The presented study reveals the theoretical prerequisites for the expediency of applying personally oriented and pragmatic approaches to the integrated learning of English for special purposes, in particular, when studying the learner needs of future journalists. The necessity to explore the specific learner needs in the field of professionally oriented English communication (POEC) of future journalists is determined by the requirement to adapt the language policy in higher education institutions in accordance with the demands for interrelated vocational and professional English language training of a future specialist. The formation of the secondary professional English-speaking personality of a future journalist depends on support of communicative interaction in English at classes; strengthening of conscious language learning; providing the journalism contextualized input; integrated development of POEC skills; compliance with the social and cultural norms of English-language communication in the professional field of journalism and the development of intercultural tolerance. Understanding of the specifics of the POEC is facilitated by the involvement of linguistic and social categories of pragmatics in the context of foreign language learning, especially in the integrated learning of English for the special purposes (ESP) of future journalists, where the social dimension is equally significant as the cognitive one. Based on the consideration of the concept of learner needs and description of the main types, a questionnaire was drawn up for the analysis of the specific learner needs of future journalists in ESP. The questions relate to the objective and subjective educational needs, shed light on the peculiarities of students’ perception of the necessity to develop English proficiency for successful journalism career, the frequency of performing specific types of job-related activities at ESP classes, awareness of preferred style, channel and medium of communication, and as well as pragmatic functions of journalist’s speech. Levels of English language proficiency and knowledge of journalism terminology are taken into account, as well as the main challenges of learning and the relevance of the possibility of formation of particular skills of POEC within the traditional and integrated ESP.

**Key words:** learner need analysis, integrated learning, future journalists, personally oriented, pragmatic approach.
АНАЛІЗ НАВЧАЛЬНИХ ПОТРЕБ МАЙБУТНІХ ЖУРНАЛІСТІВ ЧЕРЕЗ ПРИЗМУ ОСОБИСТІСНО ОРІЄНТОВАНОГО ТА ПРАГМАТИЧНОГО ПІДХОДІВ ДО ІНТЕГРОВАНОГО НАВЧАННЯ АНГЛІЙСЬКОЮ МОВІ

І. Ю. Левчик

Представлена дослідження розкриває теоретичні передумови доцільності застосування особистісно орієнтованого та прагматичного підходів до інтегрованого навчання англійською мовою для спеціальних цілей, зокрема при вивченні навчальних потреб майбутніх журналістів. Необхідність вивчення специфічних навчальних потреб у площині працездатної англійської мови розкривається через адаптації мовної політики у ЗВО відповідно до потреби взаємопов’язаної фахової та професійної англомовної підготовки майбутнього журналіста. Формування працездатної англійської особистості майбутнього журналіста залежить від підтримки на заняттях комунікативної взаємодії англійською мовою; посилення свідомого вивчення мови; підбору вхідного дидактичного матеріалу у контексті журналістики; інтегрованого розвитку якість ПОАС; відповідності соціальній і культурній нормативності англійської мови в процесі навчання студентами етика і атмосферу англійської мови для спеціальних цілей майбутніх журналістів, де соціальний вимір однаково значимий як і когнітивний. На основі розгляду поняття навчальних потреб та опуку основних їх типів зумовлено анкету для аналізу специфічних навчальних потреб майбутніх журналістів щодо вивчення англійської мови для спеціальних цілей. Питання стосуються об’єктивних та суб’єктивних навчальних потреб, деталізацію особистості сприйняття студентами соціальних потреб майбутніх журналістів у завданнях завданнях з англійською мовою, стилю, каналу та опосередкованого спілкування, а також прагматичних функцій мовлення журналіста. Взято до уваги рівень володіння англійською мовою та знання термінології з журналістики, а також основні труднощі навчання журналістики в межах традиційного та інтегрованого навчання англійською мовою для спеціальних цілей.  

Ключові слова: аналіз навчальних потреб, інтегроване навчання, майбутні журналисти, особистісно орієнтований, працездатний підхід.

