

- співпраця з регіональними та муніципальними органами виконавчої влади, провідними організаціями в плані надання робочих місць для випускників;
- формування і постійне оновлення інформації про вакантні посади;
- проведення та участь у нарадах з питань, пов'язаних з працевлаштуванням випускників.

Взаємодія компанії - майбутнього роботодавця та інституту здійснюється на різних рівнях: інформаційна взаємодія - інформаційна розсилка (вакансії, заходи), презентації, участь в ярмарках вакансій; базова взаємодія - проведення майстер-класів, ділових ігор, публікація статей про компанії, workshop по набору фахівців, підтримка студентських проектів та ініціатив і т.п.

У перспективі - збільшення ступеня залученості компаній в освітній і профорієнтаційний процес - включення практичних семінарів та лекцій представників компаній в навчальні курси, розвиток базових кафедр і магістерських програм.

Здійснюється збір і аналіз відгуків про якість підготовки фахівців. За відгуками роботодавців, всі випускники мають достатню теоретичну і практичну підготовку, успішно, самостійно і компетентно вирішують професійні завдання, що відповідають кваліфікаційним вимогам.

INTERNALIZATION OF UNDERGRADUATE ESL TECHNICAL STUDENTS INTO ACADEMIC DISCOURSE COMMUNITY

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Obtaining a university degree is an increasingly crucial step toward greater personal and professional freedom for most Ukrainians. Radical economic changes in Ukraine over the past two decades have only served to make a university degree all the more important for reaching and maintaining a middle- or upper-class lifestyle.

The number of students in higher education has been dramatically increased, which also results in great diversity of students. It is the first reason why academic discourse has become popular . Culturally, socially and linguistically heterogeneous student population brings different identities, understandings and habits of meaning-making to a more diverse range of subjects.”(Hyland, 2009)

The second factor concerns the transformation of education system. Universities are becoming more competitive because students choose prestigious schools which are highly evaluated on the aspect of academic discourse, including the publication of dissertations and lectures in conferences.

The last reason, and also the most important factor affecting the development of academic discourse is the domination of English. Even academic journals, as a representative type of academic discourse, are most in English. As a result, the learning of academic discourse is especially meaningful for second language learners. But lack of academic language skills and second language mastery are those

factors that hinder our students in their efforts of full integration into academic discourse community.

If the best happened, second language learning in schools might best be described as acquirement of discourse competence. In the majority of cases, however, students attained procedural knowledge about how to use the language of and language in the classroom. In the former, language development includes opportunities for internalization of academic discourse and, thus, networking with particular community; in the latter, language development can be described as acquisition of some forms of linguistic knowledge and behaviours needed to display right answers.

Educational practices that has not considered a broader definition of language learning usually have deleterious effects on linguistically and culturally diverse students. Some schools that are aware of sociocultural theories of learning usually link discourse competence to academic competence. They practise careful examination of the contexts in which student learn, that is, what student learn, how that knowledge is transmitted, and which goals and motives drive the language learning event. Perceiving language as inherently dialogic and and interactive with variable discourses across communities and across contexts moves as beyond acontextual models of discourse acquisition.

Those university students who recognize their previous experiences of second language learning in the classroom as the integral part of particular discourse community in a particular contexts take new challenges of ESP and academic language learning more smoothly as they are used to participating in communicative events constructed specifically for a target audience.

For such the collegiate students ESP and academic language acquisition means language socialization and involves the acquisition of discourse (all uses of language, both oral and written). Social knowledge of academic discourse community (namely NMU academic discourse community) will be appropriated together with linguistic knowledge. Students of our higher institution learn to display their thoughts in written and oral forms through different types of academic discourse, such as classroom and conference presentations, conference abstracts and discussions . In this way, they acquire social practice in the different academic fields, get to the heart of academic enterprise, and finally become a member of a social group.

Learners internalize the practice of the academic fields through the participation with more competent members of social groups. IThe same principle is applied to less proficient learners who acquire the linguistic knowledge of academic discourse from the interaction with fluent English experts in their field.