civil Engineering and Architecture - Prestigious specialty + 2 foreign languages + Personal computer skills = Components of success in life and career. DSACEA Information Collection [3]: "Today it is obvious that scientific and technical information can be correctly perceived or, if necessary, translated by specialists in a particular field of science and technology, rather than language specialists." "Such thinking suggests strengthening the training of engineers specializing in foreign languages in polytechnics in Ukraine." At the

National Aviation University (NAU), Kyiv, for more than 20 years today there are 22 specialties, 312 highly qualified teachers - teaching in English. Something is being done at the Kyiv National University of Construction and Architecture (KNUCA), at the Department of Water Supply and Sewerage. There are a number of other HEIs where this issue is given due attention. But these are rather exceptions. Today, the study of foreign languages in the HEIs is the translation of texts from a foreign language into a native language, for example: "Professionally oriented text." Not quite specifically. According to Omelyan Vyshnevsky, a professor at Drohobych State Pedagogical University [4], "translation from a foreign language into a native language is generally aimed at improving knowledge of one's native language, not a foreign language." Quite right opinion. When you ask students in high school questions: What can you say in English about your speciality?, you usually hear the answer: so-so or a little. Much less often you can hear something in fact. But there can be no claims against students, they are simply not taught that. H

### b) *Recent Documents of the MES of Ukraine*

Current "Law on Higher Education" [5]: "In order to create conditions for international academic mobility, a higher education institution has the right to decide to teach one or more disciplines in English and / or other foreign languages, while providing higher education knowledge to the relevant discipline in the state language". Not very specific, not required. In the summer of 2019, a number of documents of the MES of Ukraine will be published, which raise questions about the English language in higher education institutions and pay special attention to the introduction of English in the educational process of Ukrainian HEIs. Thus, the MES "created the Concept of English Development in Universities" [6], which states that "the economic development of countries is highly dependent on the knowledge of English by citizens." "And today, when we look at Ukraine, of the 32 non-English speaking countries in Europe, we rank 28th out of 32 in terms of English language proficiency." The note "How to improve the level of English language skills" [7] states that "the level of English language skills in students does not increase, but decreases during study." The Conceptual Principles of State Policy for the Development of the English Language [8] especially emphasizes: "Teaching

*Author:* Senior Lecturer, Department of Computer Technology and Airport Reconstruction, National Aviation University (NAU).  
e-mail: [vabldvkw@gmail.com](mailto:vabldvkw@gmail.com)

professional disciplines in English as a component of the Ukrainian-language program (English as Medium of Instruction for Ukrainians - EMI), "language for foreign students (English as Medium of Instruction for Foreigners - EMI-f)"; "Improve the support of EMI teachers in institutions, including English language training"; "75 percent of high school graduates will speak at least two foreign languages," and "by 2025, graduates of all levels must speak English at least B2." The task is "professional knowledge of English", "teaching professional disciplines in English", "providing education (individual disciplines) in a foreign language". Very important materials. But there is no categoricalness, obligatoryness, time goes by, and there is almost nothing in common between the instructions of the MES and the educational process in the HEIs; or as in the paraphrase of Colonel Skalozub from the comedy O. Griboyedova "Woe from the mind": "Huge distance." And I would like to ask the following question - are the ministerial materials on the English language, which can be found on the Internet, mandatory, or are they just opinions and nothing more, because - "Recommendations". Not required. Quite an uncertain position. Given the latest guidelines of the MES in English, here are the opinions and suggestions of the author in this regard. The educational process should be organized in such a way that graduates of the HEIs who study in the Ukrainian language would have basic, basic knowledge of their specialty in professional English. What, in the author's opinion, should be done for this?

#### c) *The Work of Foreign Language Departments*

Foreign language departments need to significantly restructure their work, taking as a basis, for example. Department of Foreign Languages of NAU, on the example of language training in the specialty "Industrial and Civil Engineering" (one of many). Specifically, what topics are considered by the Department of Foreign Languages - building materials: stone, brick, cement, etc.; structural elements of buildings, types of foundations, etc.; engineering networks and communications. And so on all specialties, under the guidance of profiling, graduating departments. Mandatory external independent survey (EIS) in a foreign language when entering the HEIs. This will encourage students to take a more responsible attitude towards learning foreign languages at school. In addition, it is necessary to get acquainted in detail with the experience of DSACEA in learning a second foreign language, secondary, German or French, put this issue on the agenda, given that 75% of school leavers will learn two foreign languages [8].

#### d) *The Work of General Technical Departments*

In the study of general technical disciplines to give in English translation the terminology that will be needed in the study of the specialty. For example, the Department of Higher Mathematics. Students must

master in English all the mathematical apparatus that will be required in the relevant engineering disciplines; ie: +, -, x, :, roots, degrees, etc. And so on in all other disciplines, for example, resistance of materials, building mechanics, hydraulics, etc.

