

UDC 37.02**Optimization of the process of learning a foreign language in the framework of classroom and extracurricular activities in the process of professional training in a non-linguistic university****Liliya T. Rudometova**

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Abstract

The article discusses the issue of optimizing the process of learning a foreign language at a higher education institution, reveals the goals and objectives of teaching a foreign language at a higher education institution. The essence of the classroom and extracurricular foreign language activity of students in a non-linguistic university is revealed in detail, namely: tasks, purpose, specificity, requirements, forms of conduct. The article focuses on improving the optimization of the learning process by motivating students in different ways. It speaks about the importance of the necessary mandatory organic connection between classroom and extracurricular activities. The article reveals a variety of forms of extracurricular foreign language activities. The experience of improving the optimization of the learning process at North-Eastern State University (Magadan) is described. The question of the student-centered approach and the issue of problem-based learning, which contribute to the creative assimilation of the material being studied and the development of students' intellectual abilities, are touched upon. The work with texts and the quality of the criteria for the selection of texts are described in detail, considering the optimization of the foreign language teaching system at the university. Subjects of texts should directly introduce students to the atmosphere of their future profession. With such a system of learning, a foreign language will acquire personal meaning for students and will become a permanent factor in the motivation of learning. Professionally-oriented education is one of the means to increase the effectiveness of teaching a foreign language in a non-linguistic university.

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Keywords

Learning optimization, classroom and extracurricular foreign language activities of students, foreign language learning goals in a non-linguistic university (educational, educational, developmental, practical), focus, regularity, mass and individual forms of work, learning problematics, communication orientation.

Introduction

At present, international contacts in industry, culture, and economics impose on modern specialists a high demand for communication in foreign languages. One of these languages is English.

Basic knowledge of a foreign language, which students receive even in secondary schools, form the initial communicative competence. However, the implementation of learning tasks is faced with a number of difficulties, such as a lack of positive attitude of students towards the foreign language being studied and the lack of a language environment.

In higher education institutions, students have already chosen a profession and begin their activities in accordance with the requirements that apply to the specialists of their chosen profession. This is professionalism, culture and ability to work with imported equipment, properly understand the various instructions and documentation in English, communicate in various production situations, etc.

The main goal of vocational education is to train a qualified worker of an appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility. The ways to optimize the educational process at the university include:

-The choice of teaching methods, based on the characteristics of the individual students.

-Optimization of the means of teaching a foreign language in the system of practical language training (textbook, technical means of training, curriculum). The main function of teaching aids is to optimize the educational process, to introduce, as far as possible, to the language environment, as well as to the future professional activities of students.

-Improvement of foreign language teaching methods (organization of students' independent work, extracurricular work).

-Creating a psychological microclimate in the educational environment as one of the conditions of the learning process.

-The use of student-centered approach in the learning process.

-Purposeful work with texts.

Let us dwell in detail on the use of a personality-oriented approach in the process of learning foreign languages and working with texts.

Main part

The student-centered approach gradually enters the practice of teaching foreign languages. It attracts the teacher with the opportunity for a creative approach to learning, the use of interactive problem and project assignments. It is interesting for the student as well. He gets the opportunity to use his own training materials and topics for discussion, to take responsibility for the form of assimilation and for the final result, i.e. what he should learn for an occupation or a series of occupations, where and how he can apply new knowledge and skills in life, using the foreign language being studied.

The concept of problematics can serve as a fundamental component of a personality-oriented approach (J. Dewey). Problem learning creates the condition for the creative mastery of a foreign language, i.e. It contributes to the development of students' intellectual abilities.

Problem is realized through the creation of problem situations. The peculiarity of the problem situation in a foreign language is that it includes a speech component, a replica of the interlocutor as a speech stimulus. So, a statement will be a reaction to expressed doubt, to a question, a message of information or its silence. The conditions of interaction between the speech situation partners are set by the problem itself: where the first partner is characterized by ignorance, the second must have this knowledge; where at one right, at another - duties, etc. Thus, in the formulation of an educational problem speech situation, it is necessary to reflect the main parameters: set the condition of the situation, put forward the problem question, create a motivating speech stimulus that encourages the resolution of the problem situation.

Occupation is the main organizational element of the learning process, which is used to solve specific practical, educational, educational and developmental tasks that ensure the achievement of final goals.

When teaching students, it is important to bring up the tasks of the lesson, since they must be accepted by them. Students need to see, understand what they have learned in class, evaluate activities, psychologically and in fact, prepare for independent work outside the classroom.

