



<https://doi.org/10.34142/2709-7986.2020.25.1.08>

## DEVELOPMENT OF PROFESSIONALLY-ORIENTED READING SKILLS OF FUTURE VETERINARIANS

Received: 10 June 2020 / Accepted: 20 July 2020

**Liudmyla PIKULYTSKA**

Senior Lecturer, Foreign Languages Department, Biotechnological Faculty, Sumy National Agrarian University, Herasim Kondratiev Str. 160, Sumy, 40021, Ukraine

✉ E-mail: [fildsnau@yahoo.com](mailto:fildsnau@yahoo.com)

ORCID <http://orcid.org/0000-0001-5780-4454>

### ABSTRACT:

The article deals with the development of future veterinarians' professionally-oriented reading skills during foreign language learning.

The article **aim** is to highlight and analyze the main directions of the development of professionally-oriented foreign reading skills of future veterinarians as one of the effective methods of mastering foreign language competence. The objectives of the article are to study and characterize the theoretical foundations of professionally-oriented reading training; to define principles and criteria for the selection of professionally-oriented texts for future veterinarians; to introduce and substantiate the stage-by-stage work with the text of professional veterinary orientation.

General theoretical **research methods** (analysis, synthesis, system-structural) have been used to reach the research purpose.

The **results** are the following. The teacher's work on developing reading skills is not only to teach the students to read but also to encourage them to use learned material in their future professional activities. Properly selected training material on professionally-oriented reading takes a leading role in the successful training of future veterinarians. The problem of selection of training material for the formation of professional competence in reading was solved by taking into account the criteria of authenticity, informativeness, and accessibility of texts. In the process of selecting materials for training professionally-oriented reading at the faculty of veterinary medicine, it is appropriate to rely on the principles of professional orientation; scientificity; sustainability; unity of theory and practice.

As an outcome of the research, we have **concluded** that the development of professionally-oriented reading skills helps to solve a number of tasks: it gives motivation to learn a foreign language, allows students to deepen their knowledge of scientific authentic material, develops abilities to use foreign sources in future professional activities, improves skills of professional communication.

### KEY WORDS:

Foreign language, higher education institution, professionally-oriented training, reading skills, veterinarian students.

## INTRODUCTION

The current stage of Ukraine's development is characterized by the expansion and qualitative changes in the international relations of our country, the internationalization of all spheres of public life. Ukraine's integration into the world community requires foreign language proficiency.

Learning of foreign languages facilitates the realization of such areas of professional activity as knowing new technologies, scientific hypotheses, and tendencies, outstanding innovations in the field of agriculture, establishing contacts with foreign firms, enterprises, educational institutions, and increasing the level of professional competence.

Development of students' foreign-language professional competence of higher agrarian educational institutions is based on a professional-oriented approach, when a foreign language becomes an integral part of studying the specialty, developing of professional interests and the ability to use the acquired knowledge in practice.

The foreign language training in Ukraine's higher agricultural institutions takes place under the following conditions: 1) internationalization of higher education on the whole and agricultural one in particular; 2) enhancing the role of English as a language of international communication; 3) Council of Europe policy supporting the more effective learning of foreign languages within the European community as well as Common European Recommendation on Language Education (CEFR) development and implementation (Lushchyk, Pikulytska & Tsyhanok, 2020).

One of the specifics of foreign language training in an agricultural institution is to focus on the professional needs of future agricultural specialists, necessary for reading special literature and documents, develop abilities to use foreign sources in future professional activities communicate with colleagues from different countries on

professional topics in English and prepare a future specialist for further training.

Students of agricultural universities master a foreign language within studying the discipline English for specific purposes (ESP). It should be pointed out that in local scholars the term "professionally-oriented English language training" refers to ESP. These two terms are considered equivalent. ESP studied at the faculty of veterinary medicine is an integrated subject that combines grammar, veterinary terminology, and style.

The peculiarity of studying the discipline ESP by veterinary students is that English is based on such disciplines as Biology, Physics, Chemistry, Physiology, and Latin and is integrated with them; lays the foundations of knowledge in veterinary terminology with the prospect of their further use in professional activities; improves knowledge of terminology and deepens knowledge of special disciplines; forms the ability to use the acquired knowledge in professional training and further professional activity.

The professionally-oriented training of a foreign language, as a rule, involves reading and discussing of popular science articles relevant to the above-mentioned disciplines.

It is believed that reading is significantly associated with a person's achievement in his or her personal and professional life (Block & Israel, 2005). This activity has such tasks as agrarian scientific publications review; foreign agricultural research awareness; materials selection for scientific and practical activities. The professionally-oriented reading is one of the priority students' activities of agricultural universities allowing future specialists to use all the necessary means of information. It is also related to the stylistic aspects of the language of science, semantic complication, and transformations.

