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WAYS OF INTENSIFICATION OF ENGLISH TEACHING FOR FUTURE GRADUATES OF NON-LANGUAGE SPECIALTIES

© A. Sarkisova, I. Luchentsova

Military Institute of Armored Forces" of National Technical University "Kharkiv Polytechnic Institute"

Author information:

Alla Sarkisova: ORCID 0000-0001-8889-5782; allawork25@gmail.com; Candidate of Pedagogical Science, head teacher of social-pedagogical department of Military Institute of Armored Forces of National Technical University "Kharkiv Polytechnic Institute"; Kyrpychova str., 2, Kharkiv, 61002, Ukraine.

Iryna Luchentsova: ORCID 0000-0002-1531-4083; irynaluchentsova@ukr.net; Candidate of Pedagogical Science, teacher of social-pedagogical department of Military Institute of Armored Forces of National Technical University "Kharkiv Polytechnic Institute"; Poltavskiy Shlyah, 192, Kharkiv, 61002, Ukraine.

Ukraine's rapid entry into the world community, economic and socio-cultural situation in the country ensured a huge demand for knowledge of foreign languages and created a powerful motivational base for their study. At the present stage, the main priority of which is the expansion of Ukraine's international ties and contacts in various spheres of life, there is a need for professionally oriented communication with foreign colleagues. The article proposes ways to intensify the teaching of English for future non-native language graduates. It addresses the current problems of improving the learning process for maximum results. After all, this issue requires a radically new approach to solving it, since the pace of economic development requires high-level foreign language graduates from higher education. The foreign language teacher should understand that the modernization involves: firstly, changes in the goals and the result of learning, secondly, reduction of the content required for the development of content, third, changes in methods and technologies for mastering the minimized content of training, fourth, individualization of the process of learning a foreign language, fifth, change of standards, curriculum in a foreign language. The teacher must remember that it is necessary to modernize the scientific and theoretical approach to teaching a foreign language. The combination of methods of intensifying the teaching of a foreign language allows to elevate the learning process to a new level, promotes better students' knowledge, encourages them to deepen the discipline. In the future, it is planned to analyze more detail the role of computer technology in intensifying the learning process. increase the efficiency of the educational process; provides students with the opportunity to study at a convenient time for them; provides a variety of forms, methods, tools and modes of learning; increases students' motivation; allows to carry out self-control of own educational activity; promotes self-education and self-development of students. By the efficiency of the educational process we understand the degree of achievement of the set goal of pedagogical activity taking into account the optimality of the spent efforts, means and time.

Key words: readiness, professional broadcasting, components, indicators, levels of readiness, pedagogical conditions.

Саркісова А. В., Лученцова І. С. "Шляхи інтенсифікації викладання англійської мови для майбутніх випускників немовних спеціальностей".

Стрімке входження України у світове співтовариство, економічна і соціокультурна ситуація в країні забезпечили величезний попит на знання іноземних мов, створили потужну мотиваційну базу для їх вивчення. На сучасному етапі, головним пріоритетом якого є розширення міжнародних зв'язків та контактів України у різних сферах життя, виникає необхідність в професійно спрямованому спілкуванні з іноземними колегами. В статті запропоновані шляхи інтенсифікації викладання англійської мови для майбутніх випускників немовних спеціальностей. В статті також піднімаються актуальні проблеми удосконалення навчального процесу для досягнення максимального результату. Адже це питання потребує кардинально нового підходу до його вирішення, оскільки темпи розвитку економіки потребують від випускників вищих навчальних закладів високого рівня володіння іноземними мовами. Викладач іноземної мови повинен розуміти, що модернізація передбачає: по-перше, зміни цілей і результату навчання, по-друге, скорочення обсягу обов'язкового для освоєння змісту, по-третє, зміну методів і технологій засвоєння мінімізованого змісту навчання, по-четверте,