Introduction of the issue. A personality-oriented approach to the integrated learning of POELC of future journalists means creating conditions for the development of both personal and professional qualities of students, focusing on practice English communication in various job-related activities, giving students opportunities to use English as a language of interaction in resolution of cognitive, communicative, content and cultural tasks, also addressing Journalism ESP learners’ needs and interests. The peculiarities of professional communication of different careers in Journalism and language knowledge, e.g. terminology and register should be considered in the language curricular and methodology applied. As it is argued in B. Takahashi and P. Parks (2018) research on the science and environmental journalism, the news media environment of the 21st century requires
journalism students to master a wide range of skills. Students are expected to demonstrate not only news writing, video editing, podcasting, and social media abilities, but also are pushed to carve their own content niche [14]. Future professional journalists can choose from careers in public affairs reporting, sports journalism, environmental journalism, international reporting, and health journalism, among many others. This increasing pressure to simultaneously generalize in skills and specialize in knowledge of discipline specific character and professionally oriented English language communication (POELC) represents a challenge to journalism English schools that have to try to change the language policy and adapt their curricula to follow industry trends.

The highly competitive occupational environment in journalism is considered to be partly the result of the crisis of traditional models of functioning of media organizations. This crisis has affected a number of traditional types of activities in the reporter's work, including the rise of digital media, the decline of influence of traditional periodicals on the public opinion, and the uncertainty of viable advertising models within news media are some issues that journalists and Journalism students need to consider as they choose and develop their professional careers. On the top of that, in conditions of the informational war with the Russian channels of mass media, the credit of the international trust to the Ukrainian press has got incredibly significant meaning. The contemporary economic, civil and professional pressures in Ukraine have placed greater responsibility on the future Ukrainian journalists to contribute across the production process, "not just reporting or photographing or editing or designing or marketing content, but performing all of these tasks for every assignment" [14: 1]. Demand for such diversely skilled professionals places a special burden on journalism schools, including foreign language training in tertiary education. At the same time, it represents an opportunity, because these days every journalist is looking for every possible way to address the international audience, so journalism students need to expand their English proficiency, specialty content knowledge and develop POELC skills to complete successfully various job related
activities. The present moment though it is very challenging for Ukraine, is considered to be a particularly fruitful time to investigate in research of the diversity of language learning needs, addressing every aspect of the POELC of a future journalist. That will reflect the personality oriented and pragmatic approaches in realization of the methodology of the integrated learning Journalism English in the tertiary education in Ukraine.

**Current state of the issue.** A number of scientists [18; 19] appeal to the notion of a secondary professional language personality in the context of POELC. The essence of the secondary professional language personality of a journalist is a monitor that does not allow the speaker to break the linguistic, social, and cultural norms and conventions existing in the target language Journalism speech community, permits that speaker to behave in job related communication (both oral and written) in the way the foreign specialist does.

Overall, the methodological framework for the development of the secondary professional language personality of the stakeholders of the non-linguistic specialties in tertiary education is coherent with the pragmatically combined approach that was originally based on the principled pragmatism by O. Tarnopolsky et al. (2021) [15]. For example, the course, aimed at development of the secondary language personality of a journalist, is recommended to maximize learning opportunities because if there are more POELC skills, trained in job related learning activities at university English language class, and more linguistic, communicative, and cultural learning materials, it will contribute more to formation of the targeted level of the pragmalinguistic proficiency in students. Facilitating negotiated interaction is another common principle. English language, as a medium of journalism students’ interaction in completing a wide range of job related cognitive, communicative and cultural tasks, is considered to be facilitating learning environment for acquiring and reinforcing the target language communicative and language skills, as well as communicative behavioural patterns, peculiar to Journalism professional interaction. Activating intuitive heuristics is considered to be important for development of the secondary professional language personality of a journalist. Live communication, e.g. between a
reported and interviewee is often based on intuitive heuristics and is affected with implicit patterns of professional communicative behaviour of a journalist. **Contextualizing linguistic input.** The linguistic input that journalism students receive in the integrated ESP course should be contextualized in job related communication and socio-cultural knowledge, otherwise, the language learned will not be able to serve the learners needs. **Integration of language skills** in formation of the secondary professional language personality of a journalist implies that the basic skills of communication: speaking, listening, reading, and writing which are supposed to be always integrated in the development of the POELC skills of future journalists. **Ensuring social relevance,** provides introducing the cultural component into the integrated Journalism ESP course, aiming at formation of socially acceptable POELC (learning communicative behavioural patterns appropriate for the social and cultural setting in a given Journalism job related activity).