#### e) *The Work of Profiling, Graduating Departments*

Lectures, practical classes, laboratory work. Each classroom, homework, oral answers, term papers, laboratory work, dissertations - the main, key points, sections, diagrams, drawings, in a concise, final form, with translation in English. The same applies to practice reports. All inscriptions in the HEIs, namely: department, dean's office, laboratory, rector, etc. - should be duplicated in English. According to the author, technical English is relatively simple, uncomplicated, informative, simple grammatical forms are used.

## II. METHODOLOGICAL LITERATURE

In the methodological literature after each section (subsection) - to give the Ukrainian - English dictionary of key words, basic terms, technological processes - on the topic. Names of each section, figure, diagram, chart, graph - with translation. It is expedient to prepare Ukrainian-English dictionaries for each specialty, according to the curriculum. It is desirable that each leading lecturer in his discipline summed up, generalized and repeats the acquired knowledge, such a thesis - in English, such a thesis will be made by each teacher in his discipline. Such organization of the educational process will contribute to the training of specialists of modern international level. It is clear that in the beginning it will be difficult. But we need to start someday.

## III. ORGANIZATIONAL ISSUES

At each department, at each faculty, in the rector's office - to hold relevant meetings, listen to all opinions, proposals, ideas, discuss, make decisions - and for work. Appoint those responsible for professional English at each department, at each faculty. To coordinate and lead this work is to instruct the Vice-Rector for Academic Affairs. And here, perhaps, the most difficult question - hours. But here is a direct indication [8]: § 4.1.3. English for Students "English courses must be compulsory in each year of the program. At least 10% of the total number of hours/credits for students must be allocated to English language courses. To provide additional English language classes, departments must use 25% of the credits allocated to elective courses and devote them to learning English."

## IV. MASTERS

Finally, the final stage of higher education - masters. When entering the master's program in **all**

**specialties**, take not the national unified entrance exam (UEE) in English, as in the instructions of the MES [9], in this case the position of the MES is decisive and categorical, but - professional. This must be decided either by the MES or by the administration within the university autonomy. And no other way. Because taking an UEE from a foreigner without the necessary knowledge after the bachelor's degree is a completely ill-considered, harmful, premature decision; it can close the path to a master's degree for many bachelors, it's like releasing a newcomer against a professional. Defense of a master's thesis with a mandatory translation of the main provisions - in English. And the last thing: no one has canceled the role of the leading person. Their role is crucial. These are the head of the department, dean, vice-rector, rector. Point. For many years, the author, by asking these questions to the administration, tried to somehow solve this problem. The result was, but minimal, earned the right to teach by professional English. There is a change in the leadership of the department and the author does not receive a study load. The article with the above proposals is provided to the head of the department, dean, first vice-rector and rector. No answers. Although - there was something. Deputy Dean: so we have all the hours painted, 1st Vice-Rector: so, from some discipline should be removed hours? Here German winged words are appropriate: "Keine Antwort ist eine antwort" - No answer is an answer. No comment. The story of O. Solzhenitsyn comes to mind - "A calf with an oak tree", A. Chekhov - "poor relative", O. Tolstoy - "Walking through torment". Two quotes from Latin: "Non progredi est regredi"- Do not go forward means go back; "Tempora mutantur, et nos mutamur in illis" - Hour change, and we change with them. Still Petro 1 saying: Do not adhere to the statute, like a blind of wall, for the orders are written there, but there are no times and cases. Imagine such a fantastic picture: Gathered 3 computer genius - Bill Gates, Steve Jobs, Mark Zuckerberg and decided to offer their ideas and achievements to humanity. They go to the nearest university of communications and begin to acquaint the management with the developments. And they are told that everything is planned, painted and there are no opportunities for your proposals. Could this be? And never! No way. If that happened, God forbid, there would be no modern computers, no cell phones, no modern communications, calculations would still be done with a logarithmic ruler, and a pencil would be used instead of computer graphics. Well, progress cannot be stopped, and mastering professional English for a modern specialist is one of the elements of progress. It is a pity that sometimes, trying to keep up with the times, you do not keep up with your administration. The MES program in English will require teachers to update their knowledge of English, which they taught 10, 20, 30, 40 or more years ago. It will be

quite difficult. And to learn the basic terminology, key phrases - it will be much easier - and you can immediately start using the proposed scheme of classes.

## V. CONCLUSIONS

Immediately put on the agenda the solution of the following issues:

1. The MES is pursuing a more vigorous policy on professional English in the HEIs.
2. Ensure radical and sectoral changes in the teaching of foreign languages at universities.
3. All teachers of specialized departments in their work give key terms in English.
4. To return to the practice of testing applicants for a master's degree in professional English on the platform of HEIs education.
5. Put on the agenda, if possible, the issue of learning a second foreign language by students of technical specialties (experience DSACEA).
6. Instructions of the MES of Ukraine [6], [7], [8] on the English language, after appropriate training, begin to implement in the educational process.

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