

УДК 372.881.111.1

ABOUT NEW METHODS OF FOREIGN LANGUAGE TEACHING FOR THE STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

Lukhtina M.A.

Krasnoyarsk state agrarian university, Krasnoyarsk, Russia

The article describes new approaches to foreign language learning, the possibility of using the CLIL (Content and Language Integrated Learning) method in non-language universities. The author pays special attention to the use of computer technologies at the lessons and in the student's self-dependent work.

Key words: *foreign language, non-language, technologies, scientific, knowledge, skills, native speakers, computer network.*

**О НОВЫХ МЕТОДИКАХ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ**

Лухтина М.А.

Красноярский государственный аграрный университет, Красноярск, Россия

В статье описываются новые подходы к изучению иностранного языка, возможность использования метода предметно-языкового интегрированного обучения CLIL (Content and Language Integrated Learning) в неязыковых вузах. Автор уделяет особое внимание использованию компьютерных технологий на занятиях и при самостоятельной работе студента.

Ключевые слова: *иностраннный язык, неязыковой, технологии, научный, знание, навыки, носители языка, компьютерная сеть.*

Teaching any foreign language is a complex process of interaction of two main components: a teacher and a student [12, p. 56-59], [7, p. 269-271]. The work program is taken as a base where this interaction takes place. To obtain a qualitatively new result, all these three components must be changed.

As we can see one of the main problems the teacher faces is the lack of motivation among most students, since, unfortunately, English is perceived by the students of non-language educational institutions as a minor subject. Therefore, one of the main tasks is the formation of students' motivation to learn English language [6, p. 224-228], [11, p. 178-180], [14, p. 258-263] in the framework of implementing ENQA standards on the student-centered approach [18, p. 297-300], [22, p. 111-126], [23, p. 263-67], [13, p. 48-50] that helps the students adapt and socialize [17, p. 239-241], [21, p. 156-168]. At the same time, foreign language acts as a means of developing the communicative component of the students' information culture in the process of conducting search and research activities on professional issues using information and communication technologies, participating in economic on-line

conferences and projects, developing the ability to work in a group through computer networks [2].

Nowadays, there are a lot of methods of foreign languages [8, p. 252-255], [10, p. 4-5], [15, p. 115-117] that form different types of competencies [19, p. 271-276], [24, p. 220-224], [25, p. 240-244] and cross-cultural tolerance [16, p. 116-121]. Many courses are developed on Moodle platform [9, p. 330-333]. Ideally, the educational process should be based on a carefully thought combination of these methods. As a rule, the communicative method becomes predominant, satisfying the needs of the students to the greatest extent and expanding the possibilities of communication. It should be noted that the communicative method involves not only the possession of basic words and phrases in conjunction with a standard set of grammatical constructions that are necessary to maintain a conversation, but also the ability to apply language knowledge in their professional activities, to understand publicist and scientific publications. Therefore, teaching a foreign language should not take place separately from the formation of the professional competence of a future specialist. Foreign language tools are designed to provide a reliable language platform and serve as an incentive for career growth [3].

In modern methodology of foreign language teaching, the experience of content and language integrated learning (CLIL) is increasingly taken as the basis. It allows students to form linguistic and communicative competencies of foreign language in the same educational context in which they form and develop general educational knowledge and skills. This method allows to attract an increasing audience studying foreign languages, forms the confidence of young people in their abilities, and also gives support to those who have not been successful enough in learning languages in a traditional way [5].

CLIL stipulates teaching a number of subjects that are basic for students in the language of international communication. Thus, the student has a strong motivation to learn a foreign language, not only as a means of communication, but also a necessary tool of mastering a future profession. In addition, many educational institutions practice the use of English language at international conferences held there, which necessitates a sufficiently high level of language proficiency not only among students, but also among teachers [1].

One of the variants for students' self-dependent work is search of additional information in newspapers and magazines. Articles can also be used by a teacher to prepare tasks for reading and translation. Among the most famous websites there are news.bbc.co.uk, guardian.co.uk, economist.com.