The evolution of the pragmatic approach over the last decade, according to N. Ishimura and A. Cohen (2022), to a great extent reflects social and critical view of the need to involve pragmatics in the context of learning foreign languages, especially in the training of POELC of future journalists, where the social dimension has no less important impact than the cognitive one. Pragmatic competence is explored in the prism of contextually determined communicative interaction, in accordance with the acceptance of the identity of the interlocutor. Under the current trends of globalization, in the conditions of excessive cultural and linguistic diversity, the distinction between the native speakers and non-native speakers is becoming increasingly blurred, the tendency to creatively involve multilingual resources in the second language communication in the process of holistic integration is getting more and more intense” [9]. In general, the subject of pragmatics research in the context of learning foreign languages is directly related to the formation of POELC skills and abilities of future journalists (Interlanguage Pragmatics – ILP) in three main directions: communicative act, conversation structure, and conversation implicature, which are studied from a comparative point of view in terms of the competence authors are looking through the prism of contextually zuminated communicative exchange, in the mutual convenience of the pragmatic professional communicative behavior of a journalist. **Integration of language skills** in formation of the secondary professional language personality of a journalist implies that the basic skills of communication: speaking, listening, reading, and writing which are supposed to be always integrated in the development of the POELC skills of future journalists. **Ensuring social relevance,** provides introducing the cultural component into the integrated Journalism ESP course, aiming at formation of socially acceptable POELC (learning communicative behavioural patterns appropriate for the social and cultural setting in a given Journalism job related activity).