In this regard, many scholars have focused their attention on the problem of reading foreign-language literature. The

analysis of the scientific literature shows that the educationalists are interested in this problem (Kubriakova, 1994; Liakhovytskyi, 1981; Shchukin, 2008; Grellet, 1981; Block & Israel, 2005). Such scientists as I. Zymniaia (1991), H. Clark and E. Clark (1997) substantiate the psychological preconditions for the development of foreign language reading skills. The works of these researchers have become the basis for the development of professionally-oriented training concepts (Barabanova, 2005; Serova, 1988, Chernushych, 2011, Torrance & Rockenstein, 1988, Tymoshchuk, 2019). Based on these concepts Ukrainian researchers have created methodologies of future agrarians' developing reading skills using scientific English sources, information, and communication technologies (Maliuha, 2003; Lushchyk, 2016).

Several studies deal with foreign language professionally-oriented training of future veterinarians. They have focused on developing reading skills and understanding of foreign sources (Satieva, 2011; Kushniarova, 2006). Despite the existing scientific and pedagogical background on this issue, the methodology of developing English professionally-oriented reading skills of future veterinarians is not solved fully.

The purpose of the article is to highlight the main directions of the development of professionally-oriented foreign reading skills of future veterinarians as one of the effective methods of mastering foreign language competence. Objectives: 1) to study and characterize the theoretical foundations of professionally-oriented reading training; 2) to define principles and criteria for the selection of professionally-oriented texts for future veterinarians; 3) to introduce and substantiate the stage-by-stage work with the text of professional veterinary orientation.

### **THEORETICAL FRAMEWORK**

It is worth noting that very often during students' training of professionally-oriented reading of non-linguistic faculties,

weak basic knowledge, in particular, in reading is demonstrated. As a result, students can't work with English-language sources in scientific research. Some of them can indeed communicate in English, but there are problems with reading skills.

To solve the problem of future veterinarians' professionally-oriented reading skills development the following questions should be researched: the term professionally-oriented training in the non-linguistic higher educational institutions; the components/ aspects of professionally-oriented training; syntactic and semantic approaches to reading; the principles of selecting materials for teaching professionally-oriented reading; the criteria for selecting sources for professionally-oriented reading; the task system for developing reading skills.

Developing a system of tasks for working with professionally-oriented texts, were considered in the works by Torrance and Rockenstein (1988), S. Berado (2006), V. Peacock (1997), O. Byriuk (2005), A. Chernushych (2011), H. Kravchuk (2010), H. Hryniuk and Yu. Semenchuk (2007). According to their studies principles and criteria for selecting reading materials play an important role in successful development students' reading skills. Scientists point out that special text should be selected in terms of their content, educational and cognitive value, accessibility, and linguistic normativity, communicative, and professional relevance.

We suggest that professionally-oriented training of future veterinarians should be organized considering professional specifics. The use of active teaching methods greatly enhances the motivation of learning foreign languages in general.

### **METHODOLOGY**

According to the purpose and the set of objectives, the following general theoretical methods were used in the research.

Analysis and synthesis for the identification and systematization of the main directions of researches in the scientific and pedagogical literature context of professionally-oriented foreign language training of future agrarians. Specific scientific (system-structural) for the systematization and generalization of theoretical positions revealed in scientific and methodical literature on the criteria and principles for selecting professionally-oriented texts, as well as generalizing own teaching experience.

## RESULTS

The term “professionally-oriented training” in non-linguistic higher educational institutions is used to refer to the process of learning a foreign language and is oriented to reading literature in a specialty, mastering professional vocabulary and terminology, as well as communication in the field of professional activity. The essence of professionally-oriented training of a foreign language is its integration with special disciplines to obtain additional professional knowledge and the formation of professionally significant personal qualities

It should be noted that professionally-oriented training includes both the content of training materials and activities containing methods and techniques that form professional abilities. The professional orientation of the activity requires the integration of the foreign language discipline with special disciplines and sets the task for the foreign language teacher to teach the future specialist to use the foreign language as a means of systematic improving professional knowledge based on interdisciplinary relations.

The availability of good reading skills in professionally-oriented texts allows students to maintain their academic knowledge, develop personality, and achieve professional success.

In most cases, the student is not required to fully understand the text, but only the key information and secondary

details may not be taken into account at all. In other words, to understand the content of the text a future veterinarian must use two different approaches: syntactic and semantic (Clark & Clark, 1997).

Using the syntactic approach, on the one hand, the student turns the sequence of letters into words and their components, using linguistic knowledge and formal schemas. Based on the semantic one, on the other hand, the student uses the meaning of words, the content of schemas, and his life experience to understand the meaning. In most cases, the reader uses a combination of these two approaches for understanding the text.

We fully agree with this opinion about double approaches using while reading a text. The student must know the meaning and function of keywords in the text, basic grammatical structures, and coherence tools in the text.

For successful work in class, the teacher is faced with the task of choosing the proper training material. The selection of reading texts for students of veterinary faculties must be professionally-oriented as well as highly specialized.

Ukrainian and foreign scholars pay much attention to the principles and criteria for selecting reading materials (Byriuk, 2005; Torrance & Rockenstein, 1988; Rubin, 1994). The following factors determine the principles and criteria for the selection of training materials:

- 1) The purpose of training (teaching professionally-oriented reading of English-language special texts).
- 2) The organization of the training process and forms of work (individual/group, classroom/extracurricular).
- 3) The requirements of English Language Core Curriculum for Specific Purposes and related academic programs.