Recently, the use of video lectures from native speakers both in the classroom and in the students' self-dependent work has become increasingly popular. There are so many of them in the worldwide network that any teacher can choose for his or her students everything that will maximize the solution of set tasks. For example, videlectures.net provides video lectures from conferences and seminars of any topic [5].

One of the ways to immerse yourself in the language environment and overcome the language barrier is to communicate with native speakers online, for example, via Skype. Communication with peer students is one of the ways to practice listening

comprehension. Currently, finding an interlocutor in the network is not difficult, but, of course, is of great benefit. Communication with native speakers contributes to the enrichment of students vocabulary, development and practicing the basic grammatical structures. Using these resources you can find modern expressions and language constructions, slang, which have not yet been included in academic dictionaries and textbooks.

In modern conditions, there are many possibilities for using blogs in the educational process, that is, ideas of the author (or authors), which are arranged in chronological order and provide the chance for readers to comment. Blogs are divided into text, music, photos, videos; may be private or collective. Blogs of famous musicians and actors are very popular among students. Working with a blog contributes to the study of the rhythmic-intonational side of speech, allows you to perceive non-verbal means of communication, which are also important in the communication process [4].

Despite these advantages, the Internet will certainly never be an alternative to textbooks. Internet resources are one of the tools to help to understand and learn the material in the classroom, but where the main role undoubtedly belongs to the teacher.

References

1. Asher, J. (2014). Learning another language through actions: The complete teacher's guidebook. Kenton, Sutherland: TESOL Inc., 2014, 96 – 98 pp.
2. Freeman, D. L. (2000). Techniques and Principles in Language Teaching (Second Edition ed.). New York: Oxford University Press, 2000, 89 – 93pp.
3. Krashen, S. D. (2012). Principles and Practice in Second Language Acquisition. Oxford, UK: Pergamon Press Inc, 2012, 115 – 117 pp.
4. Там, Т. (2013, 08 23). Language Barrier Definition Retrieved October 1, 2014, 58 – 58 pp.
5. Локтюшина Е.А., Сайтимова Т.Н. Предметно-языковое интегрированное обучение как подход к профессиональному образованию. Волгоградский государственный социально-педагогический. 2012. – №1. – С.324-328.
6. Kozulina N.S., Goreva N.V., Grishina I.I. Motivation on success as a factor of activation of internal potentials in students of the university// Проблемы современной аграрной науки. Мат-лы междунар. заоч. науч. конф. Красноярск: Красн. гос. агр. ун-т, 2017. С. 224-228.
7. Капсаргина С.А. Actual problems of bachelors' training of foreign language in non-linguistic university//Наука и образование: опыт, проблемы, перспективы развития: мат-лы междунар. науч-практ. конф. Красноярск: Красн. гос. агр. ун-т, 2019. С. 269-271.
8. Капсаргина С.А. The problem of teaching phrasal verbs students of non-linguistic universities. Проблемы современной аграрной науки: мат-лы междунар. науч. конф. Красноярск: Красн. гос. агр. ун-т, 2018. С. 252-255.

9. Капсаргина С.А. The use of LMS Moodle for creating e-courses in a discipline of foreign language for students of non-linguistic university//Наука и образование: опыт, проблемы, перспективы развития: мат-лы междунар. науч-практ. конф. Красноярск: Красн. гос. агр. ун-т, 2019. С. 330-333.

10. Шмелева Ж.Н. Страноведение как средство интеграции изучения иностранного языка и приобретения кросс-культурных навыков бакалаврами// Информационные и коммуникативные технологии в психологии и педагогике: сборник статей по итогам международной научно-практической конференции (Стерлитамак, 08 сентября 2018 г.). – Стерлитамак: АМИ, 2018. – С.4-5.

11. Шмелева Ж.Н. Improving student and post graduate student motivation for learning the English language. //Мат-лы Всеросс. оч.-заочной науч-практ. конф: «Инновации в науке и образовании: опыт, проблемы, перспективы развития» Красноярск: Изд-во Красн. гос. агр. ун-та. Красноярск – 2013, С.178-180.