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cross-cultural research and acquisitional – which studies issues of assimilation related to the development of a person. K. Bardovi-Harling [2: 37] adds to the list conversation management, discourse organization and sociolinguistic aspects of language use, e.g. the choice of the form of addressee, which are undoubtedly of great importance for the professional growth of a journalist. Besides, as noted by E. Soler and A. Flor [13], there has always been a linguistic-social division in the cross-linguistic pragmatic research. Accordingly, linvopragmatics (Leech 1983) studied linguistic resources for the transmission of communicative acts and interpersonal meaning, and sociopragmatics (Thomas, 1983) – social perception underlying the interpretation of participants and the performance of communicative acts. “That is, from a pragmatic point of view, attention is paid to the study of means to either weaken or strengthen the impact of the statement (pragmalinguistic knowledge) and to the study of individual means that are likely to be the most appropriate for a specific situation (sociopragmatic knowledge)” [13: 3]. The emphasis is given to formation of the important POELC skills, which are especially relevant for the successful work of a journalist with an international audience. These days an increase is reported in the number of studies on the implementation of pragmalinguistics, in particular, in terms of teaching skills and strategies for performing certain speech acts, e.g. request, refusal, complaint, suggestion, comment. In contrast to uneven attention to the study of the pragmalinguistic component in foreign language learning, E. Alcon [1] emphasizes the need to take into account the relationship between rituals and forms of specific speech acts and contextual factors of specific situations, in other words, the author notes the need to consider pragmalinguistic and sociopragmatic components in their interaction, which in turn necessitated the study of politeness as a pragmatic phenomenon (T. Amundrud, 2012; A. Kedves, 2013). Face-Threatening Acts (FTA) within the framework of politeness theory (P. Brown, S. Levinson, 1987), the universal principle of avoiding disagreement in conversation, are the key concepts in understanding the interlocutors’ choice of certain linguistic means under the influence of a number of які ймовірно будуть найдоречнішими для конкретної ситуації (соціопрагматичні знання)” [13: 3], таким чином йдеться про акцент на формування важливих професійних умінь, які особливо релевантні для успішної роботи журналіста з міжнародною аудиторією. Через призму впливу значного дисбалансу між лінгвістичним та соціальним компонентами прагматики у сучасних дослідженнях у галузі навчання іноземних мов, автори [13] вказують на брак уваги до соціопрагматичного аспекту, який є особливо значущим для професійно-орієнтованого англомовного спілкування майбутніх журналістів та перетинає межі загального опису ситуативного контексту. Водночас, відзначають зростання кількості дослідень на тему реалізації прагмалінгвістики, зокрема, у контексті формування навичок і стратегій здійснення певних мовленнєвих дій, наприклад, запит, відмова, скарга, пропозиція, коментар. На противагу нерівномірній увазі до вивчення прагмалінгвістичного компоненту у навчанні іноземних мов Е. Алкон [1] наголошує на потребі врахування взаємозв’язку між навичками і формами конкретних мовленнєвих дій та контекстуальними чинниками конкретних ситуацій, розглядаючи прагмалінгвістичні та соціопрагматичні компоненти у їх взаємодії, що в свою чергу зумовило необхідність вивчення ввічливості як прагматичного явища. Серед ключових понять у розумінні вибору співрозмовниками окремих лінгвістичних засобів за впливу низки контекстуальних чинників, виокремлюємо основні концепції теорії ввічливості, а саме, загрозливі для особи дії, універсальний принцип уникнення незгоди у розмові та визначення ввічливості як соціальної норми. Актуальність застосування прагматичного підходу до інтегрованого навчання професійно орієнтованого англомовного спілкування майбутніх журналістів зумовлена специфікою професійної діяльності та посилює її характеристики на
Application of a pragmatic approach to the integrated learning of the POELC of future journalists is determined by the specifics of job related activities and strengthens students’ proficiency at the pragmalinguistic and sociopragmatic levels. Most of all it refers the conversation management and organization of one’s communicative behavioral patterns in compliance with the canons of politeness and the choice of the most appropriate means of communication for a given job related activity. Besides, personality-oriented and pragmatic approaches provide the necessary learning environment for the formation of the secondary professional language personality of a journalist, which is characterized by creativity, independence and the ability of effective social interaction in the English-speaking job related context.

So, the urgent question that we raise in the article concerns the reasons, beliefs, desires and prerequisites for learning English by future journalists, their current level of English proficiency, as well as the reasons for dissatisfaction with language courses in the past, also pragmalinguistic and sociopragmatic awareness [3; 10; 16; 17]. In other words, the analysis of the specific needs of the learners represents valuable information that should be taken into account when developing integrated English language courses for special purposes in higher education institutions (HEI) to ensure the effectiveness of forming the skills of the student in the context of the future specialty, increase the motivation to study, as well as the selection of the content of the study, optimal teaching methods and preferred language learning strategies.

**Aim of research** is to apply a personally oriented and pragmatic approach to the justification of questionnaire questions to collect information for the purpose of analysing the specific learner needs of future journalists and it involves the following tasks:

1) define the concept of learner needs in ESP for journalists;

2) design a questionnaire to determine the specific learner needs of future journalists in ESP.

**Results and discussion.** The importance of conducting an analysis of educational needs pragmalinguistic and sociopragmatic approaches is determined by the possibility of it being used in educational planning and implementation. The analysis of the specific needs of future journalists in English is essential for the development of integrated courses for special purposes in higher education institutions, which ensures the effectiveness of the formation of the skills of the student in the context of the future specialty, increases the motivation to study, as well as the selection of the content of the study, optimal teaching methods and preferred language learning strategies.

**Meta статті** полягає в застосуванні особисто орієнтованого та прагматичного підході до обґрунтування питань анкети для збору інформації з метою аналізу специфічних навчальних потреб майбутніх журналістів і передбачає виконання наступних завдань:

1) дати визначення поняттю навчальних потреб у вивченні англійської мови майбутніми журналістами;

2) укласти анкету для визначення специфічних навчальних потреб у вивченні англійської мови майбутніми журналістами.

