

**MODERN APPROACHES IN THE PREPARATION OF STUDENTS OF  
NON-LINGUISTIC SPECIALTIES  
IN TEACHING FOREIGN LANGUAGES**

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Modern realities put before the state the need for qualified, hard-working specialists who not only possess the skills and abilities in their specialty, but are also able to take an active part in the socio-cultural life of society. Knowledge of a foreign language acts as one of the factors that can significantly increase the level of competitiveness of a specialist.

In this regard, when teaching a foreign language (FL) in a secondary vocational educational institution, the requirement for the level of proficiency in a foreign language of a future specialist increases. In addition to the skill of translating specialized literature, he is expected to speak colloquially in both professional and domestic spheres. The development of this kind of competence is a complex and time-consuming process in the context of traditional education in non-linguistic departments. An insufficient number of hours are allocated for a foreign language, there are no entrance exams in this subject, a significant part of first-year students have a low starting level of proficiency in a foreign language.

An individual approach implies taking into account individual characteristics in terms of their integrity and internal closure of properties - integrality (O.Ya. Andros, A.A. Volochkova, N.I. Iogolevich, V.S. Merlin, T.I. Poroshina, D. O. Smirnova, M. R. Schukin and others).

The concept of integral individuality allowed V.P. Kuzovlev (1981) and E.I. Passov (1993) to identify the components of individual, subjective and personal types

of individualization that significantly affect the effectiveness of educational activities in the assimilation of a foreign language. When modeling speech-communicative activity, they allow solving a number of linguistic and didactic tasks to identify the individual characteristics of students, organize the educational process in the optimal mode for each student, create comfortable conditions and increase internal motivation to participate in the cognitive process, as in preparation for potential professional activities.

Types of individualization make it possible to put into practice the principle of an individual approach. In the context of teaching a foreign language, it is based on taking into account a complex of general and special abilities of students, expressed in an individual style of language acquisition (M.K. Kabardov, G.A. Maktam-kulova, M.S. Maleshina, E.N. Savelyeva, A. K. Serkov, A.I. Schebetenko).

The study conducted by M.K. Kabardov made it possible to confirm the presence of different types of mastering a foreign language: cognitive-linguistic and communicative-speech, which gives the teacher the opportunity to use cognitive and communication-oriented learning technologies that are effective for these types. Based on this, it can be argued that an individual approach contains the potential for a balanced mastery of a foreign language by a student.

To achieve the set goals, a fundamentally different organization of the entire process of teaching a foreign language is required, which will make it possible not only to fulfill the requirements of the program, but also help to implement the acquired knowledge in professional activities.

The training course, built on an individual approach to teaching a foreign language, performs a number of pedagogical functions:

motivation of educational activity - the transition from the motive of evaluation and the motive of avoiding trouble to the motive of achievement, professional interest;  
diversity in work and the ability to work in your own mode;  
training based on the creation of a speech situation in the classroom that is close to the real one;

the formation of students' skills of independent work, which are the basis and guarantee of continuous education and self-education.

Teaching a foreign language can be considered from several angles: from the position of a teacher, that is, the correspondence of his activity to the goals of teaching the specified subject, taking into account the psychological characteristics of students, etc.; from the position of trainees, that is, the degree of their involvement in the learning process, increasing motivation, etc.; from the standpoint of finding the internal reserves of the organization of training in order to ensure the constant development of the student.

With regard to the study of a foreign language, the following general goals can be set:

- 1) acquaintance with the culture and way of life of the country of the language being studied;
- 2) the ability to communicate with native speakers, that is, to read what is written in the target language, to understand by ear what is said at a natural pace in the target language, to speak and write in the target language so that native speakers understand;
- 3) preparation for the use of a foreign language in professional activities.

The minimum achievable common goal is the requirements of the State Educational Standard. It should be noted that all existing programs are designed for the average student, but students who come to the first year have different backgrounds in the subject, and some of them, in fact, do not speak a foreign language. Those students who can and want to go beyond the established minimum should be given the opportunity to further improve their knowledge of a foreign language by solving problems of a higher cognitive level so that at the end of the course they can implement the knowledge gained in achieving specific professional goals: teaching a foreign language preschoolers and younger schoolchildren, working as tutors, improving their skills with the help of foreign language sources, etc.

The foreign language course we offer includes texts focused on primary school, laboratory work, phonetic and grammatical material. It takes into account the

preliminary preparation of students, their real opportunities, the presence or absence of positive motivation, individual characteristics.

This course includes not one, but three programs (general education, which is based on the requirements of the State Standard, basic and advanced). Strictly speaking, these are not three independent programs, but three variants, which, in turn, allow separate variations of the same program, but with a difference in the distribution of difficulty and detail of the content, degree of independence, speed of progress.

The entire educational process in a foreign language, therefore, is organized in three modes (programs): the first mode (minimal program) is for less prepared students who can conditionally read and translate with a dictionary; the second mode (a more complex program) is for those who can read and translate with a dictionary, but do not speak; the third mode (the most difficult program) is for those who have the skills to read and speak a foreign language.

The work is carried out in the same classroom, at the same training time, on the same educational material, but in each of the named modes. In essence, within the traditional framework, the educational process is differentiated and an individual approach to working with students is created, positive motivation is created, as fear disappears, students are convinced of the possibility of achieving the goal, and interest in the subject increases. Traditional homework assignments turn out to be unnecessary, since students have the opportunity to choose, within three modes, the amount of material and the time of its assimilation in the classroom or at home.

An important point is to determine the volume of tasks that students can complete with the help of a teacher, and draw up an algorithm for their work so that each student has the opportunity to move forward as fast as he is capable of. Thus, the student gets the opportunity to be actively involved in the educational process and becomes a full-fledged subject of this process.

When organizing work on such a course, the following conditions must be observed:

the student begins to study a foreign language at the university from the level with which he came after school;

learns with the speed of assimilation of the material, which he is capable of; from the proposed three modes of operation, he himself chooses the one that he considers the most adequate for himself;

the student during the entire period of study has the right to move from one mode to another;

the work on the cycle is considered completed if all the planned tasks are completed and the student has mastered the necessary knowledge, skills and abilities. Thus, a student working in the first mode masters a certain amount of material; a student working in the second mode masters the material of the first mode plus additional material; a student working in the third mode masters the material of the two previous ones plus additional material.

All offered educational material consists, according to the requirements of the program, of a phonetic and grammar course, texts for reading and oral topics. The main form of organization of training is a cycle consisting of 5 lessons and built according to a given algorithm. During the cycle, each student studies certain language material, reads several texts united by a common theme, and performs laboratory work. At the end of each cycle, a test is held, which determines the readiness of the student to move on to work in the next cycle. At the beginning of each semester, students are offered a lesson plan for the semester so that they know what material and in what order they should study. Thus, from the very beginning, the student knows what and how he needs to do, chooses the volume and types of work that he can handle.

In addition to the work plan, students are offered algorithms (steps) for working on all types of speech activity: listening, speaking, reading and writing, as well as work algorithms for all aspects of the language: phonetics, vocabulary, grammar, an algorithm for working within a cycle, an algorithm for conducting tests and tests. Knowing what and how to do, having the right to choose, the student is immediately

involved in the learning process and truly becomes the subject of learning, an active participant in the learning process.

Thus, knowing what and how to do, having the right to choose, the student is immediately involved in the learning process and truly becomes the subject of learning, an active participant in the learning process, which significantly increases the level of motivation in learning a foreign language.

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