

Theoretical Aspects of Teaching English in Non-Linguistic Faculties

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ABSTRACT

This article analyzes the theoretical aspects of teaching English at non-linguistic faculties of secondary vocational educational institutions. The historical aspects of the emergence of various approaches to teaching a foreign language to students are considered, the main directions are identified. And also the techniques and methods that will be used in teaching this group of students are selected.

KEYWORDS: *theoretical aspects, non-linguistic faculties, historical aspects, professional activity, understanding the speech of native speakers, teaching speaking.*

Introduction

Professionally-oriented teaching of a foreign language is currently recognized as a priority area in the renewal of education. Foreign language communication is becoming an essential component of the professional activity of specialists, and the role of the discipline "Foreign Language" in non-linguistic institutions is significantly increasing in their professional activity. Professionally-oriented teaching of a foreign language in a non-linguistic educational institution includes such components as studying a foreign language as a means of mastering a specialty and as a means of professional communication. A foreign language becomes a tool for self-education of a future specialist, which significantly increases his professional chances.

Foreign language teachers are faced with the task of teaching a student, within a limited period of study, not only to talk about the problems of his specialty, but also to understand the speech of native speakers. The process of teaching foreign languages in non-linguistic educational institutions (i.e. educational institutions where a foreign language is not a core subject) reflects the history of the emergence, change and shift of approaches and priorities to teaching a foreign language in search of the most effective and appropriate scientific and methodological activities. It has become obvious to teachers that in order to teach students a foreign language to the extent necessary for their future professional activities, it is necessary to abandon the traditional approach and rethink its goals and content.

MATERIALS.

The research material includes scientific articles published in journals, publications, educational literature, electronic resources, results of questionnaires and testing of students. The methodological basis of this research is scientific works on pedagogy and methodological literature on teaching foreign languages. Of particular importance are classical works on psychology, fundamental works on teaching methods, modern research on information technologies of

professionally oriented training. The theoretical significance is seen in the fact that, by analogy with existing developments in the field of teaching speaking, a possible algorithm for working in the system of secondary vocational education in foreign language lessons with students of non-linguistic, creative specialties is proposed. The practical significance of the work lies in the possibility of using its individual segments by English teachers in non-linguistic universities. Already in the 50s of the 20th century, elements of specialized teaching of a foreign language in non-linguistic universities appeared. The study of this subject was limited to the study of a "specialized macrolanguage". The focus was on the issues of selection and identification of linguistic features of texts and creation of specialized educational and teaching aids [1, p. 126].

In the late 60s of the twentieth century, it becomes a means of increasing the level of knowledge within the framework of one's specialty and forming the professional orientation of a student. Considering a foreign language as a means of forming the professional orientation of a future specialist, E.V. Roshchina notes that when studying professionally-oriented language material, a two-way connection is established between the student's desire to acquire special knowledge and the success of language acquisition. She considered a foreign language to be an effective means of professional and social orientation in a non-linguistic university, which has great potential for formative influences. According to the author, in order to realize this potential, the following conditions must be met: - a clear formulation of the goals of foreign language speech activity; - social and professional orientation of this activity; - satisfaction of students when solving specific problems; - the formation of students' ability to creatively approach solving specific problems; - a favorable psychological climate in the educational community [4, p.24].

A huge contribution to the development of the theory of professionally-oriented teaching of a foreign language was made by M.V. Lyakhovitsky. He substantiated the principle of professional orientation of educational material when teaching a foreign language in non-linguistic institutions. The author emphasized that studying a foreign language should not be an end in itself, but a means of achieving the goal of increasing the level of education and erudition within the framework of one's narrow specialty. Taking into account the specifics of major specialties, according to the author, should be carried out in the following areas: work on special texts; study of special topics for the development of oral speech; study of the minimum vocabulary for the relevant specialty; creation of teaching aids by teachers to activate the grammatical and lexical material of students. Much attention deserves the study of the conditions for organizing the

process of specialized teaching of foreign languages in non-linguistic institutions at that time. G.V. Parikova was engaged in the issues of coordinating foreign language teaching with teaching specialized disciplines [3, p. 40]. The system she developed excluded the possibility of students studying the material in a foreign language lesson before they had attended a course of lectures on specialized disciplines. The teaching system proposed by the author assumed strict coordination of work plans for a foreign language with the work plans of the departments of specialized disciplines.

In the 1970s, in order to obtain more solid professional knowledge, it was proposed to use regional studies commentary in foreign language classes at non-language faculties (V.A. Skroznikova, R.M. Bodankina, etc.). The authors noted that short comments of a regional studies or lingua-regional studies nature clearly reveal the connection between the practice of teaching a foreign language and the content of the programs of other disciplines and have a positive effect on the acquisition of deeper professional knowledge by students of non-language faculties [5, p. 15].