It is clear that the main training unit is the text of professional purposes. Most methodologists consider the training text as a unit of selection for teaching reading. It

should be noted that the authentic learning and scientific texts (with varying degrees of adaptation according to the level of students' knowledge), which correspond to the future profession, are used for future agrarians' training (Lushchyk et al., 2020). At the principle stage of studying the following topics are proposed for future veterinarians: agriculture in Ukraine, agriculture at EU, farm work in different seasons, types of farms, veterinary medicine in Ukraine; veterinary medicine in EU. The topics of the final of foreign language training focus on specialized disciplines such as Animal Physiology, Animal Anatomy, Histology, Microbiology, Pharmacology, Surgery, Midwifery, Animal Diseases, etc. The necessity of close cooperation of foreign language teacher with teachers of veterinary discipline to get acquainted with all specific features of the students' future professional work is obvious.

Often foreign language teacher deals with the difficulties of selecting proper training materials. The selection of training texts must be followed by the methodological principles of teaching a foreign language. Based on the above, we highlight several principles of selecting materials for teaching professionally-oriented reading. They are the following: 1) the principle of professional orientation; 2) the scientific principle; 3) the principle of continuity; 4) the principle of theory and practice unity; 5) the principle of suitability.

The principle of professional orientation involves a direct link to students' future professional activities.

The scientific principle includes exclusively substantiated in modern science and tested in practice objective facts, regulations, laws, theories. The content of the training has a positive effect on the formation of future specialists' ability to think logically, raises the awareness of the significant place of future specialty in science.

The principle of continuity is important in veterinarians' professionally-oriented

reading skill development because of a consistent complication of knowledge and skills. That is, new knowledge in a particular discipline at each stage of training is based on previously acquired and serves as a foundation for the assimilation of new ones.

By the principle of theory and practice unity, the content of training determines the practical importance of theoretical knowledge in the process of future specialist development.

The principle of suitability depends on each particular group of students, their age, needs, cultural background, language level, and the level of professional training. The suitability of training material with the gradual transition from simple to complex, from familiar to unfamiliar, certainly leads to positive learning outcomes. This, in turn, stimulates students' motivation to further increasing knowledge in their future specialty.

Summarizing the above, we can suggest that using mentioned above principles for the selection of professionally-oriented training materials for future veterinarians are obvious in teaching a foreign language. They contribute to students' achievements in professional life.

An important stage in the teacher's work is to determine the criteria for selecting sources for professionally-oriented reading.

The texts should carry new information. In addition to professional orientation, the sphere of communication, age, types of students' activities must be taken into account. In teaching students, it is also worth drawing attention to the linguistic-stylistic component of each text, since language is the subject of training, therefore, the close link of all training problems with the language is quite natural. The scientists advise to select texts depending on the program, so they should contain thematic vocabulary and grammatical phenomena typical for a particular genre.

Having analyzed the scientific and pedagogical literature on the issue, we have chosen the following criteria for selecting veterinarian orientation texts for developing reading skills: 1) authenticity; 2) thematic criterion; 3) interdisciplinary coordination criterion; 4) informativeness (substantive content); 5) communicative orientation; 6) accessibility.

One of the main criteria for selecting materials for reading is the criterion of authenticity. Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace, 1992: 145). Authentic materials are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfil some social purpose in the language community", in contrast to non-authentic texts that are specially designed for language learning purposes (Peacock, 1997: 146).

C. Nuttall (1996) reports that the main requirements for the selection of authentic texts for teaching a foreign language are the criteria of suitability the content, the exploitability of learning, readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that cannot be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of the structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.

S. Berado (2006) complements this list with a requirement such as a presentation. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps

the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading.

We consider that it is appropriate to use authentic texts in the process of teaching students in non-linguistic higher education institutions and demonstrate a set of strong factors of using authentic texts.

1. Authentic texts are valuable informative and cognitive material that complements the student's acquired knowledge of special disciplines, provides the principle of professional orientation of learning a foreign language.

2. Authentic professionally-oriented texts are examples of science genre, presentation models of basic theoretical concepts, and categories using a foreign language.

3. Authentic texts are a source of students' vocabulary in the specialty, an example of the use of terminological vocabulary in a context. They help to specify the meaning of words, explain and clarify their use according to established language norms and standards.

4. Authentic texts, in addition to a wide range of terminological vocabulary, provide students with speech formulas of the scientific register.

As we can see, authentic texts illustrate the language functioning in a form acceptable to native speakers, in a natural social context. The availability of new information completes students' vocabulary on the relevant topic. Thereby, a certain level of professional competence is achieved. When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior "...we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials" (Senior, 2005: 71).

The thematic criterion provides for the restriction of the text selection within the theme and is the subject of professional interest of future specialists and the theme of specialized disciplines. The importance of

a topic for teaching reading is explained by a number of its properties. Some of them are the ability to reflect and classify certain spheres of extra language reality, the ability to organize and streamline lexical material according to the subject content, as well as the ability to develop the speech process. The selected professional terminology has a priority of the subject side over the language learning.

In our opinion, this will contribute to the students' motivation, the activation of acquired knowledge, and hence the self-reflection strengthening in training English and the formation of communicative competence as a whole.

