

PROFILE-ORIENTED TEACHING OF A FOREIGN LANGUAGE AT A TECHNICAL UNIVERSITY

Bulanova N.P.

Belarusian National Technical University

Summary. The article deals with the goals of profile-oriented teaching of a foreign language at a technical university as further mastering of it as a means of intercultural communication in the context of future professional activity.

Key words: profile-oriented education, foreign language teaching, intercultural communication, communicative competence, organizational competence, strategic competence, intercultural professional interaction.

In connection with the expansion of intercultural professional contacts, the need of society for specialists in various fields who speak a foreign language is growing. However, a good command of a foreign language that facilitates successful intercultural professional interaction requires mastering of professionally significant concepts of a foreign language culture, which determine the specific features of social and business behavior, determined by the influence of historical traditions and customs, lifestyle, etc.

It is a well-known fact that the English language proficiency helps graduates to gain a competitive advantage in getting a job, increases their value as specialists for the employer, expands sociocultural horizons, provides an opportunity to communicate in the professional field with native speakers, facilitates adaptation in another country if a work permit is obtained in a foreign organization, etc.

The profile-oriented teaching of a foreign language at a technical university can be seen as further mastering of it as a means of intercultural communication, thus, raising the levels of communicative and

intercultural competencies, but in the context of the planned specialty - future professional activity.

The essence of professionally oriented teaching of a foreign language lies in its integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personality traits.

So, the management and the teaching staff of the educational establishment have the task of creating organizational and technical conditions necessary for students to achieve the goal of mastering a foreign language.

The teacher's general goal is to develop a course and organize profile-oriented teaching of a foreign language, taking into account the needs of students, providing them with methodological assistance in language learning and thus creating the conditions for the successful achievement of the set goals.

Professionally-oriented teaching of a foreign language assumes that authentic texts, selected according to the thematic principle, become the basis of the course. In addition to the texts, a system of special exercises aimed at the formation of the necessary skills has to be worked out.

Also it is necessary to simulate the environment in which future graduates are going to work. For each specialization, such an environment is different, but there are common features. This is oral and written communication; work with different documents. Therefore, it is necessary to set the following goals:

- formation of lexical skills (specialized vocabulary and terminology);
- formation of reading skills of technical documentation (texts, charts, diagrams, tables, etc.);

- formation of speaking skills (conversation with foreign colleagues in the working environment, conversations with business partners on the phone, speeches at conferences, meetings, etc.);

- formation of writing skills (correspondence, writing reviews, reviews, writing instructions) [1, p.131].

Lexical exercises contribute to the accumulation of special vocabulary. Exercises at the text level (for example, isolating the main idea of the text, finding keywords, etc.) help the student in the formation of statements in oral or written speech. Information structuring exercises contribute to the formation of independent work skills with various sources. With their help, the student learns to comment, argue, defend their point of view, lead a discussion, etc.

Clarification of the goal means detalization of the components of the language proficiency model - communicative competence, or communicative language ability which include linguistic and strategic competencies, taking into account the psychophysiological mechanisms of their implementation [2, p.81].

The development of language competence involves further mastering of organizational and pragmatic competencies.

Organizational competence includes the abilities associated with the mastering of the formal structure of the language, the recognition of grammatically correct sentences, and an orderly combination in the text and consists of the following components:

- Firstly, acquisition of lexical, morphological, syntactic and phonological / spelling skills;

- Secondly, mastering the conventions of combining statements into a text, the ability to interpret the logic of a perceived text and build a text from sentences [3, p.19].

If organizational competence relates to the relationship between signs and their referents, pragmatic competence is associated with relations between persons using the language and the specific context of communication and involves mastering, on the one hand, the pragmatic aspects of the execution of the functions of using the language, and on the other, the relevant sociocultural aspects of the execution of these functions in a given context.

The essence of strategic competence is to use verbal and non-verbal strategies to compensate for scraps of communication due to a lack of knowledge or limited possession of speech activity. Strategic competence consists of three components: evaluation, planning and execution [4, p.90].

These components require the ability to identify information necessary for the implementation of a specific communicative goal in a given context, the ability to select the necessary language tools (grammatical, textual, sociolinguistic), as well as the ability to execute a plan in a certain way (receptively or productively) and through a specific channel (auditory or visual), i.e. by listening, speaking, reading or writing.

It is the interaction between the components of communicative linguistic ability (or communicative competence) and a specific context (in our case, professional) that characterizes knowledge of a foreign language as a means of intercultural communication [5, p.105]. This means that for a more complete picture of the goals, it is necessary to pay attention to the context of the future specialty declared in the generalized goal, on the one hand, and intercultural competence, on the other.

Professionally-oriented teaching of foreign languages is a priority in modern education. It facilitates the formation of students' ability to communicate abroad in specific professional, business, scientific fields

and situations, taking into account the characteristics of their future profession.

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