Thus, there was a need to create professionally oriented manuals that would contain regional studies material. The development of pedagogical science leads to the search for new, more effective methodological directions. Speaking about teaching speech activity, trends have appeared in it that have been increasingly recognized as fruitful and promising. Such a trend was the tendency to strengthen the communicative focus of the educational process. Many scientific teams and researchers were engaged in the development of the communicative direction - A.A. Leontiev, V.G. Sosenko and others, representatives of the method of activating the reserve capabilities of the individual (G.A. Kitaygorodskaya), psychologists and teachers, I.L. Bim, P.B. Gurvich, I.A. Zimnyaya, E.I. Passov, G.V. Rogova, V.L. Skalkin, E.P. Shubin and others.

RESULTS OF ANALYSIS

An important role in mastering the language being studied is played by independent work of students, for which mandatory hours are allocated in the work program. Classroom hours allocated in the basic cycle for teaching a foreign language are used in the first year of study and are spent mainly on "pulling up" the language level of the majority of students. For most of them, the question of learning a professional foreign language does not arise at all. Such a number of hours is clearly insufficient for mastering all the competencies that are required of a modern specialist of the European level [2, p. 822].

Therefore, as one of the solutions to this problem, a large volume of educational material on a foreign language is transferred to the independent work of the student, which he must complete outside the classroom. For this purpose, Internet versions of creative works of various levels have been developed, both for first-year students and for students studying a professional foreign language. Some institutions offer the opportunity to work independently in a language lab equipped with special audiovisual equipment or conditions for working with such audiovisual equipment in the library or directly in the foreign language lab. An important role is also played by students' motivation to master a foreign language, which is directly related to the effectiveness of learning. Any cognitive process is based on the desire to understand a foreign language culture. Low motivation to study a foreign language is largely based on the

negative experience of learning it at the secondary level. Students, having entered college or technical school, often do not see the scope of application of a foreign language in their future profession, since they simply do not yet imagine their professional future [6, p. 20]. Low motivation to study a foreign language is also due to the limited use of it in educational and real-life situations. And here for the educational institution, for specialized departments and departments of foreign languages, for teachers there is a wide field of activity in the sphere of establishing international educational and research contacts, joint international projects, academic exchanges, etc. Another effective method of increasing students' motivation are projects, festivals, theaters, scientific and practical conferences, which are organized both on the basis of the native educational institution and on the scale of city events, district and regional events. For students of the music school, reaching the international level is no less usual within the framework of their professional activity, however, events of this level in foreign languages require more support from the administration.

Such events not only increase students' motivation to learn a foreign language, but also contribute to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future specialist. It should be borne in mind that such events are extracurricular and require a lot of time to prepare. But even participation in competitions with a minimal language component gives the student a sense of achievement, which is multiplied in the event of winning a prize. Success and attracting attention are associated with the English language, which contributes to the growth of motivation. This growth is especially noticeable in the case of group work of students when preparing presentations. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they may be. Of course, teaching a foreign language in non-linguistic institutions requires a comprehensive, systematic approach. The experience of teaching foreign languages and professional foreign languages in non-linguistic educational institutions shows the need to introduce intensive teaching methods and technologies, maximum approximation to real communicative situations of professional and academic orientation, ensuring continuity of language training between junior and senior years. Close cooperation with specialized departments of language institutions, which is an important condition for high-quality training of students of non-linguistic universities in professional foreign languages, should also not be underestimated.

CONCLUSION

Thus, characterizing a foreign language course in a non-linguistic educational institution of secondary vocational education, the following main points can be highlighted:

- educational and methodological complexes should be developed, as a rule, specifically for teaching students a specific specialty and focus on teaching language tools (grammar, vocabulary, phonetics) and communicative functions characteristic of a specific area of language use associated with a particular specialty;
- the main methods of teaching a foreign language should be aimed at developing the thinking abilities of students;

these are problem-based tasks, tasks for developing strategies for meaningful reading (understanding the communicative meaning of a foreign-language text) with the subsequent use of information extracted from the text to solve a communicative problem, etc.; - it is necessary to take into account the professional needs and personal interests of students (professionally significant topics and situations used in language teaching, authentic tasks, problematic texts raising current issues related to future professional activity, etc.), which helps to increase motivation in learning a foreign language.

That is, summing up the above, we can highlight the following requirements for educational material:

- authenticity;
- high communicative value (usability, including in business and professional communication situations);
- cognitive and cultural focus;
- providing learning conditions close to the conditions of real communication.

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