

## AIMS AND OBJECTIVES OF TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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### **ABSTRACT**

The research paper specifics of the manifestation of methodological and didactic principles of teaching are shown, and new methodological provisions are revealed regarding the ratio of intensive and traditional teaching methods, the ratio of lectures and practical classes.

The allocation of stages of training is substantiated, taking into account the specifics of training in a technical university and the levels of formation of communicative competence, namely, the preparatory stage, professionally oriented and the stage of special training, and their specificity is shown.

For the first time in teaching foreign languages at a non-linguistic university, the ratio of all types of speech activity for each stage has been determined.

**KEYWORDS:** Aims, objectives, teaching a foreign language, non-linguistic university.

### **INTRODUCTION**

To improve the foreign language training of specialists, it is necessary to take into account the changes associated with the needs of production in relation to the qualifications of a specialist, and changes in the training conditions. Considering the issue of new professional requirements, it is advisable to proceed from the increasing need of society for specialists who speak a foreign language.

Studies related to the analysis of the foreign language speech activity of technical specialists, as well as the instructions of the current strategy for foreign languages for universities of non-linguistic specialties, determine in general the spheres and situations of communication in a foreign language. Thus, direct contacts with foreign specialists in various fields of production necessitate the development of all types of speech activity in a foreign language. The main type of foreign language speech activity of a specialist is reading and working with information from the original special literature of a scientific nature, its search, critical understanding and processing for the purpose of its further use.

Participation in scientific and practical conferences, work with technicians for setting up equipment, communication with foreign specialists in the household and professional spheres put forward the need, along with improving reading, to develop the oral and speech skills of future specialists at a higher level. So, for example, listening, along with reading, should serve as a source of additional professional information necessary to

expand the data obtained from written sources. The importance of a specialist in writing is growing, that is, the ability to take notes, draw up a work plan, abstracts, fill out questionnaires and write business letters, which increases his professional level.

Numerous studies carried out in a non-linguistic university in order to determine the level of language training of students, the author's observation of the learning process and the results of tests confirm that a significant number of students fail to form skills and abilities at the level at which they could use a foreign language as a means of oral and written communication. Insufficient development of language and speech competence in modern conditions of expanding international contacts is one of the significant factors in reducing labor productivity and limiting the ability of a specialist to use a foreign language in his work.

The current program is based on the professional needs of specialists. Being typical, it cannot take into account the specific conditions of this or that type of university, which makes it necessary to solve this problem for a technical university.

When considering the new pedagogical conditions, along with changes in the professional plan, one should also take into account the changes associated with the widening gap between the school and the university, the disruption of the continuity of the learning process.

According to experts, depending on regional and local conditions in the senior (10-11) grades, "a foreign language can be a compulsory curriculum", act as a support course with an indispensable expansion and deepening "or a compulsory subject of the choice of schoolchildren" (humanitarian, natural science or applied profile such as a business course) and as an "elective course".

In practice, schools conduct various courses, but there is also the allocation of one hour per week for the employed with the obligatory two hours necessary for the development of speech skills, therefore the level of language training of applicants is different.

#### **METHODS OF RESEARCH**

The lack of continuity between the school and the university and the low level of training of applicants must be taken into account when building a system of teaching a foreign language at a university. University teachers do not always manage to solve the problem of leveling the foreign language training of students and bringing it to the level necessary for continuing education, including in a non-linguistic university, which requires a significant change in the beginning of work at a university on a language. The restructuring of further teaching of foreign languages at the university is no less important.

When adjusting the goals and objectives of teaching foreign languages, one should proceed from the requirements for the level of language training of a modern specialist, imposed by social and economic changes in society and in production, respectively, expressed by qualification characteristics.

Recognizing the need for changes in the requirements for a specialist and in the construction of a course of teaching a foreign language in general, in order to find possible solutions, we turned to the available dissertation research on teaching foreign languages in non-linguistic universities, numbering more than 100 works.

Our analysis has shown that v studies highlight various aspects of the methodology of teaching foreign languages in this type of educational institution.

The above proves that in pedagogical theory and practice, the foundations for building a holistic course have not been created, taking into account modern requirements for the professional training of a specialist and pedagogical conditions that determine the change in the structure of training, the rational ratio of types of speech activity, a combination of different methods and the use of new organizational forms. It seems that the development of such a new teaching system, taking into account modern requirements and pedagogical conditions, based on a holistic approach that considers the relationship of paramedial characteristics, can give the desired results.

