

PROBLEMS OF TEACHING THE SPECIALTY LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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Abstract

In this article, we will analyze the problems faced by both students and teachers when teaching the language of the specialty. By the term specialty language, we mean the totality of all linguistic means that are used in the field of communication limited by the specialty in order to ensure mutual understanding of people employed in this field.

Keywords: student – teacher, teaching language, specialty, foreign language, ICT, pedagogic skill.

INTRODUCTION

Improving the effectiveness of teaching a foreign language to students of non-linguistic specialties is one of the urgent tasks of modern methodological science. In the context of the rapid development of modern technologies and their wide application in the economic, scientific and educational spheres, knowledge of a foreign language becomes a necessity, which is confirmed by the qualification requirements for specialists.

At the same time, in addition to professional vocabulary, the language of the specialty may include general scientific and special terminology. Other characteristics of the specialty language are also highlighted: primary communication with other specialties; oral and written use in special and interdisciplinary fields of communication; official application, choice and frequency of use of language tools in vocabulary sections; the tendency to normalize terminology and text structure. In the description of the structure of the specialty language, there are three plans interacting in the communication process:

- 1) Lexical and terminological,
- 2) Morphological and syntactic,
- 3) Textual.

Vocabulary as a whole is the most important layer in the system of linguistic means. This determines its important place in every language lesson, and the formation of lexical competence should always be in the teacher's field of view. Moreover, the systematic accumulation, expansion and active use of vocabulary is one of the most important tasks in teaching a foreign language. The importance of proper vocabulary has been repeatedly emphasized by the statements of psychologists and methodologists. It is difficult to

communicate without knowledge of grammar, but without knowledge of words it is impossible to communicate, it is impossible to express or understand the most elementary phrases.

The success of the student depends on the volume of vocabulary, because with the help of words he communicates with people, solves specific tasks and problems, convinces opponents and defends his point of view. The more words he knows, the more accurately and clearly he expresses his thoughts, the more successful he becomes professionally. It is known that professionally oriented vocabulary is studied mainly on the basis of texts, therefore, a purposeful and careful selection of these texts will be of paramount importance. It should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, to provide them with an opportunity for further professional growth.

Within the framework of the communicative approach in teaching foreign languages, the main goal is to form the communicative competence of students, where language is a communication tool and only 4 skills are important: the perception of oral and written speech, as well as its reproduction in oral and written form. These skills, in turn, can be correlated with the main types of speech activity: listening, reading, speaking and writing, respectively. Since the purpose of such training is the development of oral and written forms of communication, knowledge of the vocabulary of a foreign language in terms of semantic accuracy, synonymic richness, adequacy and appropriateness of its use is an integral part of the realization of this goal.

At the same time, it is impossible to select lexical material without taking into account the content of the training, which is reflected in the program. The content of teaching a foreign language should include:

- spheres of communicative activity, topics and situations, speech actions and speech material that take into account the professional orientation of students;
- language material (phonetic, lexical, grammatical, spelling), rules of its design and skills of operating it;
- a set of special (speech) skills characterizing the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;
- a system of knowledge of national and cultural characteristics and realities of the country of the studied language.

Thus, the content of teaching foreign languages at non-linguistic faculties of universities is a set of what students must learn in the learning process so that the quality and level of foreign language proficiency correspond to their needs and goals, as well as the goals and objectives of this level of education. If we analyze the work programs of the discipline foreign language for students of non-linguistic specialties, we can note the presence of all the above components.

In such a situation, it becomes difficult for the teacher to rationally select lexical material for assimilation in conditions of limited hours and saturation of the program. In connection with the above, the problem of modernizing lexical manuals, in particular, updating topics, preparing a glossary, and role-playing games, is currently the focus of methodologists. One

of the most important features that a teacher should take into account in the learning process is the students' basic knowledge of the core disciplines. Without this database, students may have great difficulties in mastering a professional foreign language course, since they will not know specialized terminology even in other language and, accordingly, will not be able to successfully complete the tasks offered to them.