The next criterion for the selection of professionally-oriented texts is the criterion for interdisciplinary coordination. This implies selecting such texts in English containing terminological vocabulary learned by the students in their native language while studying specialized theoretical and practical disciplines. As a result of the selection of texts based on this criterion, optimal conditions are created for mastering English terminology vocabulary and professional competence in general, because the knowledge of terminology obtained in class in the relevant specialized disciplines (Animal Physiology, Animal Anatomy, Histology, Microbiology, Pharmacology, Surgery, Midwifery, Animal Diseases, etc) is summed up, deepened and systematized in foreign language classes.

So, the selection of professionally-oriented texts for developing the reading skills of future veterinarians based on the criterion of interdisciplinary coordination requires the acquisition of terminology vocabulary in the mother tongue when studying specialized disciplines as well as the in-depth knowledge of the subject. We believe, it contributes to the practical mastering of the terminological vocabulary (both English and native languages), and selection, presentation, and automatization of the material in practical English lessons are functional.

One of the important requirements for the quality of text necessary for developing reading is text informativeness (substantive content). There is no clear definition of this concept. In the scholarly discussion, there are two approaches to determining the informativeness of the text.

The first approach suggests that the informativeness of the training text as a representation of meaningful information: logical, emotional-evaluative, and incentive-volitional. The second one characterizes informativeness as a relative value because the degree of the information content of the message depends on the potential reader. In other words, the information message for the recipient is informative. Though, the same message may be new and informative for one student. Another one may not see these qualities in the information.

The content criterion determines the value of the text as training material for reading and allows the teacher to select scientific terms providing students with an understanding of the information received in the text. The effectiveness of the organization of training interactive activities and the effectiveness of acquisition terminological vocabulary depends on the content of the text. If the text content does not meet the students' cognitive needs, it is used as a "material" (lexical, grammatical, and structural) for writing other texts (abstracts on the theme of scientific research, reports at conferences, term papers, etc.).

The creation of new text implies the ability to use the lexicon terminology in professional communication and exchange of professional information, meets the tasks of forming a foreign-language lexical competence.

The criterion of the communicative orientation of texts determines the solution of communicative tasks. Professionally-oriented texts are communicative units of two levels: cognitive, which serves as informative filling of the communication process, and linguistic, which reflects the

linguistic and speech forms. Students must understand the foreign language text, get the necessary information, interpret and draw their conclusions.

The selection of training materials according to the accessibility criterion creates the basis for the communicative orientation of professionally-oriented reading training. A set of exercises for training reading will be effective and capable of providing the formation and development of reading skills of professionally-oriented literature if the selected texts are accessible to recipients. The texts for foreign language reading must be selected with a deductive statement at the basic stage of the study, gradually moving to the texts with an inductive statement at the final stages of study with a clear presentation of facts.

The accessibility of texts will be ensured if the teacher adheres to certain requirements regarding the comprehensibility of the lexical, grammatical, syntactic material of the texts. Since professionally-oriented texts are organized around a specific subject-thematic complex, which is characterized by the use of a limited set of lexical units, tended to the repeatability within a text.

When teaching professionally-oriented reading, as a rule, two tasks are solved. Firstly, the teacher must teach to synthesize the known, accessible to immediate understanding as well as to analyse new and difficult. Secondly, students must know how to use the maximum amount of linguistic and extra-linguistic aids that contribute to an adequate understanding of the special text.

Examples of linguistic aids may be basic terminology, derivational models, syntactic constructions (passive, infinitive). Extra-linguistic aids include title, preface, illustrations, and methodological guidelines.

An acute problem when choosing a material for reading in a foreign language is the problem of accessibility of texts for comprehension. In the process of foreign language reading, many factors complicate

comprehension, such as language, content, presentation style. The accessibility of text for comprehension is directly dependent on whether it is possible to find a sufficient amount of aids in it.

The ability to read professional scientific literature requires special training, especially when it is about reading foreign-language texts of a certain genre and theme. The effectiveness of teaching professionally-oriented reading depends largely on properly designed tasks. In other words, the tasks must be functionally connected and integrated into the system.

A task system is a set of the necessary types, and varieties of tasks performed in such sequence and number needed for the formation of skills and abilities in various types of speech activity and ensures the highest level of foreign language acquisition.

To design a balanced variety of tasks aimed at developing students' skills and abilities of professionally-oriented reading, it is appropriate to rely on the methodologists' approaches to designing an exercise common system. Methodologists have devoted several works to this problem. They consider individual aspects of the theory of exercises, various presented classifications, the principles of an exercise system formation.

Students of higher educational institutions should master two kinds of reading:

The task of the first kind is to teach students to receive the information during reading, getting language difficulties, and basing on familiar word-formation elements and contexts. The task of the second one is to teach students to receive the full information from the text with certain language complexity which is impossible to guess from the contexts.

All scientific English-language articles require the use of certain working stages with the text. There are three phases of working with foreign-language text: pre-reading, while-reading, and post-reading (Williams, 1991). The tasks in this three-step

structure serve to facilitate interaction between student and text, support oral and written language activity.

Pre-reading (warm-up) activities help prepare future veterinarians to work with the professionally-oriented text, take into consideration their experience, activate students' knowledge, create expectations about the text, familiarize themselves with the word formation, and make possible contextual knowledge readily available. In other words, they introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Toprak & Almacioğlu, 2009) and prepare students for the main receptive event.