**Виклад основного матеріалу.** Важливість проведення аналізу навчальних потреб здобувачів вищої освіти детермінована можливістю вдосконалення дизайн навчального плану та підбору ефективних методів навчання ПОАС. Науковці розглядають аналіз навчальних потреб як "процедуру
of students of higher education is determined by the possibility of improving the design of the curriculum and the selection of effective teaching methods of the PES. Scientists consider the analysis of educational needs as a "procedure of gathering information about the needs of students", defining it as a conceptual and expressive task of education seekers, which consists of the meaning and intention of future communication in the language they study, emphasizing its practical importance for an effectively completed course [6].

The main types of educational needs in learning English as a foreign language relate language proficiency, psychological and humanistic needs of students and those that are determined by the specific purpose of learning. The needs for language acquisition are related to the achievement of the targeted level of students' language knowledge. The second type covers questions about the student's psychological condition, for example, language confidence, knowledge of the pragmatic functions of communication, its main channels and styles. And, the third type - specific target needs, refers to the skills and abilities of POELC, which students should master for professional communication in the context of their future specialty [4].

Another common classification of educational needs involves the division into objective and subjective. Objective needs are related to the ways of using English after the end of the course, while the learning process is associated with subjective needs, for example, the adopted approaches, preferred methods, techniques and learning style, motivation, and the use of certain learning strategies [7].

Techniques for the learner needs analysis include questionnaires, interviews, tests, case studies, and the collection of reliable data.

The learner needs analysis model shown in Table 1 is adopted for this study on the basis of the framework developed by M. Dar [6: 31], who managed to combine different approaches to the target needs of learners of ESP.
Table 1.

<table>
<thead>
<tr>
<th>Target Proficiency (Hutchinson and Waters, 1987)</th>
<th>Objective/ Subjective Needs (Richterich, 1983; Brindley, 1984; Nunan, 1988)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessities</td>
<td>Objective Needs</td>
</tr>
<tr>
<td>What will the contents areas be? How will the language be used?</td>
<td>Biographical information, e.g. national context, language environment.</td>
</tr>
<tr>
<td>Wants</td>
<td>Subjective Needs</td>
</tr>
<tr>
<td>Students expectations from the course? How do they want to learn?</td>
<td>Perceptions, learning goals, reason for taking the course, preferred style of learning, expectations.</td>
</tr>
<tr>
<td>Lacks</td>
<td></td>
</tr>
<tr>
<td>What do the students lack about their target proficiency?</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, the analysis of learning needs contributes to the motivated study of the content, which in turn helps to master the language that students learn implicitly, especially in the acquisition of register or expressions useful for a specific field of knowledge. That is, students have the opportunity to master the language and skills of POELC within one lesson of ESP [11].

The questions and structure of the questionnaire were designed taking to account the experience of similar studies on the learner needs analysis [5; 6; 7] and, in particular, future journalists [3; 8; 10; 12] with the use of personally oriented and pragmatic approaches to the integrated learning of ESP.

The developed questionnaire for the ESP learner needs analysis of future journalists consists of five parts:

- Part A Objective information about the respondents, i.e. age, gender, native language, future specialty, affiliation.

  1. Indicate your age
  2. Indicate your sex
  3. What is your mother tongue?
  4. Indicate your affiliation

- Part B Subjective information, e.g. preferred strategies of teaching and learning language, rating the important language skills to be developed.

  1. In class or with a tutor, I would like my teacher to:

     a) Explain English grammar/ syntax/ vocabulary points only
     b) Focus on development of professionally oriented English communication skills

Більше того, аналіз навчальних потреб сприяє вмотивованому вивченню змісту, що у свою чергу допомагає оволодіти мовою, яку вивчають студенти на несвідомому рівні особливо у засвоєнні словникового запасу чи висловлювань, корисних для конкретної галузі знань. Тобто студенти мають змогу опанувати мову та навички професійно орієнтованого англомовного спілкування в межах одного уроку англійської мови для спеціальних цілей [11].