індивідуалізацію процесу навчання іноземної мови, по-п'яте, зміну стандартів, програми навчальних планів з іноземної мови. Наставник повинен пам'ятати, що модернізувати необхідно науково-теоретичний підхід до навчання іноземної мови. Поєднання методів інтенсифікації викладання іноземної мови дозволяє піднести процес навчання на якісно новий рівень, сприяє кращому засвоєнню знань студентами, стимулює їх до поглибленого вивчення дисципліни. У подальшому планується більш детально проаналізувати роль комп'ютерних технологій у інтенсифікації навчального процесу; підвищити ефективність навчального процесу; надає студентам можливість навчатися у зручний для них час; забезпечує різноманітність форм, методів, засобів та режимів навчання; підвищує мотивацію студентів; дозволяє здійснювати самоконтроль власної навчальної діяльності; сприяє самоосвіті та саморозвитку студентів. Під ефективністю навчального процесу ми розуміємо ступінь досягнення поставленої мети педагогічної діяльності з урахуванням оптимальності витрачених зусиль, засобів та часу.

Ключові слова: готовність, професійне мовлення, компоненти, показники, рівні сформованості готовності, педагогічні умови.

Саркісова А. В., Лученцова И. С. "Пути интенсификации преподавания английского языка для будущих выпускников неязыковых специальностей".

Стремительное вхождение Украины в мировое сообщество, экономическая и социокультурная ситуация в стране обеспечили огромный спрос на знание иностранных языков, создали мощную мотивационную базу для их изучения. На современном этапе, главным приоритетом которого является расширение международных связей и контактов Украины в различных сферах жизни, возникает необходимость в профессионально направленном общении с иностранными коллегами. В статье предложены пути интенсификации преподавания английского языка для будущих выпускников неязыковых специальностей. Также поднимаются актуальные проблемы совершенствования учебного процесса для достижения максимального результата. Ведь этот вопрос требует кардинально нового подхода к его решению, поскольку темпы развития экономики требуют от выпускников высших учебных заведений высокого уровня владения иностранными языками. Преподаватель иностранного языка должен понимать, что модернизация предполагает: во-первых, изменения целей и результата обучения, во-вторых, сокращение объема обязательного для освоения содержания, в-третьих, изменение методов и технологий усвоения минимизированного содержания обучения, в-четвертых, индивидуализацию процесса обучения иностранному языку, в-пятых, изменение стандартов, программы учебных планов по иностранному языку. Наставник должен помнить, что модернизировать необходимо научно-теоретический подход к обучению иностранному языку. Сочетание методов интенсификации преподавания иностранного языка позволяет поднять процесс обучения на качественно новый уровень, способствует лучшему усвоению знаний студентами, стимулирует их к углубленному изучению дисциплины. В дальнейшем планируется более детально проанализировать роль компьютерных технологий в интенсификации учебного процесса. повысить эффективность учебного процесса; предоставляет студентам возможность учиться в удобное для них время; обеспечивает разнообразие форм, методов, средств и режимов обучения; повышает мотивацию студентов; позволяет осуществлять самоконтроль собственной учебной деятельности; способствует самообразованию и саморазвитию студентов. Под эффективностью учебного процесса мы понимаем степень достижения поставленной цели педагогической деятельности с учетом оптимальности потраченных усилий, средств и времени.

Ключевые слова: готовность, профессиональный язык, компоненты, показатели, уровни сформированности готовности, педагогические условия.

In recent years, the importance of a foreign language has grown significantly in Ukrainian society. Ukraine's rapid entry into the world community, the economic and socio-cultural situation in the country have provided a huge demand for knowledge of foreign languages, created a strong motivational base for their study. Possession of skills of foreign language competence began to be considered as a necessary personal and professional

quality of any specialist, a means of socialization, a means of uniting states and peoples. That is why today it is necessary to pay great attention to the efficiency and quality of the process of learning and teaching foreign languages. Under the effectiveness of the educational process, we understand the degree of achievement of the goal of pedagogical activity, taking into account the optimality of the effort, resources and time spent.

Problem statement in general and its connection with important scientific or practical tasks. The current stage of development of society is associated with the processes of globalization and integration, which require professionals not only to be competitive in the labor market, but also to be fluent in at least one foreign language. It is known that English is the language of international and professional communication and therefore most students of non-language specialties while studying in higher education choose it to study. In addition, fluency in English opens up new opportunities and prospects for individuals, as it gives them the opportunity to participate in exchange programs, gain knowledge in future specialties, learn about advanced technologies and expand their worldview. For final year students and graduate students, English is required to participate in international conferences and work with literature on the topic of term papers, dissertations or dissertations. Therefore, based on the above factors, modern learning conditions require constant improvement of approaches to teaching the discipline and intensification of the educational process.