Three steps may be used in the pre-reading phase: definition of the purpose for reading; activating background knowledge; previewing the text to establish expectation.

Based on the assumption that veterinary students must learn to read professional-oriented texts composed of complex lexical and grammatical material, the goal of the pre-reading phase is to overcome speech difficulties. Levelling of these problems is implemented by achieving the development of phonetic, lexical, and grammatical skills in reading foreign texts.

Phonetic skills are acquired through pronunciation Latin terms and their English equivalents, through listening to the words and repeating after the teacher. Thus, elaborating Latin and English professional veterinarian terminology in interaction interrelation is a significant base for mastering the professional language of veterinarian medicine and related disciplines.

In the learning process, verbal and visual aids are used. Lexical skills are formed by reading phrases, translating into their native language, developing their phrases based on the patterns. Grammar skills are acquired by reading micro texts with learned grammatical structures and lexical units.

Pre-reading activities may include working with the title of a text to set

expectations about the content of the text reading the introduction and identifying the key issues to be discussed; reading the conclusion paragraph; reading the first sentence of each of the body paragraphs, and scanning parts of the text for specific information.

Such practice tasks may include guessing word meanings by using context clues, word formation clues, or cognate practice; comparison of native language and English equivalents, choosing of term meaning that corresponds to the underlined word in the text; highlighting keywords using an article part, selecting the appropriate word meaning in the dictionary; learning to use the dictionary effectively.

Some methodologists propose a task of skimming the text. It means to read a text quickly and superficially to get the gist of it. It is useful for getting clues to the main ideas, divisions, points, or steps in an argument.

While-reading activities provide structure and support for the text reception. These activities should guarantee text comprehension, focus students' attention, improve their control of the foreign language, and decode problematic text passages. The objectives of the while-reading phase are the following: recognizing and organizing content elements; reflecting and linking preparatory activities to the content; focusing attention on the topic; testing hypotheses.

During the while-reading phase, the teacher's work is to help students to understand the specific content and to perceive the theoretical structure of the text. This phase requires the teacher's guidance to ensure that students assume an active questioning approach to the material. Such guidance may be supplied by several while-reading tasks. The simplest technique for this purpose is the main ideas of the professionally-oriented text. For maximum benefit, the questions should address three levels of understanding: the explicit, the implicit, and the applied.

While reading authentic scientific articles, students are offered the following exercises: visualizing the logical structure of a text; taking notes on the most important arguments; annotating a text; choosing a sentence that indicates the main idea of research; formulating the content of the research; formulating the purpose of the research; finding sentences that present research methods; filling in the table for finding and distinguishing between scientific facts and their interpretation by the author.

It should be noted that at the while-reading phase, the main attention is focused on the acquisition of English proficiency in reading: the perception and comprehension of professional information, the broadening and deepening of professional knowledge and competence.

Post-reading activities help veterinary students to evaluate the reception process, take a deeper look at the text, and engage in further language or topic-specific work with the newly acquired information. It is a meaningful approach to allow students to express their reactions to the text.

The objectives of the post-reading phase include: linking and advancing the newly acquired content; coming to conclusions about the significance of the outcomes of the text.

The post-reading phase develops students' productive skills allowing using acquired professional knowledge in veterinary practice. The teacher must teach future veterinarians to use the received information in daily practice to meet their own and clients' needs. At this phase, the students are offered the following practical exercises: micro monologue; mini-messages, expressing an opinion on a given question; uncontrollable discussion; writing a review.

The development of professional English reading skills of future veterinarians occurs due to the unity of the pre-reading, while reading and post-reading phases. Each phase has a purpose, methods, and techniques for organizing the training

process and controlling the result achievement.

## DISCUSSION

The analysis of modern scholars' works about development professionally-oriented reading skills shows it as a matter of great importance.

We agree that the successful foreign language teaching-learning process relies on activities covered by the English language curriculum for specific purposes. Various linguists have defined ESP differently. These definitions appeared to cover various characteristics of this approach.

Dudley-Evans and St. John (1998) define ESP through absolute and variable characteristics. Absolute characteristics are distinguished as the specific needs of the students, the use of peculiar methodology, the focus on the language itself. Variable characteristics are as follows: the correlation with the specific disciplines, the use of professional work situations.

Exploring the issue of teaching English for specific purposes, L. Cheryl and L. Champeau De (1997) note that such courses are based on the need to express the facts and ideas of some special subjects, after which the student be able to read specialized texts and speak confidently about them. Scientist Ch. Brumfit(1990) considers that the best approach in language teaching when all decisions regarding the content and method are based on the student's motivation to study.

We completely agree with the opinion of H. Barabanova (2005). She states that one of the important features of teaching English for specific purposes is in the professional context of the chosen specialty. The students' task is to acquire knowledge of the professional term system and acquire the ability to use highly specialized vocabulary to perform professionally-oriented training tasks aimed at further communication in different activity situations.

We fully share the characteristics of the ESP proposed by H. Clark and E. Clark

(1997). They note teaching English is aimed at meeting the students' specific needs; content refers to specific disciplines, professions, and activities; it is studied in comparison with the common English language.