The main psychological factor determining a positive approach to learning a foreign language is a high degree of motivation and interest in a foreign language as a means of speech communication within the chosen specialty. When developing a cycle of classes on a particular topic, a careful selection of language material is carried out, from the point of view of communicative significance, lexical and grammatical variability, and oral usage. Classes in a foreign language is characterized by the following features:

1. Each lesson has a communicative orientation. The creation of speech situations in the classroom is a necessary condition for work.

2. The lesson is spoken language material (development of grammatical structures and speech samples).

3. The prevailing part of the classroom time is oral language training by using a variety of exercises aimed at the development of speaking. At the same time, the form of exercises and the formulation of tasks should reflect the characteristic features of professional oral communication within the specialty under study.

Therefore, when compiling assignments for them, such requirements as motivation, communicative orientation, situational conditionality and structural formation are presented.

According to its content, the exercises create a speech situation in the class. They are built on textual material and speech patterns used in a wide variety of communication situations.

Also, the goal of a significant part of the exercises is the formation of dialogic speech and monologue speech. To do this, colloquial formulas (speech etiquette), structural elements of dialogical communication, speech patterns characteristic of the spoken style of the language, such as question-answer exercises, frontal conversation on a topic (text, picture), exercises in a given situation, are systematically tested with students. the game of translator, the conference, or round table.

One of the activities in a foreign language lesson during vocational training for third-year students is the compilation of dictionaries in a particular specialty. For this, students are given specialized technical texts with tasks developed for them, articles from newspapers and magazines. At the request of the student can offer and independently selected material, which later understands the lesson.

Thus, when training students of the third year of technical specialties in foreign language classes in a non-linguistic university, it is necessary to take into account many factors that lead to the solution of the goals and objectives. Not a small role in the process of optimizing learning is work with texts. As the criteria for the selection of texts, taking into account the optimization of the system of teaching a foreign language at the university, the following can be highlighted:

1. purposefulness (realization of learning goals - practical, educational, general education, developmental and professional);

2. functionality (texts should correspond to their methodological functions in the training system: presentation of language material, teaching types of taxiway, stimulating discussion, texts - models for solving communicative tasks, etc.);

3. country specific relevance and adequacy - the texts should transmit and teach the transmission of information about both the country of the language being studied and the home country. Information about the norms and traditions of communication, about the culture of the country, etc.;

4. adaptability. Texts should correspond to the level of knowledge, skills and abilities of students of this stage of education;

5. motivation and stimulation of students learning activities. The displayed texts should cause students interest and be motivated in terms of: intellectual needs and interests of students; aesthetic or emotional needs and interests of students⁴ working with the material should give them a feeling of joy and satisfaction, i.e. in this case we are talking about emotional motivation; pragmatic interests and needs of students. They should feel that the material offered to them will be necessary for communication in various areas of their future profession, social motivation.

For students, the most interesting and stimulating their educational activities will be texts with a professional theme that have cognitive value, containing problematic situations that lead to thinking, cognitive motivation. Training materials create an environment for future professional activities. Repeated repetition of the same or varying production situations contributes to a sufficiently solid assimilation of all the entered educational information. The Russian equivalents of the foreign terms introduced to students correspond to the terminology they encounter in the classroom for special subjects. The training material is selected by careful selection of language units that will be useful to the student in their practical activities. Vocabulary, cliché phrases prepare students for professional and intercultural communication: greetings, polite addresses, requests, questions, suggestions, farewell phrases, etc.

Subject texts introduce the learner into the setting of his future profession. Students study, activate and fix specialized vocabulary and terminology in various situations, grammatical structures, learn to make dialogues and monologues according to a certain algorithm.

The main goal of vocational education is to train a qualified worker of an appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

This goal involves the implementation of practical, educational, educational and developmental learning objectives. These goals are determined by the State Educational Standards of Higher Vocational Education and work programs in foreign languages and are understood as planned learning outcomes.

The specificity of the practical purpose of teaching is that a foreign language needs to be taught, first of all, as a means of communication, since the language serves as a means of communication that allows people to interact with each other. Being a means of communication, the language being studied must be in a state of readiness for use in situations that arise and are created in speaking and reading. The

content of the educational purpose of learning assumes that the study of a foreign language contributes to the formation of thinking, views on the world around us. Learning a foreign language helps moral education, the purpose of which is the education of the individual. An important role in the education of students by means of a foreign language belongs to the content side of the educational material.