Building a training course based on a holistic approach, taking into account the relationship of all its parametric characteristics, will contribute to the achievement of a technical specialist training level that meets modern requirements. It is advisable to single out the stages of training, taking into account the professional training of a specialist, as well as the required level of development of communicative competence, namely: the preparatory stage, the professionally oriented stage and the stage of special training with a certain ratio of the development of types of speech activity at each of them (preparatory stage - dominance of oral speech ; professionally oriented stage - an increase in the role of reading with a significant weight of listening; the stage of special preparation is the dominant of reading). It is further necessary to use intensive teaching methods (at the preparatory stage) and new organizational forms - lecture-practical, lecture and seminars (at the professionally-oriented stage and the stage of special training).

In accordance with the subject of the research and the hypothesis, the problems to be solved in the research include the following: to identify theoretical provisions that can be the basis of a foreign language course; substantiate the advisability of changing the goals, content and technology of training in accordance with the requirements put forward for a graduate of a technical university; prove the possibility and effectiveness of using new methodological approaches and organizational forms.

Experimental training was conducted to test the effectiveness of the developed methodology. First, the goals, objectives and conditions of the experiment were determined.

The training tasks included checking the effectiveness of using the method of activating the capabilities of the individual and the team and dynamic reading at the preparatory stage. It was also necessary to determine the effectiveness of dividing the course into stages and the revealed ratio of types of speech activity at each stage.

The proof of the effectiveness of the developed course was the development levels of the types of speech activity. The indicators of their formation were the speed of reading, the coefficient of assimilation and productivity of reading for reading and the correspondence of the statement to the studied topic, the number of phrases built as the ability to build phrases according to the norms of the studied language, and the variety of models used by students in the process of speech activity for oral speech.

Before the experimental training, reconnaissance experiments were carried out on the created corrective-preparatory course. Its approbation was necessary because this period is responsible for the subsequent teaching and presentation of the material, just as the forms and methods of teaching differ from traditional ones.

In order to determine the dynamics of the development of skills at the beginning of the experimental training, a diagnostic section was carried out, which showed a low level of formation of communicative competence. The testing data made it necessary to introduce a corrective preparatory course at the preparatory stage.

According to the experiment, an improvement in indicators was obtained for all types of speech activity. So, according to the results of the preparatory stage, the number of grammatically correct sentences reaches 8-10 when compiling a chronological statement. Most students stick to the topic of the statement. In reading, there was an increase in the number of students who answered correctly the questions about understanding the basic facts.

At the end of the experimental training, the reading indicators changed as follows. Assimilation and productivity are characterized by dynamics in the direction of increasing the assimilation rate by 85%, and reading productivity by 98% with a simultaneous increase in reading speed (averaged by 34%).

The indicator of monologue speech has changed in virtually all parameters. With an increase in the volume of an utterance to 18-22 sentences, the sentences themselves became more complicated syntactically. Changes have also taken place in the logic of constructing sentences and text. The number of students who are able to logically connect thoughts, skillfully using connecting alliances and means of communication has increased.

When changing the course, it is necessary to consider pedagogical problems, on the solution of which its effectiveness depends. These problems include the following: to identify the theoretical provisions that can be the basis of the course of teaching a foreign language; substantiate the advisability of changing the goals, content and technology of training in accordance with the requirements put forward for a graduate of a technical university; prove the possibility and effectiveness of using new methodological approaches and organizational forms.

To solve these problems, it was necessary to consider the tasks corresponding to them related to adjusting the goals and objectives of teaching a foreign language in a non-linguistic university, justifying its stages, identifying their specificity in relation to learning objectives, content and organizational forms, determining the rational ratio of types of speech activity on each stage, identifying the principles of selection, language and text material. It was also necessary to determine the forms and methods of control and experimentally test the effectiveness of the developed course.

Determining the goals of teaching foreign languages in a non-linguistic university, taking into account the changed requirements, learning conditions and student needs, allows us to consider a foreign language as a means of mastering the theoretical foundations of the profession being mastered and developing their personality, which requires achieving a professionally sufficient level of communicative competence. In the field of

reading, it is required for the student to master the skills of working with original literature, covering articles from scientific and technical journals, texts from books on the specialty, as well as journalistic articles, patents and technical documentation, which determines the development of skills in introductory, studying and viewing types of reading.