12. Шмелева Ж.Н. The personality of the foreign language teacher as one of the ways to increase students' motivation to study the discipline. //Электронное научно-практическое периодическое издание «Format. Педагогика». Выпуск № 04 (04), 2019 (апрель, 2019). ISSN 2658-722X – с. 56-59.

13. Шмелева Ж.Н. The substantiation of the necessity to implement the practice-based approach to teaching at university// «Современные научные исследования и разработки». Электронное научно-практическое периодическое издание. ISSN 2415-8402, №1 (30). М.: Изд-во Научный центр «Олимп», 2019. – с.48-50.

14. Шмелева Ж.Н. XXIX Всемирная зимняя универсиада в Красноярске как фактор мотивации изучения студентами “Survival English”//Азимут научных исследований: педагогика и психология. 2019. Т. 8. № 2 (27). С. 258-263.

15. Шмелева Ж.Н. You-tube video as the means of learning English for professional purposes//Психолого-педагогический взгляд на профессионально-ориентированное образование: сборник статей по итогам Международной научно-практической конференции (Казань, 23 апреля 2019 г.). – Стерлитамак: АМИ, 2019. с. 115-117.

16. Шмелева Ж.Н. Воспитание кросс-культурной толерантности бакалавров посредством изучения английского языка в Красноярском ГАУ //Балтийский гуманитарный журнал. 2019. Т. 8. № 2 (27). С. 116-121.

17. Шмелева Ж.Н. Социализация и адаптация студентов первого курса ИММО Красноярского ГАУ посредством изучения иностранного языка// Сборник статей по материалам всероссийской научно-практической конференции с международным участием: «Профессиональное самоопределение молодежи инновационного региона: проблемы и перспективы». Издательство: Литера-принт, Красноярск, 2017, С. 239-241.

18. Шмелева Ж.Н. Студент-центрированное изучение иностранного языка в неязыковом университете// Азимут научных исследований: педагогика и психология. 2019. Т. 8. № 1 (26). С. 297-300.

19. Шмелева Ж.Н. Формирование кросс-культурной компетенции студентов-менеджеров посредством изучения иностранного языка в неязыковом вузе// Азимут научных исследований: педагогика и психология. 2019. Т. 8. № 2 (27). С. 271-276.

20. Шмелева Ж.Н., Антонова Н.В. О роли иностранного языка в формировании компетенций менеджера// Тенденции формирования науки нового времени: Сб.ст. Междунар. науч.-практ. конф.– Уфа: МЦИИ Омега Сайнс, 2015. С. 103 – 106.

21. Шмелева Ж.Н., Капсаргина С.А. Адаптация и социализация студентов аграрного вуза посредством изучения иностранного языка в институте международного менеджмента и образования. // Современные исследования социальных проблем (электронный научный журнал). Изд-во: ООО "Научно-инновационный центр", Красноярск, 2016 - №10(66) С.156-168.

22. Шмелева Ж.Н., Капсаргина С.А. Целесообразность имплементации стандарта ENQA по студентоцентрированному обучению при изучении иностранного языка// Современные исследования социальных проблем /электронный научный журнал)/ООО «Научно-инновационный центр», Красноярск, 2018. – Т. 9. – № 3. – С. 111-126.

23. Шмелева Ж.Н. Непрерывное изучение иностранного языка в Красноярском ГАУ как необходимое условие получения аккредитации ЕСВЕ и средство реализации образовательных стандартов ЮНЕСКО// Азимут научных исследований: педагогика и психология. 2019. Т. 8. № 2 (27). С. 263-267.

24. Шмелева Ж.Н. Формирование общекультурной компетенции в процессе изучения иностранного языка студентами-менеджерами//Эпоха науки. Электронное периодическое издание. Электронный научный журнал. №15 – 2018 г. Ачинск, 2018. С. 220-224.

25. Шмелева Ж.Н., Антонова Н.В. Формирование коммуникативной компетенции при изучении английского языка студентами неязыкового вуза. Вестник КрасГАУ № 2, 2014. Изд-во Красн. гос. агр. ун-та, 2014. С. 240-244.