

FEATURES OF PROFESSIONAL STUDENTS' LANGUAGE TRAINING IN NON-LINGUISTIC UNIVERSITIES

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Traditional categories used in pedagogy to analyze educational processes are goals, content, forms, methods and means of teaching.

V.I. Zagvyazinsky claims that 3 main forms of work prevail in higher education – lectures, seminars and students' independent work. The most important type of student work is also industrial and educational practices [2].

Preparation for mastering new knowledge, assimilation of new information, consolidation and repetition of educational material, formation of relevant skills and abilities, systematization and testing of knowledge in universities are singled out into independent classes with a clearly expressed didactic purpose, structure and methods of work.

The principle of variability provides the teacher of a foreign language with a certain freedom in choosing models and teaching technologies, both traditional and innovative.

When selecting them, the following criteria must be taken into account:

- to create an atmosphere in which the student feels comfortable and free, to stimulate the interests of the student;
- to affect the personality of the student as a whole, to involve his emotions, feelings and sensations in the educational process;
- to activate the trainee, making him the main character in the educational process;
- provide for various forms of work in the classroom; individual, group, collective.

The use of Internet resources in teaching foreign languages makes it possible to take into account maximally the needs and interests of students, as well as their level of knowledge.

Vocational education is understood as training based on taking into account the needs of students in learning a foreign language, dictated by the characteristics of the future profession or specialty that require its study. The term “professionally oriented learning” is used to refer to the process of teaching a foreign language in a non-linguistic university, focused on reading literature in the specialty, studying professional vocabulary and terminology, and, more recently, communicating in the field of professional activity. The essence of professionally oriented teaching of a foreign language lies in its integration with special disciplines in order to obtain

additional professional knowledge and the formation of professionally significant personality traits [1].

The goal of teaching foreign languages in universities is to achieve a level sufficient for the practical use of foreign language in future professional activities. According to A. A. Rybina, a foreign language can become not only an object of assimilation, but also a means of developing professional skills [5].

The professional orientation of the activity requires: firstly, the integration of the foreign language discipline with the major disciplines; secondly, it sets a task for the teacher of a foreign language to teach a future specialist, on the basis of interdisciplinary connections, to use a foreign language as a means of systematically replenishing his professional knowledge, as well as a means of forming professional skills; thirdly, it involves the use of forms and methods of training that can ensure the formation of the necessary professional skills and abilities of a future specialist. Professionally oriented teaching of a foreign language at non-linguistic faculties of universities requires a new approach to the selection of content [4, p. 39].

It is possible to distinguish the following structural elements of the content component of the professionally oriented teaching model of a foreign language: communication skills in all types of speech activity (speaking, listening, reading, and writing) based on general and professional vocabulary. The ultimate goal of professionally oriented teaching of dialogic speech is to develop the ability to conduct a conversation, purposefully exchange information of a professional nature on a specific topic. The teaching of monologue speech consists in the formation of the ability to create various genres of monologue texts: communication of information of a professional nature, presentation of a report, discussion. Listening training consists in the formation of the skills of perception and understanding of the interlocutor's statement in a foreign language, generated in a monologue form or in the process of dialogue in accordance with a certain real professional sphere, a situation. Learning to read consists in the formation of skills in all types of reading of publications of different functional styles and genres, including special literature. Writing training consists in the development of communicative competence necessary for professional written communication, manifested in the skills of abstract presentation, annotation, as well as translation of a professionally significant text from a foreign language into Russian and from Russian into a foreign language [6].

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