

The development of speech competence among students of non-linguistic technical universities in teaching Russian

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ABSTARCT: The relevance of this study is determined by the needs of modern society for qualified specialists, which leads to the necessity of improving the system of higher education. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence.

KEY WORDS: non-linguistic, formation, lesson, role, useful, system.

1. INTRODUCTION

However, the existing nature of learning a foreign language in University is not always conducive to the strengthening of the installation on the professional choice of the student and brings discord to the development of professional competence of future specialists, preventing its inclusion in the creative search of ways of solution of professional problems and adapt to future activities in the framework of cooperation with foreign colleagues. At the same time that professional activities have a differential impact on personality structures that are included in it. The subject of our interest is the system of learning a foreign language as a factor of development of professional competence of students of non-linguistic universities. It seems that a new model system of language learning, involving as a result of the development of professional competence should be based on the unity of theoretical and practical readiness for foreign language communication, which is reflected in its normative part. A non-normative part of the model is the process of professional self - expression in the dialogue of cultures, which requires the knowledge of a foreign language, its use for competent solution of professional tasks. Note that knowledge of a foreign language becomes one of the important requirements of specialists in modern conditions. Today, significantly changing the requirements to the level of the specialists of different qualifications in a foreign language. The paramount importance of practical skills that require knowledge of a foreign language of business communication in oral and written speech, ability to use it in their professional activities. The academic discipline "Foreign language", being integrative in its intent, and interdisciplinary training on substantive content, must play a leading role in expanding the

educational horizons of students, in the process of socialization of the future specialist, preparing them for life in a multi-ethnic and multicultural world. Therefore, learning a foreign language becomes one of the leading components of the higher education system. However, in non-linguistic universities (higher educational institution where the foreign language is not major in vocational training) the capabilities of this discipline in the development of professional competence of future specialists of various profiles are not implemented sufficiently. Non-linguistic faculties prepare a specialist who knows the special disciplines, while professional sphere makes the graduate of the broader requirements in the area of international cooperation. The study of the state of foreign language teaching in nonlinguistic universities shows that the level of foreign language proficiency of their graduates does not meet modern requirements of society. The cause of the current situation lie in the lack of elaboration of the problems of foreign language teaching of students of non-linguistic universities in close connection with the obtained profession, with the requirements of international labour market; the number of hours allocated to foreign language learning; the nature of the educational process and content of teaching materials. Examination of the relevant provisions of the pedagogy and methodology of teaching foreign languages, the relevance and the need to solve the marked problem: - The scientific principles of the formation of mobile specialist at the international labour market (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017; Merkulova, Smirnova, Kaziakhmedova& Kireeva, 2018); - Theoretical foundations about the nature of professional competence (Shlangman, 2004; Khutorskoy, 2005; Berezhnova, 2006); - issues of theory and methods of teaching professionally-oriented foreign language based on the communicative approach, explored Ivanova, 2000; Graboi, 2002; Galskova &Gez, 2004; Borytko, 2008. In addition, as the analysis of practice, in the last decade more and more clearly delineated significant contradictions between: - the social order of society on the specialist who have practical skills of using foreign languages in their professional activities, and practice of teaching foreign languages in non-linguistic universities; - Sharply increased need of the individual to increase the level of foreign language skills, on the one hand, and a failed system of foreign language teaching in nonlinguistic universities, on the other; - Persistent trends in the content of traditional higher education, focusing their attention on the information saturation of educational process and orientation informative and technological sides of the education to prepare professionally competent individuals. Thus, the problem consists in the resolution of the contradiction between the significance of professional competence of students and the insufficient level of ensuring this competence in Non-language University in learning foreign language. This led to the choice of the topic of our research "the System of teaching foreign language as a factor of development of professional competence of students of non-linguistic universities". In our study, the theoretical and practical foundations of the essence of the system of teaching a foreign language as a factor in the development of professional competence of students of non-linguistic universities are previously considered. As a result of theoretical and methodological research, the following provisions were obtained: 1. The conceptual principles of designing a foreign language teaching system as a factor in the development of professional competence of students of non-linguistic universities include: the principle of professional orientation; a systematic approach to training specialists of

various profiles; pedagogical design ideas; communicative approach in teaching a foreign language. 2. The model of the system of foreign language teaching, promoting the development of professional competence of future specialists. The essence of the model is a consistent transition from the analysis of socioeconomic ordering of society, personal interests and needs of students to the design of the pedagogical process of formation of demanded knowledge and skills in the field of foreign language as an integral part of professional competence. The result of the functioning of society gets professionally competent, competitive specialists who have practical skills in using a foreign language for further self-development of personal qualities, professional development and career growth. The backbone component is the principle of professional orientation, which defines the goals, structure, content, methods, forms and means of teaching a foreign language. The principle of professional orientation allows you to synchronize the stages of learning a foreign language. 3. To the pedagogical conditions of successful realization of the model of our study include: - building a course structure that combines two components (common language - General English and language for specific purposes - Language for Specific Purposes); - the selection of content of educational material in the logic of the discipline and the logic of the future professional activity; - the use of interactive forms and methods of training aimed at providing communicative competence; - development of individual educational routes. The reliability and validity of the results of the study provided a research methodology adequate to the purpose, subject and objectives; the combination of theoretical analysis of the problem from a practical (experimental) implementation of the system of foreign language teaching of students of non-linguistic universities, contributing to the development of their professional competence; the results of experimental verification confirmed by methods of mathematical statistics. The generalization of the results of experimental training made it possible to draw theoretical and practical conclusions, to formulate provisions on the significance of the study. The theoretical significance of the study is that in the work: - The potential opportunities of a foreign language in the development of professional competence of students of non-linguistic universities have been identified; - The conceptual foundations of designing a system of teaching a foreign language, aimed at developing the professional competence of students of a non-linguistic university, are defined - the model of a system of teaching a foreign language as a factor in the development of professional competence of students of non-linguistic universities was developed; - the pedagogical conditions for the effectiveness of professionally directed teaching of a foreign language to students at a non-linguistic university are defined: the structure of the course includes two areas (general course and professionally oriented); - the educational process is built in the form of a technological square, in which all four types of speech activity are involved (listening, speaking, reading and writing), embodied in the classes in four aspects of educational and cognitive activity (cognitive, developing, educational, educational); forms and methods are aimed at providing foreign-language professional communication. The theoretical foundations of the formation and development of professional competence of specialists in the process of teaching a foreign language are clarified. The practical significance of the study is: - the development of experimental curricula, special texts of a professional orientation, diagnostic materials and programs to determine the general level of students' training in a foreign language in the field