The educational goal of the training is that the student masters the second language, i.e. new means to express thoughts. Learning a foreign language enhances the general linguistic culture of the expression of thoughts, both in a foreign and in a native language.

The developmental goal of learning implies the need to give a special developmental orientation and the inclusion of students in such activities that develop sensory perceptions, intellectual, volitional, emotional and motivational spheres.

The problem of the formation of speaking skills in university students today is relevant for students of technical specialties. According to the program of the state standard of education, students who graduated from school should have speaking skills, but in practice everything looks different. Many students show a low level of proficiency in the lexical and grammatical skills of the language being studied.

In order for a dialogue to take place, there must be a motive, an interest. In terms of learning objectives, dialogic speech can be natural and academic. Natural dialogue is used in various situations of communication between native speakers. Educational dialogue models the natural, prepares for it. The main task of the teacher, to encourage students to talk. One of the important criteria is the personal approach, which considers the interests of the students themselves, their personal experience. Since students have different specializations, lexical material used in conversations is also important, which should contain vocabulary in the specialty of training: geological or construction, pedagogical or economic, social or legal, etc.

Dialogue is a form of speech in which the exchange of statements between two or more persons. According to the goal of the utterance, it is generally accepted to single out narrative, motivating and interrogative utterances, each of which can be positive and negative. The narrative consists in reporting a fact. Questions are intended to request information, to induce the interlocutor to express their information. An incentive statement expresses an order, request, advice, caution, etc.

Dialogue speech has its own characteristics in relation to the selection, use of design and functional orientation of the use of language material. When teaching dialogic speech, the emphasis is on combining dialogues and transition to conversation with a change of topics. Mastering the following types of dialogue is envisaged:

1) dialogue etiquette character. Communicative tasks for conducting a dialogue of an etiquette nature imply the improvement of the following skills: greeting, acquaintance, awareness of affairs, ability to congratulate, say goodbye, express gratitude, apologize, start - keep up and finish the conversation, politely ask again, etc.

2) dialogue inquiries. Communicative tasks for maintaining this type of dialogue imply the ability to request information and communicate it.

3) dialogue - promptings to action. Communicative tasks for conducting incentive dialogues include the following skills: to request and express willingness/refusal to perform it; give advice and (not) accept it; invite to action/interaction and (not) agree to participate in it; make a proposal and (not) agree with it.

4) dialogue as an exchange of views. The following skills are necessary for conducting this dialogue: the ability to express a point of view and agree (not) to agree with it; the ability to express approval / disapproval; the ability to express doubt; The ability to express an emotional assessment

(feelings, emotions, desire, unwillingness).

Dialogue speech training is carried out in three ways: using the sample dialogue, based on the step-by-step dialogue compilation and through the creation of communication situations.

Working with a model dialogue is focused on mastering students' exemplary utterances in a foreign language, training communicative interaction of communicators, operating with linguistic material in dialogic speech, performing various transformations with the dialogue text, as well as developing skills and abilities to compose a dialogue on the model.

Step-by-step learning to create a dialogue involves mastering the students' tactics of building a dialogue in accordance with the speech intentions of the participants and considering the interaction that develops and develops between them, the relationship and the nature of the replicas of the motivation and the replicas of the response. Step-by-step training is also focused on the formation of skills and abilities to construct a dialogue in different situations, taking into account the nature of communicative partners and their inter-role interaction. Teaching dialogic speech by creating communication situations involves mastering the skills and abilities necessary to implement the communication situation in accordance with the communicative tasks of the communicator, taking into account the specific conditions of communication, as well as based on different types of interpersonal and inter-interactive interaction. In such exercises, it is also envisaged to train the situational use of both diverse language material and different functional types of speech statements and types of communicative interaction communicating.

One of the ways to implement the above learning objectives in the process of forming foreign language competence is the extracurricular foreign language activity of students.

Out-of-class foreign language activities are various types of student activities organized and conducted after school. This type of activity solves two main tasks: first, the development of interest, the deepening of knowledge, the improvement of skills and abilities in this subject; secondly, the organization of students' free time with the aim of their general development, moral and aesthetic education.

