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PROBLEMS IN NON-LINGUISTIC UNIVERSITY FOREIGN LANGUAGE TEACHING AND WAYS TO SOLVE THEM

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Key words: non-linguistic university, foreign language teaching, communication skills, authentic texts, socio-cultural experience.

ПРОБЛЕМЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В НЕЯЗЫКОВОМ УНИВЕРСИТЕТЕ И ПУТИ ИХ РЕШЕНИЯ

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Ключевые слова: нелингвистический университет, обучение иностранному языку, коммуникативные навыки, аутентичные тексты, социокультурный опыт.

The principles of non-linguistic university foreign language teaching should be studied before proceeding to the linguistic competence practical formation among students. The competence approach is the main one in the foreign language teaching, regardless of the students' specialty and orientation. However, implementing this approach in the non-linguistic university, both teachers and students face certain problems.

Limiting the study hours number allocated to learning a foreign language is one of the main problems. At the same time, the nonlinguistic university foreign language study is aimed at practical language acquisition, which is determined by subsequent professional activity. In modern methodology, special attention is paid to the problem of teaching a foreign language for communicative purposes. On the contrary, the foreign language teaching grammar problem at the non-linguistic faculties remains poorly studied. The development of foreign language communication grammatical skills allows to increase the students' professional competence level and provides them with the opportunity to participate confidently in business meetings, presentations, maintain contact during a conversation, conduct telephone conversations, fill in documentation and so on.

Language proficiency at a high level allows a specialist to use his knowledge in the professional activity field actively and freely. To achieve a positive result, it is necessary to study the language not deeply, but professionally. The "professional foreign language" concept (foreign language for special purposes) is increasingly used at the non-linguistic university, and teachers and methodologists are constantly developing new approaches and teaching technologies. In professionally oriented foreign language teaching, the integration with specialized disciplines is required, and the educational materials content is selected and considered carefully. Educational and methodological materials should reflect the latest achievements in the particular activity field, be aware of scientific discoveries and innovations directly related to the students' professional interests. Therefore, when compiling an educational and methodological complex on this subject, teachers try to work closely with other academic disciplines teachers.

First, it is necessary to define the foreign language teaching goals to the non-philological students clearly. At the same time, it should not be forgotten that the professional foreign language teaching content is recommended to be not only professionally, but also communicatively oriented. Students' desire to study the subject will increase if they understand clearly the prospects for applying the knowledge gained. According to the majority of methodologists, professionally oriented foreign language teaching should be aimed at solving such tasks as the development of communication skills in all types of speech activity: speaking, listening, reading, writing.

Thus, students should master the dialogue speech skills, which will allow them to have a conversation on various topics and

exchange professional information. The monologue speech possession allows to make a report, a message, to express different points of view in the discussion. Listening is especially important for the perception and understanding the foreign language speech in a certain situation and communication sphere. Paying attention to the issue of learning to read there is a possibility to achieve some success in reading specialized literature. Competent abstract preparation or translation are the results of learning to write.

Based on the above, it can be concluded that the non-linguistic universities undergraduate students' communicative competence should be professionally oriented. The foreign language teaching content is certain to include the skills of independent work with authentic texts and proficiency in professionally oriented situations that coincide with everyday communication.

Knowledge of phonetic phenomena, grammatical forms, word formation rules and lexical units is an integral part in foreign language teaching. The socio-cultural skills development helps to adapt to the foreign language environment and avoid misunderstandings in communication. At the same time, it is not necessary to memorize the facts, but to compare the native speakers' socio-cultural experience.

Since a future specialist must master a certain set of professional vocabulary units and special terminology in the foreign language during the time allotted for learning the non-linguistic university foreign language, it is very important for the students to develop skills in working with special dictionaries, glossaries, reference books on the specialty.

Specialists teaching foreign language classes got linguistic and pedagogical education. They sometimes have no idea about the communicative options integral to this profession. As a result, due to the lack of experience and special knowledge, teachers face difficult tests: psychological, linguistic, methodological, etc. Also, the problem is the lack of modern textbooks and textbooks on the discipline, which creates inconveniences and problems both in the educational material teaching and perception.

Teachers can distort the meaning when translating texts, focusing on unimportant information from the specialist's point of view, due to the lack of basic training.

There are several ways to manage the difficulties associated with this. So, it is necessary 1) to use materials in foreign language classes that introduce the specialty basic concepts and to create situations enabling students to use their specialty theoretical knowledge in solving practical problems. It is reasonable to present materials already known to the students from different points of view. The teachers have to be psychologically prepared for the fact that students can correct their mistakes. Therefore, in such situation, it is useful to have the subject teacher's help, both to prepare for classes and during their conduct. The foreign language teaching is obvious to require appropriate training, educational process continuous improvement and creative approach.

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