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SOME TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE TO NON-LINGUISTIC STUDENTS

Аннотация: *преподавание иностранного языка студентам технического вуза, по мнению автора, должно активно базироваться на использовании электронных средства передачи информации, так как именно интернет-ресурсы являются источником получения сведений быстро и в большом объеме. Современным инженерам важно читать и уметь реферировать печатную информацию и уметь выражать собственные мысли на иностранном языке для написания коротких писем и сообщений. Фонетические навыки выступают на второй план.*

Ключевые слова: *студенты неязыкового вуза, языковые навыки, профессиональная компетенция, преподавание иностранного языка, тексты, письма, Интернет.*

Abstract: *the article shares personal experience in teaching a foreign language to non-linguistic students. The author reveals the problems facing professors and gives recommendations on how to develop the language skills. Working with electronic means of information transmission has proved to be highly effective.*

Keywords: *non-linguistic students, language skills, electronic devices, professional competence, teaching a foreign language, texts, letters, the Internet.*

Modern society and the educational tendencies set rather high standards for teaching a foreign language at a non-linguistic college. A graduate should demonstrate skills, using a foreign language to be wanted at the work market. In real situation the needs

and the demands of the time turn out to be much higher than an average young engineer is able to provide.

Enjoying work as a professor at the faculty of foreign languages, there is no necessity to explain to the students the core principles of teaching methods and what they are meant for. While being exposed to non-linguistic university students the teaching staff sooner or later is doomed to control some lack of students' interest as different subjects are of more concern for the students.The majority of college professors of a foreign language dealing with the situation is certain that the leading factors in successful mastering a language are the ones that make the situation possible when the secondary school level enables a student to continue education at a different circle. In fact, judging by our personal experience of more than 20 years of teaching while testing the first year students at their first classes of a foreign language at the University, we face the language status quo of the freshmen as A1 and A2 level mostly. Students become demotivated and discouraged as they understand their gap of knowledge and they fill the academic process to eliminate the pressure of the majoring disciplines.

The standard program of teaching a foreign language in a technical college in Russia is based upon 4 hours a week during the first year and 2 hours at the second (some specialties at the third as well) year of study. The work at the academic groups must be based upon interaction between the students and the professors and maximum concentration. The professors have to arrange the work in the students' groups to prepare the students for passing the exam using both printed materials and electronic devices to optimize the lesson time. We see enormous potential in organizing home work and research for the students to develop both their language and professional skills. Taking into consideration that the objective language experience varies for the students and a foreign language is not of the immediate professional need for them at the first years of college, the students should see now they can practice it having little academic schedule but realizing practice-oriented learning.

Teaching a foreign language is teaching speaking, listening comprehension, reading and writing. Depending on the goal of keeping and enhancing the interest towards a foreign language and of getting prepared for the exam, we make an accent on reading

and writing skills. The students are introduced to standard algorithms how to work with a professionally oriented text and what the professor expects them to do with it.

It should be mentioned that the academic group is divided into two or three sub-groups for a foreign language class. Nevertheless, this group is still tended to have various language backgrounds. We stream the students, explaining to them that their target is to move from a lower level sub-group to a higher level subgroup. Their task implements different types of homework and research competence while being exposed to the same texts.

There are lots of ways to enrich non-linguistic college students independence. At our work we use such tools as smart phones, the translator's devices, the Internet library which are always at hand for the student.

E-mail – is an Internet service for written communication exchange. We organize long-time communication projects based upon this service. Our aim is to develop students' writing skills and their socio-cultural competences.

Forums- is a part of a site, developed for discussions of a certain matter. Forums force students to use their socio-cultural skills as well as reading and writing skills. Forms are noted as additional technological skill for the list of professional skills needed for a young specialist.

Electronic dictionaries help to organize the students' class and home work and research, they develop cognitive skills and independent work. Electronic dictionaries are aimed to develop the lexical skills and the form translating competence for the students.

This is a standard plan for work with a professionally oriented text, timing – 30 minutes, depending on the current schedule and the goals set.

1. The work with the text starts with *the title*. Due to the tradition of text-titling in English-speaking countries, you can get the main idea while scanning the title. The students try to predict what the story will be about. Two or three sentences should be written down to prove the students' opinion.

2. The students get 3–4 minutes to look at the text and get the first «impression» of the text. They analyze whether the title corresponds to the information inside.

3. The students underline the «easy-to-guess» parts: Latin and Green words, international and professional words, dates and proper names. (2 minutes).

4. The students find the key-words and phrases to connect them with the main message of the author.

5. The students render the main idea of each paragraph (the higher language students in a foreign language, while the lower level students are permitted to do it in their native language).

6. The gist of the story if made up.

It is important to mention that the student have a permanent access to the Internet ant various translating devices during the class. The aim of the professor is to teach a young specialist how to work with a foreign text and get maximum information from it. Knowledge of the vocabulary and usage of the professional one is checked at the next class.

Here are the sills that are being trained:

− students learn how to define the structure of the text and its parts;

− students learn how to identify the subject and the main idea of the whole text and its parts;

− students learn how to find the general facts of the text, ignoring the less important;

− students learn how to predict the story by reading the title and after reading some parts of the whole text;

− students learn how to guess the main idea of the text by knowing Latin and Green words, international and professional words, dates and proper names;

− students learn how to identify key-words;

− students learn how to adapt the text according to their personal level of using a foreign language;

− students learn how to organize a text and be able to form their own texts based upon such a structure;

− students learn how to make the text logical;

− students learn how to identify connections between the parts of the text;

– students learn how to express opinions.

As a part of homework each student get an individual task to write an e-mail, related to the topic of the text, analyzed in class, to the professor and to register at a certain forum, related to the topic of the text, analyzed in class, to discuss it later with the professor.

Thus, the following skills are being trained:

– students learn how to fill in forms (to register at a site or a forum);

– students learn how to carry on personal (formal) short letters;

– students learn how to write application;

– students learn how to present personal information in a short form.

In conclusion it should be said that all electronic devices that are used as mobile technologies at help as a foreign language professor in a non-linguistic college are so many that a professor is free to choose depending on his/her possibilities and the facilities of the college he/she teaches. Among the electronic assistants we can name wiki-technologies, podcasts, synchronous video online communication, Linguistic corpus, reference network resources, navigators, automated courseware The language and professional competence of the students directly is traced through the gadgets involved.

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