Using information and communication technologies in teaching foreign languages, we aim to show how, with their proper use, it is possible to improve the quality of education and motivation of students to study the subject, promote the development of communication skills, form their intellectual skills, and implement a competency-based approach in teaching a foreign language.

The use of ICT applied in the field of education should aim at the implementation of the following tasks:

- support and development of systematic thinking of the student;
- support of all types of cognitive activity of the student in the acquisition of knowledge, development and consolidation of skills and abilities;
- implementation of the principle of individualization of the educational process while maintaining its integrity.

The task of the teacher is to activate the cognitive activity of students in the process of learning foreign languages. Modern pedagogical technologies, such as: collaborative learning, project methodology, the use of new information technologies, Internet resources, undoubtedly help to implement a personality—oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of students, their level of learning, aptitudes, etc.

It should be noted that a foreign language teacher should also be competent in the field in which he trains students in the specialty language. In this regard, one of the key problems of learning arises, namely, the teacher himself, in addition to possessing linguistic knowledge, must freely navigate in a purely professional environment and possess professional subjects included in the training and practice of a university specialist. When teaching foreign languages to students of various fields of study, the teacher must take into account the fact that in the social sciences the modality, the evaluativeness of the material itself is a feature of the style. Unlike texts on mathematics, where the author does not express his attitude to the fact he reports and where the interpretation of the fact itself is unambiguous, in the humanities and social sciences there are several points of view present in the text, the author's attitude to the thought he expresses requires a full understanding of the meaning of what he reads through the analysis of the form of the text.

In addition, in the process of teaching a professional foreign language, it is necessary to use textbooks and teaching aids developed specifically for these specialties. The use of such textbooks also presents a certain difficulty. It is important to note that the professional orientation of education requires the integration of a foreign language with specialized disciplines, careful selection of the content of educational materials.

Therefore, methodological materials should relate not only to the basics of the future profession, but also reflect recent achievements in this field, inventions, scientific

discoveries, innovations that directly relate to this professional activity. This will contribute to the improvement of professional skills. The manuals used in the learning process should include authentic texts. Such texts must meet the following criteria — cognitive value, scientific character, professionally oriented nature of the material, functional structurality, functional content, situationally stimulating character, language complexity, etc. Authentic materials motivate students because they are more interesting internally and are a greater incentive for learning than artificial or inauthentic materials. In this article, I would also like to touch upon the issue of the methodology of working on the lexical units that make up the language of the specialty.

According to research by German scientists, a person remembers only 10% of what he reads, 20% of what he hears, 30% of what he sees; 50-70% is remembered when participating in group discussions, 80% — when independently detecting and formulating problems. And only when the student is directly involved in real activities, in self-formulation of problems, development and decision-making, formulation of conclusions and forecasts, he remembers and assimilates the material by 90%.

In modern conditions, given the great and serious interest of students in information technology, this opportunity can be used as a powerful tool for developing motivation in English classes, since the use of new ICTs allows you to diversify not only the forms of work, but also to activate the cognitive activity of students, ensure a high degree of differentiation of learning; improve the control of knowledge, skills and abilities to make the lesson more interesting and memorable.

However, an analysis of the current state of teaching foreign languages to students of non-linguistic specialties shows that the existing vocabulary of students does not allow them to fully form the necessary communicative foreign language competence. One of the main reasons for the poor command of foreign language vocabulary by students of non-linguistic universities, in our opinion, is the lack of elaboration of some issues of the methodology of teaching a foreign language.

Such issues include the methodology for the formation of lexical skills and the development of a system of exercises for effective vocabulary teaching. The fact is that a lexical skill, like any other skill, has its own specifics. The importance of research in this area is also explained by the fact that, in direct dependence on the success of the formation of lexical skills and abilities, there is a solution to other topical issues of teaching a foreign language.

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