

## ABSTRACTS

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### **METHODOLOGICAL ASPECTS OF OPTIMIZATION OF TRAINING FOREIGN STUDENTS AT THE PREPARATORY DEPARTMENTS OF UNIVERSITIES IN UKRAINE**

Methodological aspects of cognitive-communicative approach to teaching foreign students at the preparatory departments who study languages and general disciplines at universities of Ukraine are considered. The relevant methodological approaches are suggested for optimizing communicative competence of foreign students in different types of speech activities in the field of their professional communication – natural sciences. The features and implementation stages of a gradual learning process model of cognitive-communicative teaching of foreign students are identified. It is shown that the use of standard educational texts raise the efficiency of formation of linguistic competence in teaching and in professional field. The approach makes it possible to equip students with the necessary language skills related to logical thinking and raise their alertness to a higher level. This work should be based on inter-disciplinary connections in the study of natural sciences and patterns of gradual mastery of basic skills of speaking, listening, reading, and writing. It is shown that the construction of an integrated learning model for foreigners in the field of professional communication (natural sciences) and implementation of its main provisions in the learning process involves: the correction of curricula of language and natural sciences with a clear fixation in these of the incremental communicative competence in the subject-content and language aspects; determination of the situational-thematic and lexical minimum in each of the disciplines; the selection of structures of the scientific style of speech in natural sciences; determining ways of implementing basic types of speech and learning of students; creation of terminological dictionaries and textbooks with differentiated profiles for humanitarian and technical training.

*Key words: foreign students, preparatory departments, communicative and cognitive learning principle, speech activity of students, typical academic text, scientific style of speech.*