Along with reading foreign language texts as a source of obtaining information in the specialty, listening also plays a significant role, which makes it possible to supplement and enrich information obtained from written sources. With regard to listening, it is required to develop the ability to perceive by ear and understand monologic statements and dialogues of different communicative types in standard situations of the main spheres of communication, namely: everyday, socio-cultural and professional spheres, with a text time of 3 minutes.

Listening can act as a source of additional information necessary to expand the data obtained from written sources. The task of training a specialist is to understand the message on professional topics (for example, during a conference), relying also on non-verbal information. Based on this, a foreign language is considered as a means of mastering the theoretical foundations of their specialty by students, which they can use in their professional activities.

Speaking is also the main goal of learning. The value of mastering oral and speech skills should be considered as a means of enhancing knowledge in the specialty, realized in the process of creating individual monologic statements based on sound and written materials, as well as during conversations on everyday and professional topics.

The proposed course substantiates the possibility of developing students' skills of specific types of monologic statements, such as "description", "message" and "substantiation of the thesis" and their constituent skills. Dialogic speech provides for the mastery of communicative intentions by students - requesting and communicating information, adding to what has been said, asserting a fact and details, clarifying the interlocutor's opinion, expressing one's own opinion, defining, summarizing and classifying, that is, what a specialist needs in terms of communication with foreign colleagues ...

As for writing, it is seen as a learning goal and a means of promoting the development of speaking and reading. Students should master the skills of expressing communicative intentions in the course of business correspondence, drawing up a plan of abstracts / reports, annotating and translating from Russian into English and from English into Russian, as well as the ability to take notes during the hearing of the report, compile bibliographic descriptions, literature review, and essay.

After adjusting the goals and objectives of the course, the dissertation also analyzed the personality-oriented activity and system-communicative approaches to learning as the basis for its construction and their manifestation in various categories of education. The course of study is considered as the highest level of the system, where consistency is manifested in the interconnection and interdependence of its elements at different levels and stages of training. The basis of the course includes connections between the levels of speech communicative competence and the stages of learning that make up the course, between the learning

objectives at each stage and the final requirements for a technical specialist, the choice of methods used and the degree of concentration of teaching hours, the form of classes (combination of lecture -practical, lecture and seminar) and the level of development of the leading type of speech activity.

The specifics of the learning process in this type of university necessitates dividing the course of teaching foreign languages into stages in accordance with the professional training of students and the levels of development of their communicative competence, namely, the preparatory stage, professionally oriented and the stage of special training.

The study determines the specificity of each stage, which presupposes the presence of goals and objectives characteristic only for it, which are manifested in a certain level of development of skills and abilities of different types of speech activity and determine the content, methods and organizational forms of training.

For the development of the course, such principles were chosen as the principle of communicativeness, continuity, professional orientation, interconnected teaching of types of speech activity, consciousness and motivation. Speaking mostly in their traditional form, some of them appear in stages in different ways. The specifics of the stages determined the inclusion of additional provisions on the ratio of traditional and intensive teaching methods for the preparatory stage and the ratio of lectures and practical lessons for the next two stages.

After defining the objectives of the course and the principles of its construction, the characteristics of its stages were considered, the criteria of which were the following, namely, the nature of the communicative tasks to be solved, the ratio of the types of speech activity, the type of reading developed and the nature of the language and text material.

The preparatory stage, from which training begins, is a corrective preparatory course that contributes to the establishment of continuity with the school and the creation of a single level of student learning. When developing it, we conducted a study of the courses used at the initial stage of training in various types of educational institutions in order to choose the most optimal way to build it. The results of the study showed the impossibility of using the reviewed courses for reasons related to both the divergence of goals and objectives, the inconsistency of the levels of language training, the focus of educational institutions and the organizational forms of training used to the targets of our course.

It became necessary to create a corrective-preparatory course, the main task of which is the formation of elementary communicative competence, which determines the determination of the level of knowledge, skills and abilities to the beginning of training, the correction of reading skills and the development of reading techniques, the formation of verbal communication skills in the main situations of everyday and social -cultural spheres of communication, the development of the ability to understand monologue texts and polylogues in the process of listening and reading, the activation of skills and abilities to operate with language material for the course of a secondary school. The tasks of the preparatory stage determine the following ratio of types of speech activity: 20: 20: 10: 2.5, where the first

two numbers show oral speech (listening and speaking), the third and fourth - reading and writing.