The purpose of extracurricular foreign language activity is the deepening of general educational knowledge and the development of diverse interests and abilities of students. As a result, her students should learn to understand foreign speech and talk on every day, social, political and aesthetic issues, read newspaper material, and easy, unadapted literature. Students are provided with additional opportunities for a deeper acquaintance with the literature, history, culture of the people whose language is being studied. Learning a language becomes motivated. One of the main motives of students' verbal and speech activities during extracurricular activities is the search and further discussion of diverse and meaningful information.

The specificity of extracurricular foreign language activity is the development of students' ability to independently learn a foreign language in order to have a better mastery of it, which is expressed, firstly, in the fact that students can independently solve practical problems i.e. explain in a language in a variety of situations of communication that they had not previously encountered, independently understand the text not provided for by the program and, secondly, in the ability to use relevant reference literature (reference books on grammar, vocabulary, phrasebooks, textbooks).

The main differences of extracurricular foreign language activity from school are:

- the voluntary nature of student participation in extracurricular activities. They decide for themselves the question of participation in certain types of extracurricular activities in accordance with their interests, their desire to learn something new;

- extracurricular nature of classes, i.e. lack of strict regulation of time, place, form of their holding;

- greater independence and initiative of students in the performance of extracurricular tasks.

The requirements of extracurricular foreign language activities include: an organic link between classroom and out-of-class work. The subject matter of the educational language material and the sequence of its study should allow its use not only in the classroom, but also in extracurricular activities; obligatory for students to fulfill the extracurricular tasks they voluntarily take upon themselves; purposefulness and regularity of extracurricular activities: weekly, daily, monthly, once every six months/year.

Among the forms of extracurricular foreign language activities distinguish between mass and individual forms of work.

The mass forms of work include:

-episodic and periodic mass events (Olympiads, competitions, quizzes). These forms of work do not have a permanent organizational structure and are determined by the subject, purpose, conditions of their conduct;

-constant mass forms of work.

The individual form of work is essential for the success of an extracurricular foreign language activity. It contributes to the identification and development of individual abilities and aptitudes of students, gives them the opportunity to show creative initiative and activity.

In the framework of the Universiade at North-Eastern State University (March-May), teachers of the Department of Foreign Languages carry out extracurricular work with students, namely: conducting linguistic-cultural quizzes (USA, UK), contests of artistic and special translations, a competition of crossword puzzles, preparation of presentations and projects by students by university specialties.

Out-of-class foreign language activity is an integral part of the basic course and contributes to a deeper study of language material, increases motivation to the subject, considering the personal and age characteristics of students, contributes to the implementation of the main goals of teaching a foreign language in a non-linguistic university, contributes to the formation of foreign language competence in general.

Conclusion

Thus, as a result of the intensification of educational activities, a foreign language acquires a personal meaning for students, becomes a constantly active factor in the motivation of learning. Professionally-oriented learning is one of the means to improve the effectiveness of teaching English.

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Оптимизация процесса изучения иностранного языка в рамках аудиторного и внеклассного обучения в неязыковом вузе

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Аннотация

В статье рассматривается вопрос оптимизации процесса изучения иностранного языка в вузе, раскрываются цели и задачи преподавания иностранного языка в вузе. Раскрыта сущность аудиторной и внеклассной деятельности иностранных студентов в неязыковом вузе, а именно: задачи, цель, специфика, требования, формы поведения. Статья посвящена оптимизации учебного процесса путем мотивации студентов. Это говорит о важности необходимой обязательной органической связи между учебной и внешкольной деятельностью. В статье раскрываются разнообразные формы внешкольных занятий иностранным языком. Описан опыт оптимизации учебного процесса в Северо-Восточном государственном университете (Магадан). Затронуты вопросы студентоцентрированного подхода и особенности проблемного обучения, которые способствуют творческому усвоению изучаемого материала и развитию интеллектуальных способностей студентов. Работа с текстами и качество критериев отбора текстов подробно описаны с учетом

оптимизации системы преподавания иностранных языков в университете. Тематика текстов должна непосредственно знакомить студентов с атмосферой их будущей профессии. При такой системе обучения иностранный язык приобретет личное значение для учащихся и станет постоянным фактором мотивации к обучению. Профессионально-ориентированное образование является одним из способов повышения эффективности преподавания иностранного языка в неязыковом вузе.

Для цитирования в научных исследованиях

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Ключевые слова

Оптимизация обучения, аудиторная и внешкольная деятельность студентов по иностранному языку, цели изучения иностранного языка в неязыковом вузе, фокус, регулярность, массовые и индивидуальные формы работы, проблематика обучения, коммуникативная ориентация.

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