According to L. Pokushalova (2012) the scheme of foreign language professionally-oriented teaching should be based on such principles as determining models, features, and means of communication; selection of lexical and grammatical units necessary for understanding, reading, listening and speaking; tasks focused on professional communication and language mastering.

Work with professionally-oriented materials covers extra-linguistic objectives: getting acquainted with scientific publications; finding out new developments and research to advance the industry; search and selection of materials for scientific and practical activities (Lushchyk, 2016).

Thus, reading is a very important skill for students, providing them with access to further language improvement and the continuation of personal education (Stevens, 1977). According to O. Tarnopolskyi, "... a global, not a detailed reading understanding is needed" (Tarnopolskyi, 2005: 78). Students are expected to have an "adequate" understanding of a foreign language text. It is meant, "the full level of coincidence of invariant text, modeled in the students' mind, with the system of linguistic and semantic orientations presented in the text by the author" (Barabanova, 2005: 17).

According to Robinson, Farone, Hittleman and Unruh (1990), practices in reading comprehension have shifted: from using oral reading to help get meaning from the text to using silent reading to aid comprehension; from teaching subskills to teaching comprehension strategies that include these subskills (e.g., summarizing); from providing little direct teaching to increasing the amount of direct teaching that is specific, followed by supervised independent practice.

Ukrainian scientist A. Marlova (2015) states, that an important pedagogical prerequisite for the effective preparation of future veterinarians to read veterinary literature is the implementation of interdisciplinary coordination between English and Latin languages. Studies of scientific veterinary text in English show that it consists of an average of 60% of English words, 30% of Greek-Latin terms, 10% of international words of Latin origin. This 40 % of the vocabulary is of considerable interest in teaching students to understand English-language veterinary literature. This confirms our recommendation to include the correlation between English and Latin terminology in the process of mastering professionally-oriented reading skills for veterinarian students.

The ability to use gained knowledge in Latin language classes while reading professional texts ensures the effectiveness of this process and helps to improve the quality of training of future veterinarians. Interdisciplinary coordination is made by students' revision of the material has been studied in the course of Latin, Pharmacology, Anatomy, Physiology, etc. and explaining the practical application of knowledge in future professional activities.

Researcher Orel-Khalyk (2016) claims that veterinarian students while reading professionally-oriented text, correlate new information from the text with their professional and life experience. Serious attention should be paid to the development of tasks and the selection of texts since the acquisition of knowledge, skills, and abilities is provided by training material, and not by the teacher's explanations. The scholar suggests that texts must be: linguistically feasible; ideas and details must be clearly presented and consistently stated; able to reflect the already acquired students' professional knowledge; interesting for students; informative, have cognitive value and novelty for students; relevant to current

requirements of veterinary science and related subjects.

Reading a professional text is a complex act. It involves multiple cognitive, emotional, and social abilities, each of which influences the students' success. The training of highly professional veterinarians is impossible without the involvement of foreign language veterinary materials in the learning process. These materials play an essential role in the modern use of the language as a means of professional interaction, a tool for professionally-oriented communication, and the reflection of sociocultural reality.

### CONCLUSION

Therefore, we can conclude that reading proficiency is one of the most essential skills for training and success in higher educational institutions.

Professionally-oriented teaching of a foreign language organizes the active cooperation of all students, which ensures the mutual exchange of authentic, professionally meaningful information in a foreign language and mastering skills of professional communication.

The teacher's work on developing reading skills is not only to teach the students to read but also to encourage them to use learned material in their future professional activities. Properly selected training material on professionally-oriented reading takes a leading role in the successful training of future veterinarians.

The problem of selecting training material for the professional competency

development in reading was solved taking into account the criteria of authenticity, thematic, informativeness, and accessibility of texts. When selecting materials, we were based on the following principles: of professional orientation; of scientific; of continuity; of theory and practice unity; of suitability. All principles must act as a whole system.

Therefore, defining the criteria and principles for selecting English-language scientific texts for professionally-oriented reading training is one of the important methodology aspects of future veterinarians' speech activity training.

We point out that special texts should be selected in terms of their content, educational and cognitive value, and linguistic normativity, communicative, and professional relevance to future veterinarians' potential career activities.

The teaching reading will be successful if the pre-reading, while-reading, and post-reading phases are used. In each phase, a wide range of activities may be used. Teaching reading may provide future veterinarians with the skills and strategies needed to become efficient, effective, and independent readers of scientific literature.

Further research may be related to elaborating various types of exercises for reading skills development based on authentic scientific articles for students at different stages of the study. In general, additional research, both theoretical and practical, will be promising to clearly define the role of professionally-oriented training.

---

**Conflict of interests.** The author declares that there are no conflicts of interests regarding the publication of this paper.

**Funding.** This study received no specific financial support.

---

### REFERENCES

- Barabanova, H. (2005). *Metodyka navchannia profesiino-oriientovanoho chytannia u nemovnomu VNZ [Methods of teaching professionally-oriented reading in a non-language university]*. K.: Firma INKOS. (in Ukrainian).
- Berado, S. (2006). The use of authentic materials in teaching of reading. *The Reading Matrix*, 6(2), 60-69.