The solution of the above tasks requires the involvement of intensive teaching methods at the preparatory stage. The study of methodological systems made it possible to single out as the most optimal in these conditions the method of activating the capabilities of the individual and the team, contributing to the creation of elementary communicative competence and the dynamic reading technique for creating reading techniques and developing logical and semantic methods of processing what is read.

The corrective-preparatory course was created taking into account the principles of the activation method, such as the principle of personal-role communication and the stage-by-concentric organization of the educational material and the educational process, and the position we introduced on the ratio of traditional and intensive teaching methods.

When selecting the lexical and grammatical material of the course, we proceeded mainly from its compliance with the school minimum, which can be justified by the need to eliminate gaps in knowledge and activate speech skills on the language material already familiar to students, which eliminates additional difficulties.

## **RESULTS**

Furthermore, the volume of the school minimum is quite sufficient and varied to create a base for the subsequent development of speech skills, that is, for the transition of students to work on the main course.

The school minimum includes common vocabulary, the mastering of which is extremely important for the student due to the fact that it constitutes a significant layer in highly specialized texts. Along with the material of the school minimum, a small number of lexical units of high communicative and informational significance have been introduced, for example, adjectives of a modal-evaluative nature, allowing the student to implement his personal assessment in communication.

The specificity of this stage is its structure, which includes eight macrocycles based on oral topics. Each macrocycle consists of sub-cycles of speech and language training, the inclusion of which is due to the insufficient level of development of students' language competence. The speech training subcycle is a classroom lesson on the development of speech skills.

The sub-cycle of language training is characterized by the acquisition by students of a certain amount of knowledge on structural linguistic phenomena and the activation of skills and abilities after the development of oral communication skills as a result of mastering the program of speech sub-cycles. Along with the development of oral skills, exercises are used to develop an introductory type of reading, tasks to expand visual perception, anticipation, development of attention and memory.

After the creation of the preparatory stage, the task arose of developing a professionally oriented stage, which creates the basis for the transition to the stage of special training. This stage, aimed at achieving an advanced level of communicative competence by students, consists of two sub-stages. The first sub-stage is intended to develop students' skills and abilities to perceive information (introductory and studying types of reading), from

written sources, preparation for understanding lectures on introduction to the specialty in English.

The second substage is the activation of speech skills for the perception of sound and written information. The development of skills for creating monologic statements based on the materials read and listened to is carried out at both substages.

Changes in the requirements for speech skills are manifested in the following. So, in relation to receptive types, students are reoriented to new communicative learning goals, that is, the main attention is paid to the development of skills aimed at understanding sounding and graphic texts of a popular scientific nature, that is, reading and listening act as sources of information.

Reading, acting as the goal of learning, becomes the leading type of speech activity. Along with the activation of introductory reading techniques, the second stage is characterized by the development of skills of its studying type, which is determined by the attitude towards the most complete and accurate understanding of the information being extracted.

In order to develop listening skills, the task was set to improve the listening comprehension and understanding of more complex speech messages of various communicative types, built on the basis of popular science texts and socio-cultural texts.

### **CONCLUSION**

Based on the fact that at the preparatory stage the basis for the further development of the types of speech activity was created, at the second stage of the course it was envisaged to carry out purposeful work on the development of general educational skills that contribute to the formation of the skills of reading special literature, as well as its perception by ear.

Achievement of an advanced level of communicative competence in oral speech is manifested in the solution by students of complex communicative tasks, the formation of the ability to use variable use of known structural and functional types of sentences, going beyond the types of statements and microdialogues that were activated at the previous stage. In terms of dialogical speech, the task was to teach students to conduct a conversation more freely in standard situations of everyday and socio-cultural spheres of communication.

The purpose of teaching speaking was also the production of small monologic utterances such as "message" and "description" based on the material read and heard, both popular science and everyday life. The choice of these types of prepared speech is due to the fact that they are often used by specialists and are considered the most accessible both in terms of lexical design and syntactic construction.

Increasing the requirements for writing as a type of speech activity was reduced at this stage to the development of the skills of partial recording of incomprehensible provisions of a lecture, taking notes of written sources, drawing up a speech plan and filling out questionnaires. Writing skills are activated when students complete written exercises and tests to monitor their understanding of spoken and written texts. The task of this stage is also the development and improvement of general educational skills, which form the basis for independent learning of the language, providing the specialist with the opportunity to improve the previously acquired



knowledge, skills and abilities on the basis of the materials necessary for him in his professional activities.

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