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FOREIGN LANGUAGE LEARNING AS A RESOURCE FOR THE PROFESSIONAL DEVELOPMENT

One of the main directions of the vocational training system in the Republic of Belarus is teaching a foreign language. Modern society needs competitive specialists who not only know a basic foreign language, but also have the skills and abilities of foreign language communication. Knowledge of a foreign language is not only an indicator of the cultural development of a specialist, but also one of the conditions for his successful professional activity.

Professionally oriented education is understood as an education that meets the needs of students in learning a foreign language, and at the same time that takes into account the peculiarities of students' future profession. The process of teaching a foreign language in non-linguistic higher educational establishments (HEE) includes reading specialized literature, studying professional vocabulary and terminology, as well as speaking on professional topics [1, p.167].

In order for the process of teaching a professionally oriented foreign language to be more effective, it is necessary for both students and teachers of foreign languages to know the basics of special disciplines. A foreign language in this case acts as a means of increasing the professional competence of students and improving the level of language mastering. In the process of career-oriented learning, the independent and group work of students is stimulated, professional cooperation is modeled, speaking skills are developed, etc.

One of the main tasks of HEE nowadays is the formation of a foreign language communicative competence among students, namely: the skills and

abilities of speaking and listening. To prepare such specialists the modern system of higher education sets the goals to use Information and communication technologies (ICT) in the educational process more intensively. On the way to the successful implementation of ICT there exist a number of difficulties associated with the insufficient provision of higher educational establishments with modern technical means of teaching, the reduction of teaching hours assigned for the study of disciplines, the duration of training in HEE, the imperfection and shortage of teaching aids, including those for teaching foreign languages, etc.

In order to make a foreign language training more productive, students should be motivated and acknowledge a conscious necessity to study a foreign language. A modern specialist should be able to communicate fluently on everyday and professional topics in a foreign language, easily understand the content of an authentic text, as well as be able to carry on business correspondence. Knowledge of a foreign language does not only open up opportunities to use the special literature of foreign publishers, work with foreign clients without the help of an interpreter, but also helps to form a highly moral and versatile personality, guided in its development by the enduring moral values of the humanity. Thus, the discipline "Foreign language", being a resource for the systematic replenishment of professional knowledge, formation and development of foreign language communicative skills and abilities, helps to solve the problems of personal development as a whole.

The experience of teaching a professionally oriented foreign language in non-linguistic educational institutions proves that interactive learning is the most effective in professionally oriented foreign language teaching. The use of active and interactive teaching methods forms communication skills not only in a foreign but also in one's native language.

The most effective methods of interactive learning of modern methods of teaching foreign languages are considered to be: discussion (dialogue, brainstorming, round table); game (business and role-playing game, project

game); project method; scientific and practical student conferences; use of telecommunication technologies; active methods, etc. Therefore, the use of active and interactive methods contributes to the acceleration of learning process and formation of foreign language communicative competence [2, p. 143].

However, not only the teaching methods, but also the quality of educational and methodological literature and its correct selection is extremely important.

In accordance with the modern requirements, the following principles of selection of educational material should be noted:

1. Information saturation of the educational material.
2. Communicative value. According to this criterion, it is necessary to use material that is more commonly used in natural communication and meets the standards and rules established in a particular cultural community.
3. Cultural orientation of the educational material.
4. The pragmatic value of the educational material. The criterion of pragmatic value is interrelated with the criterion of communicative value and determines the pragmatic nature of learning in a foreign language, which consists in choosing those aspects that in the course of real communication will be used in a large number of communication situations in order to achieve the goals set.
5. Relevance of the educational material. The educational material and information should be up-to-date and contain facts that have not lost their significance.
6. Availability of educational material. The students should understand the material they are taught, thus the teaching staff should adopt the material to the linguistic level of the group.
7. Authenticity of the educational material. The criterion of authenticity of information is very important in training and is expressed in systematically processed authentic information. The selected educational material should be informative and authentic.

8. The visualization of the educational material. The criterion of visualization is provided through the use of linguistic and extralinguistic material using ICT in order to improve understanding, stimulate work, simplify possible adaptation to the language environment.

9. Motivational value of educational material. This criterion is one of the most important criteria for the selection of educational material while teaching foreign languages.

In conclusion, the formation of a professionally oriented foreign language communicative competence requires significant efforts on both sides - the teacher and the student. The teacher, using modern technologies for teaching foreign languages, should strive to do everything possible to achieve a positive learning outcome, and the student, in his turn, should develop and practice vocabulary as much as possible, improve knowledge of grammar, overcome the psychological barrier and develop speaking skills within the framework of common and professionally oriented foreign language. Only then competitive specialists with the skills and abilities of foreign language communication will become our Belarusian reality.

Thus, foreign language learning is a specially organized activity based on modern teaching methods and a specially selected material for teaching purposes. The multifaceted activity of teaching foreign languages allows us to conclude that a foreign language is a resource for the development of professional skills and upbringing of a highly intellectual personality with moral values.

1. Latyshev, L.K. Perevod: Teoriya, praktika i metodika prepodavaniya / L.K. Latyshev, A.L. Semenov. — M.: Izdatel'skij centr «Akademiya», 2008. — 310 s.
2. Solovova, E.N. Metodika obucheniya inostrannym yazykam. Bazovyj kurs lekcij / E.N. Solovova. — M.: Prosveshchenie, 2005. — 239 s.