Питання та структуру анкети було укладено на основі врахування досвіду подібних досліджень з питань аналізу навчальних потреб студентів [5; 6; 7] і, зокрема, майбутніх журналістів [3; 8; 10; 12] із застосуванням особисто орієнтованого та прагматичного підходів до інтегрованого навчання англійської мови для спеціальних цілей.

Розроблена анкета для аналізу спеціальних навчальних потреб майбутніх журналістів щодо вивчення англійської мови для спеціальних цілей складається з п’яті частин:

Частина A Об’єктивна інформація про респондентів, тобто вік, стать, рідна мова, майбутня спеціальность, ЗВО.

  1. Indicate your age
  2. Indicate you sex
  3. What is your mother tongue?
  4. Indicate your affiliation

Частина Б Суб’єктивна інформація, тобто бажані стратегії викладання і вивчення мови, визначення пріоритетних мовних умінь, які слід розвинути.

  1. In class or with a tutor, I would like my teacher to:
c) Integrate language and content knowledge in teaching the university English course
   d) Use English only
   e) Use English and Ukrainian
2. To what would you attribute your present level of ability in English?
   a) I attended a useful course at university
   b) I studied with a private tutor
   c) I expose myself to English a lot by watching films or by listening to songs, using mobile applications, online courses
3. What language skills do you need to develop most of all to address the requirements of Journalism occupation?
   a) Speaking
   b) Reading
   c) Writing
   d) Vocabulary
   e) Grammar

Part C Needs reveals the aspects of students' perception of the necessity to achieve English proficiency for successful career in journalism, frequency of practice of particular job-related activities at ESP classes, and students' awareness in the main channel and style of communication of a journalist, the main pragmatic functions in the context of professional activities of a journalist.

1. Will you be able to perform your job as a journalist efficiently not using English?
2. How often do you practice job-related activities at university ESP classes?
3. How often do you practice interviews tasks (life/ telephone/ e-mail/ skype) at university ESP classes?
4. How often do you practice correspondence tasks (telephone conversation/ requesting information) at university ESP classes?
5. How often do you practice meetings tasks (business meetings, seminars, webinars) at university ESP classes?
6. How often do you practice travelling tasks (business travel abroad, making reservations at hotels, flights, reports from abroad, attending events abroad) at university ESP classes?
7. How often do you practice translating tasks (word-by-word translations, adapting texts from English language, simultaneous translation) at university ESP classes?
8. How often do you practice reading tasks (reading work-related literature, magazines, articles online, agency news, press releases, company websites) at university ESP classes?

9. How often do you practice writing tasks (articles, memos, rules, newsletter, analyses, cards) at university ESP classes?

10. How often do you practice blogging tasks at university ESP classes?

11. Which channel is most frequently used in communication in Journalism English?
   a) Face-to-face
   b) Telephone
   c) Radio broadcasting
   d) Digital Media
   e) Social Media

12. What medium of communication will be frequently used in your job-related activity?
   a) Spoken
   b) Written

13. Which pragmatic functions of language are the most important for you?
   a) Requesting
   b) Greeting
   c) Giving and taking information
   d) Commanding
   e) Asking questions/ opinions
   f) Giving and asking opinion
   g) Advising
   h) Making suggestions
   i) Complaining
   j) Apologizing
   k) Asking for clarifications

Part D Lacks draws attention to the levels of English proficiency and Journalism terminology knowledge, also defines the main challenges in ESP study.

1. Indicate your level of English language proficiency.
   a) Basic
   b) Intermediate
   c) Advanced

2. Indicate your level of English 
   Journalism Terminology knowledge
   a) Basic
   b) Intermediate
   c) Advanced

3. What was the most challenging in your university course of English?
   a) I did not have time
   b) I got tired/ demotivated
c) I didn’t make any progress
d) I did not practice speaking English outside the class
e) I did not like the way the teacher taught/the teaching methods s/he used
f) The learning materials were too difficult/ irrelevant to my needs/ not interesting

Part E of the questionnaire clarifies the relevance of the specific skills of POELC of future journalists in relation to the programmed learning goals in speaking, reading and writing, which are presented in two options - within the traditional and integrated approaches to ESP; as well as the respondents' beliefs about the the possibility of developing or improving the highlighted POELC skills within a traditional or integrated approaches to ESP.