- Block, C. & Israel, S. (2005). *Reading first and beyond: The complete guide for teachers and literacy coaches*. Thousand Oaks, CA: Corwin Press.
- Brumfit, Ch. (1990). *Communicative Methodology in Language Teaching*. Cambridge University Press.
- Byriuk, O. (2005). Kryterii vidboru avtentychnykh anhlomovnykh publitsystychnykh tekstiv dlia formuvannia u maibutnikhuch ychyteliv sotsio kulturnoi kompetentsii u protsesi chytannia [Criteria for selection of authentic English-language journalistic texts for the formation of future teachers' socio-cultural competence in the reading process]. *Visnyk KNLU*, 8, 150–157. (in Ukrainian).
- Chernushych, A. (2011). Vykorystannia profesiino-oriientovanykh zavdan z metoiu formuvannia spetsialnykh vmin profesiino oriientovanoho chytannia studentiv-menedzheriv pry pidhotovtsiy ikh do vykonannia profesiino oriientovanykh proektiv. [The use of professionally-oriented tasks in order to form special skills of professionally-oriented reading of managers in preparing them for the implementation of professionally-oriented projects]. *Sotsium. Nauka. Kultura: materialy mizhnarodnoi naukovo-praktychnoi internet-konferentsii*, 112–114. (in Ukrainian).
- Cheryl, L. & Champeau De, L. (1997). Evaluating Reading EFL. *English Teaching Forum*, 35(2), 124–129.
- Clark, H. & Clark, E. (1997). *Psychology and Language*. Brace Jovanovich Publishers.
- Dudley-Evans, T., & John, St. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge, UK: Cambridge University Press.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge University Press.
- Hryniuk, H., & Semenchuk, O. (2007). Vidbir navchalnoho material dlia formuvannia anhlomovnoi leksychnoi kompetentsii u studentiv-ekonomistiv. [Selection of training material for the development of English lexical competence in students of economics]. *Inozemni movy*, 2, 30–34. (in Ukrainian).
- Kravchuk, H. (2010). Metodyka navchannia studentiv tekhnichnykh spetsialnostei profesiino oriientovanoho anhliiskoho dialohichnoho movlennia na osnovi tekstiv naukovotekhnichnoi reklamy. [Methods of teaching students of technical specialties of professionally oriented English dialogic speech on the basis of texts of scientific and technical advertising]. (*PhD's thesis*). Kyiv National Linguistic University. (in Ukrainian).
- Kubriakova, E. (1994). Tekst i eho ponymanye. [The text and its understanding]. *Russian text*, 2, 18–27. [in Russian].
- Kushniarova, T. (2006). Testovyi control rivnia volodinnia maibutnimy veterynarnymy likariamy vminniamy chytaty anhliiski teksty za fakhom. [Test control of the level of future veterinarians' ability to read English texts in the specialty]. (*PhD's thesis*). Kyiv National Linguistic University. (in Ukrainian).
- Liakhovytskyi, M. (1981). *Metodyka prepodavanyia ynostrannykh yazykov. [Methods of teaching foreign languages]*. Moskva: Vysshaia shkola. [in Russian].

- Lushchik, Yu. (2016) Navchannia inshomovnoho profesiino-oriietovanoho chytannia v ahrarnomu VNZ. [Training of foreign language professional-oriented reading in agricultural university]. *Inozemnimovy u vyshchiosviti: linhvistychni, psykholohopedahohichni ta metodychni perspektyvy*, 122–126. (in Ukrainian).
- Lushchik, Y., Pikulytska, L., & Tsyhanok, H. (2020). Core Curriculum for Foreigners' Language Training in Higher Agrarian Institutions: Correlation with Common European Recommendations. *Revista Romaneasca pentru Educatie Multidimensionala*, 12 (1Sup1), 196–212. <https://doi.org/10.18662/rrem/12.1sup1/231>
- Maliuha, O. (2003). Zmist navchannia profesiino oriietovanoho chytannia studentiv-mahistriv ahrarnykh spetsialnosti. [The content of teaching professionally oriented reading to master students of agricultural specialties]. *Visnyk Kyivskoho natsionalnoho linhvistychnoho universytetu*, (6), 179–186. (in Ukrainian).
- Marlova, A. (2015). Kompleks pedahohichnykh umov pidhotovky maibutnykh likariv do chytannia inshomovnoi fakhovoi literatury. [A set of pedagogical prerequisites for preparing future doctors to read foreign language professional literature]. *Nova pedahohichna dumka*, 2(82), 69–71. (in Ukrainian).
- Nuttall, Ch. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Macmillan Heinemann.
- Orel-Khalik, Yu. (2016). Obgruntuvannia neobkhidnosti vprovadzhennia vsikh vydiv chytannia u konteksti pidhotovky fakhivtsiv medychnoi haluzi. [Justification for the introduction of all types of reading in the process of training of medical worker]. *Young Scientists*, No 2(29), 325–329.
- Peacock, V. (1997). The effect of authentic material on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156.
- Pokushalova, L. (2012). Obuchenye professyonalno oryentyrovannomu yazyku v tekhnicheskoy vuz. [Training of professionally oriented language at a technical university]. *Young scientist*, (5), 305–307. [in Russian].
- Robinson, H.A., Faraone, V., Hittleman, D.R., & Unruh, E. (1990). *Reading Comprehension Instruction, 1783–1987*. Newark, Delaware: International Reading Association.
- Rubin, J. (1994). *How to Be a More Successful Language Learner (Teaching Methods)*. Boston: Heinle & Heinle Publishers.
- Satyeva, L. (2011). Formirovaniye navykov chteniya pry obuchenii inostrannomu yazyku studentov v veterynarnom vuz. [Development of reading skills in teaching students of foreign languages at a veterinary university]. *Uchenye zapyski Kazanskoi gosudarstvennoi akademii veterynarnoi medytyny*, (208), 157–163. (in Russian).
- Senior, R. (2005). Authentic Responses to Authentic Materials in English. *Teaching Professional*, 38, 71.
- Serova, T. (1988). *Psykholohycheskiye i lynchvodydaktycheskiye aspekty obucheniya professyonalno-oryentyrovannomu inoiazychnomu chteniyu v vuz. [Psychological and linguodidactic aspects of teaching professionally oriented foreign language reading at a university]*. Sverdlovsk. (in Russian).