of upcoming professional activity; - the development of guidelines for the development of professional competence of students of non-linguistic universities in the process of teaching a foreign language, which can be used by teachers. Testing and implementation of research results. The results of the study were reported and discussed at meetings of the departments of foreign languages of the above universities. Experimental curricula, special texts, diagnostic materials, and methodological recommendations are used by foreign language teachers of non-linguistic universities.

1. Simulation of the system of learning a foreign language as the factor of development of professional competence of students of non-linguistic universities involves the development of components of the pedagogical process: objectives, contents, methods, forms and means of education. The purpose of designing the system of learning a foreign language, promoting the development of professional competence of students of non-linguistic universities, is the leading structural component and depends on many conditions and factors identified in the study: the social order of society, personal needs and interests of students, the specificity and the level of perceived training characteristics of the discipline "Foreign language". The purpose is the communication expert in a foreign language, mastering all kinds of speech activity, aimed at solving professional tasks.
2. The structure and content of foreign language teaching of students of non-linguistic universities as an integral part of professional competence defined by the types of activities and qualities of the technician specified by the society and focused on self-development. The basis for the development of such content was the model of a future specialist with the skills of professional foreign language communication, which reflects the expected result of the system of learning a foreign language, ensuring the development of professional competence of students of non-linguistic universities, who are to work in various fields.
3. In the selection of training content takes into account all the factors of natural speech communication: the sphere of professional communication; typical situations that arise in the process of professional foreign language communication; the motives and communicative intentions. When choosing spheres and situations of communication were studied in a real voice needs of specialists of the required profile. Professional communication sphere was the leading and fundamental to the determination of professionally directed foreign language learning, promoting the development of professional competence of students of nonlinguistic University. Within the professional sphere of communication stood out integrative components, showing the relationship and interdependence of the content of education and training. Professional orientation of the learning content was realized through the specific selection of linguistic material, allowing forming linguistic and professional competence.
4. Simulation of the system of learning a foreign language as the factor of development of professional competence of students of non-linguistic universities is carried out at all levels. The developed system is completed by form of organization of cognitive activity of students on mastering a foreign language and managing this activity. It also determines the choice of optimal methods, forms and means of education, to which we refer: deliberately benchmarking; programmed instruction and problem-based learning; simulation of typical situations of professional communication. The most effective forms of language learning are role-playing and business games, as in order to obtain the status of professional knowledge, information must be assimilated by the student in the context of his own practical action and

deed, the action is not purely academic, as close to subject-technological and socio-cultural situations of the upcoming professional activities. 5. The insufficient number of hours allotted to study a foreign language in non-linguistic universities has necessitated the use of various forms of independent work, both in the process of training and in extracurricular time. Types of independent work were as follows: abstracting foreign literature, meetings with native speakers, trips abroad, scientific circles, scientific and practical conferences, and browsing the Internet. All this contributed to an increase in the capacity of educational material, an increase in motivation to learn a foreign language. 6. Differentiation of educational activities of students in the process of teaching a foreign language at a nonlinguistic university, organization of independent work are necessary, but insufficient conditions for the development of professional competence of a future specialist. And only a personality-oriented approach to the development and implementation of individual educational routes contributes to the maximum satisfaction of students' professional expectations, the effectiveness of their educational activities and is the basis for the development of a new research model. An experimental verification of the system of teaching a foreign language as a factor in the development of professional competence of students of non-linguistic universities has proved its overall effectiveness and confirmed the hypothesis put forward. However, the current nature of the training of students at the University are not fully helping to ensure they have made professional choices, preventing their inclusion in a creative search for the development of the profession in the international arena. There is a need to organize educational process so that to lay the elements of future activities in the teaching discipline, promoting students on the level of proficiency in accordance with international standards, contributing to the development of their professional competence, professional adaptation in the context of international labour market. Thus, realizing the need to make changes in the educational process, we turned to the model of a foreign language teaching system as a factor in the development of professional competence of students of nonlinguistic universities. The logic of modeling the learning process was as follows: - the professional environment was imitated through the selection of the content of training with a professional component in the academic discipline "Foreign Language"; - forms, methods and means of teaching a foreign language were selected that contribute to the development of professional competence of students of a non-linguistic university; - the individual educational routes of students were designed based on their educational experience, opportunities, with a focus on solving their educational problems. The design of individual educational routes allowed us to partially implement a differentiated approach in teaching foreign languages to specialists of various profiles. The professional orientation of the discipline "Foreign Language" consisted in the context of its teaching, which required the development of foreign texts (special texts) taking into account the specifics of the future professional activities of students, the use of active forms of training. Active forms of conducting training sessions included: solving situational problems, conducting role-playing, business games, and more.

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