1. What professionally oriented English language communication skills do you want to improve in speaking?
   a) To comprehend speech delivered with native speaker fluency in occasional witness interviews; comprehend conversations on every day social & routine job-related themes; work in the international context dealing with the Ukraine-related issues in the World Media (it is provided within the integrated approach to ESP)
   b) To use the language appropriately in sociocultural contexts; predict interlocutor’s models of behavior and speak in clear and persuasive manner in order to achieve the communication goals (it is provided within the traditional approach to ESP)

2. What professionally oriented English language communication skills do you want to improve in reading?
   a) To read the best opinion-influencing publications, e.g. notes/ books/ articles/ reports of the World Media, and monitor all the kinds of Mass Media as elements of special/ occupational competence (it is provided within the integrated approach to ESP)
   b) To read a range of general authentic texts on every day acute social themes, e.g. newspapers, briefs (it is provided within the traditional approach to ESP)

3. What professionally oriented English language communication skills do you want to improve in writing?
   a) I did not have time
   b) I got tired/ demotivated
   c) I didn’t make any progress
   d) I did not practice speaking English outside the class
   e) I did not like the way the teacher taught/the teaching methods s/he used
   f) The learning materials were too difficult/ irrelevant to my needs/ not interesting
3. What professionally oriented English language communication skills do you want to improve in writing?

a) To write/copywrite articles, reports, radio scripts etc. according to the APA style and structure (it is provided within the integrated approach to ESP)

b) To summarize & paraphrase information in paragraphs or an essay/article/review (it is provided within the traditional approach to ESP)

4. Does your current university course of English provide you with possibility to improve all of the above professionally oriented English language communication skills?

We preferred mostly closed question type alongside with checklists and rating scales. The choice is justified by the convenience of application for the purpose of further analysis and clear demonstration of gradation. In particular, it was applied for the determination of the frequency of practice of certain types of job-related activities at ESP classes in part B Needs in questions from 1 to 10; and the probability of acquiring the selected skills of POELC within the framework of integrated or traditional approaches to teaching English in the question 4 of part D Wishes. It is advisable to use a five-grade Likert scale ("1" as never / categorically not; "2" as rarely / unlikely; "3" as sometimes / possible; "4" as often / likely; "5" as very often / absolutely yes).

Analysis of respondents' answers will allow to obtain a holistic vision and quantitative information about students' interest in future professional communication. The importance of taking into account the professional interests, needs and wishes of students in the integrated learning of professionally oriented English communication lies in the high probability of neutralizing possible learning difficulties and contributes to the achievement by future journalists of a higher level of English language proficiency, knowledge of discipline specific conventions, register and professional terminology.

Conclusions and research perspectives. Thus, the application of personality oriented and pragmatic approaches to professionally oriented English-language integrated education allowed us to determine the theoretical
prerequisites for the formation of a secondary professional language personality, which is characterized by creativity, independence and the ability for effective social interaction in the English-speaking context of the future profession. Also, the essence of the specifics of the journalist’s professional communicative activity is revealed through its characteristics at the pragmalinguistic and sociopragmatic levels. First of all, it refers to conversation management, the organization of one’s own speaking behaviour in compliance with the canons of politeness and the selection of the most appropriate means of communication for a specific professional communication situation. In addition, the practical value of applying personality oriented and pragmatic approaches to the learner need analysis of Journalism students will provide an understanding of objective and subjective educational needs of HEI stakeholders regarding the psychological and humanistic conditions of learning English in the context of the future specialty, and also it promotes language learning motivation, awareness among teachers and students of the peculiarities of using the English language in professional communication, and the prioritization of the formation of POELC skills.

Prospects for further research of the problem can be seen in the validation of the developed questionnaire for the learner needs analysis of future journalists in the study of the effectiveness of meeting educational needs with traditional and integrated approaches to teaching English for special purposes.

REFERENCES (TRANSLATED & TRANSLITERATED)


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