- Shchukyn, A. (2008). *Sovremennye intensyvnnye metody y tekhnolohyi obucheniya inostrannymy azykam. [Modern intensive methods of teaching foreign languages]*. Moskva: Fylomatys. (in Russian).
- Strevens, P. (1977). *New Orientations in the Teaching of English*. Oxford University Press, 235p.
- Tarnopolskyi, O. (2005). *Metodyka navchannia inshomovnoi movlennievoi diialnosti u vyshchomu movnomu zakladi osvity. [Methodology of teaching foreign language speech activity in a higher language educational institution]*. Dnipropetrovsk. (in Ukrainian).
- Topra K.E., & Almacioğlu, G. (2009). Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. *Journal of Language and Linguistic Studies*, 5(1), 20–35.
- Torrance, E., & Rockenstein, Z. (1988). *Styles of thinking and creativity. Learning strategies and learning styles*. New York.
- Tymoshchuk, N. (2019). Professionally-oriented teaching of a foreign language at the agrarian university. *Youth and the market*, 1(168), 66–70.
- Wallace, C. (1992). *Reading Oxford*. O.U.P.
- Zymniaia, Y. (1991). *Psykholohiya obucheniya ynostrannym yazykam v shkole. [Psychology of teaching foreign languages at school]*. M.: Prosveshchenye. (in Russian).

## **ФОРМУВАННЯ НАВИЧОК ІНШОМОВНОГО ПРОФЕСІЙНО-ОРІЄНТОВАНОГО ЧИТАННЯ МАЙБУТНІХ ВЕТЕРИНАРІВ**

### **АНОТАЦІЯ / ABSTRACT (in Ukrainian):**

У статті розглянуто особливості професійного навчання, а саме формування навичок професійно-орієнтованого читання майбутніх ветеринарів під час вивчення іноземної мови. Метою даної статті є аналіз основних напрямків розвитку умінь іншомовного професійно-орієнтованого читання як одного з ефективних аспектів методики навчання майбутніх ветеринарів. Завдання статті: вивчити та охарактеризувати теоретичні основи професійно-орієнтованого навчання читання; визначити принципи та критерії відбору професійно-орієнтованих текстів для майбутніх ветеринарів; обґрунтувати поетапну роботу з текстом ветеринарної спрямованості. Для досягнення поставлених завдань та цілей дослідження використовувались загальнотеоретичні методи дослідження (аналіз, синтез, системно-структурний). Результати дослідження наступні: робота викладача з навчання читання полягає не лише в тому, щоб навчити студентів власне читати, а і в тому, щоб спонукати їх використовувати вивчене в майбутній професійній діяльності. Правильно підібраний навчальний матеріал з професійно-орієнтованого читання займає провідне місце в успішному навчанні майбутніх ветеринарів. Проблему відбору навчального матеріалу для формування професійної компетентності у читанні було вирішено з урахуванням критеріїв автентичності, тематичності, інформативності та доступності текстів. У процесі добору матеріалів для навчання професійно-орієнтованого читання на

ветеринарному факультеті ми вважаємо доцільним спиратися на принципи професійної спрямованості; науковості; наступності; єдності теорії і практики. В результаті проведеного дослідження ми дійшли висновку, що розвиток навичок читання текстів професійної спрямованості мотивує майбутніх ветеринарів до вивчення іноземної мови, дозволяє студентам поглибити академічні знання з фаху, розвиває здібності до використання іноземних джерел у майбутній професійній діяльності, вдосконалює навички професійного спілкування.

**КЛЮЧОВІ СЛОВА:**

заклад вищої освіти, іноземна мова, навички читання, професійно-орієнтоване навчання, студенти-ветеринари.

---

---

**CITE THIS ARTICLE AS (APA style):**

Pikulytska, L. (2020). Development of Professionally-Oriented Reading Skills of Future Veterinarians. *Educational Challenges*, 25(1), 96–111. <https://doi.org/10.34142/2709-7986.2020.25.1.08>

---

---