

**THE ORGANIZATION OF ACADEMIC WORK IN THE GROUPS WITH THE
ADVANCED FOREIGN LANGUAGE LEARNING AT THE NON-LINGUISTIC
UNIVERSITY**

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Abstract: *The article describes the organization of the educational process in the groups with the advanced foreign language learning on the example of Krasnoyarsk SAU.*

Key words: *education, foreign language, non-linguistic university, advanced level, feasibility, Curriculum.*

**ОРГАНИЗАЦИЯ УЧЕБНОЙ РАБОТЫ В ГРУППАХ С УГЛУБЛЕННЫМ
ИЗУЧЕНИЕМ ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВОМ
УНИВЕРСИТЕТЕ**

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Аннотация: *В статье рассматривается организация учебной работы в группах с углубленным изучением иностранного языка в неязыковом вузе на примере Красноярского ГАУ.*

Ключевые слова: *образование, иностранный язык, неязыковой вуз, продвинутый уровень, осуществимость, учебный план.*

Numerous studies devoted to the formation and development of the student interests, show that at the age of 17-18 years most students are determined to a particular activity or area of knowledge but they are very general and broad in nature. The most frequent cases are when the student is interested not in one subject but in a group of close objects. In order to organize the successful work in groups with the advanced learning of some subjects you need to study them not separately. They should form some kind of a cycle. This cycle should include:

- a) the academic subject studied deeply on the advanced level;
- b) the applied subjects, which, on the one hand, continue and deepen the studied subject and on the other hand provide practical training on the basis of the subject;
- c) the subject that is close to the main subject, which knowledge is essential for learning of the main subject.

Krasnoyarsk state agrarian university, the Institute of International management and education (ИМЕ) organized such groups with the advanced English language learning [1]. That is why, the students study not only the language itself but

also have such subjects in the Curriculum as Business foreign language, Foreign economic activity, Country-study, Management, Marketing in English in such groups. The cycle of subjects is internally consistent. The learning of one subject provides the basis for other and naturally complements and deepens them. Obviously, we need more time for organizing of such advanced learning groups. The Institute of international management and education of the Krasnoyarsk state agrarian university takes this additional time at the expense of the elective courses (450 hours).

Pedagogical challenges of teaching in class with advanced study, does not differ fundamentally from the usual tasks of the course, but have their own specific features, which are essential. The source of these features eventually is the fact that there are selected students with a strong interest in their chosen subjects in these groups. Knowing the main source of features, we will try to isolate them.

The first feature is the need for deeper and fuller than usual study of phenomena, concepts, laws and theories provided by the program in the non-linguistic university. This is primarily due to the need to satisfy distinct interests of the students.

The second feature is the need for more rigorous logic in presenting the material. At first glance it seems that the requirement is quite simple and equally applicable to any teaching at all. However, it is not so. The fact is that, being interested in a particular subject, students take a closer and stricter refer to the explanation of the teacher and notice details that students studying the subject at ordinary level don't see. In addition, more strict logic of presentation gives students the opportunity to penetrate more deeply into the logic of the studied phenomenon and acquire the knowledge at a higher level thereby the overload is partially removed.

The third feature is that the teacher guiding the core subject, needs not only a thorough knowledge of his subject, but should also know all the novelties in the subject (particularly the language development), be aware of the latest publications, conduct a lot of reading and evince the interest in his subject [2, p.86-87]. The fact is that students who are interested in a particular subject read a lot, browse a large number of popular scientific works, Internet articles, and sometimes if they don't understand some material or phrases or words they refer to the teacher with a large number of questions. And for sure the teacher should be ready to give comprehensive explanations. The willingness of teachers to work with those matters is a condition of the success or failure in his work with the group.

The fourth feature of teaching in groups with in-depth study is the feasibility of wider use of knowledge from adjacent subjects. There should be such a fruitful influence of objects on each other that the students' knowledge gain greater depth and awareness, and most importantly become systematic. This will eventually lead to raising the general level of teaching. The content of the profile of the subject should not fundamentally be different from the course of this subject in the normal group.

A slight expansion of the program is possible, but it must be well-substantiated by pedagogical considerations. The main difference of course is the increased level from the normal course of the group must be in the depth interpretation of the studied phenomena. The teaching of the core subjects at the advanced level requires a good material base. Creation of a resource base is a complicated matter that requires

certain material costs. Special difficulties arise when the language laboratories and video labs are organized.

We can also say that the textbook is an essential component for successful teaching in groups with advanced study. The difference between this textbook from other textbooks should be primarily on the logical rigor of presentation, in-depth interpretation of the studied phenomena and more frequent and extensive use of material from adjacent objects. That's why the teachers of the Business language chair of the IIME of KSAU have elaborated a great number of textbooks that meet all the above mentioned requirements. In addition to the textbook, teachers should use a series of popular science books. As a result of such teaching we can name the practice of defending diplomas in English by our students, their taking part in different conferences in English, though their main specialty is Management. So after graduation they become specialists with the deep knowledge of a foreign language which for sure promotes their career in future.

All the above mentioned ideas do not cover all the problems associated with teaching in groups with profound studying of some subjects. We only stated the main ones.

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