Analysis of recent research and publications

The question of methods of teaching a foreign language in non-language institutions of higher education (HEI) has interested many scholars. Such scientists as V. Bezpalko, I. Berman, M. Tsvetkova, and V. Skalkin dedicated their works to him. In the works of these authors the analysis of all types of speech activity and their role in the educational process is carried out, and also the basic approaches to selection of lexical and grammatical material are considered. But today this issue requires a new solution. The pace of development of various spheres of life at the present stage requires graduates to have a high enough level of knowledge of a foreign language, which is necessary to search for information on new technologies, as well as to exchange views with foreign scholars.

Problems of teaching professional reading (S. Radetskaya), English monologue (I. Fedorova), business oral and written negotiations (O. Bykonya), professional vocabulary (V. Borshchovetska). O. Kamensky [4] considered the formation of English-language lexical competence of economists by means of computer programs; Z. Korneva [6] dealt with the problems of improving the English-speaking competence of future professionals through immersion technology. One of the methods of improving the quality of education is to intensify

the educational activities of students by creating a stimulating environment (R. Grishkova, L. Sherstyuk). Creating a stimulating environment involves the development of skills of dialogic speech and creative thinking, discussion, the formation of skills to organize and distribute work, anticipate developments, work in a team, find a compromise and take responsibility.

Presentation of the main research material. In modern teaching conditions, teachers of higher education institutions have a difficult task to acquaint students with a fairly large amount of material, to develop relevant skills and abilities in a relatively small number of classroom hours, because most non-language faculties teach a foreign language for two academic years two classroom hours per week. Given that each of the goals will have its own special impact on the process of learning English by students, their combination requires a comprehensive approach to solving the problem of improving the language training of specialists in various fields. Note that the intensification of training means the maximum efficiency of classes, increasing activity in the educational work of students and the quality of teaching on the one hand, and the minimum cost of effort on the other hand [11]. They give a specific form to the structures, functions and features of speech to be studied [15]. The problem of constructing educational information in this case will be the resulting combination of the study of factual material and linguistic phenomena.

The results of research on the problem show that the professional orientation of education is closely related to its scientific, creative nature [14]. This means, first of all, the ability of future graduates of non-language specialties to effectively apply the acquired scientific knowledge in the field of practice and work at the appropriate professional level. According to the program in a foreign language for non-language freelancers, the student must be able to read the original literature on the specialty and participate in oral communication in a foreign language. This requires a certain amount of knowledge of lexical skills.

Today in the teaching of a foreign language is relevant to the use of information technology, namely the interactive whiteboard (Smart Board). Working with an interactive whiteboard helps teachers to interest their students, to facilitate the assimilation of the material. Using such a board, you can combine proven methods and techniques of working with a regular board, with a set of interactive and multimedia capabilities. It provides ample opportunities [16].

The composition of the interactive multimedia software and technology training complex includes: computer; multimedia projector; multimedia interactive whiteboard or touch screen, computer control device (including software applications); appropriate software, which includes tools such as a notebook (SMART Notebook), a video recorder (SMART Recorder), a video player (SMART Video Player), additional (marker) tools (Floating Tools), a virtual keyboard (SMART Keyboard) [10].

The interactive whiteboard plays a significant role in the formation of English-language socio-cultural competence, increasing the efficiency of the educational process, using an additional (except audio and visual) channel of perception - kinesthetic, providing optimal pace and saving time for discussion, allowing management of all computer functions and any software not only electronic or mechanical marker, but also a simple touch or pointer, allowing participants in the educational process to interact in dialogue, helping to strengthen the motivation of learning and cognitive activity of cadets, constantly supporting teachers in the creative search for methodological innovations by modern information technology.

The widespread use of Internet technologies allows you to design and use a new generation learning environment that is realistic, authentic and attractive. The use of computer technology, in particular the Internet, greatly expands the learning opportunities available to both students and teachers. However, the use of online technologies in education has separated the learning environment into a classroom learning environment and a distance learning environment, which remain largely separate as they rely on different means of presenting information and are aimed at meeting the needs of different audiences. At the same time, the use of modern information technologies and the emergence of new approaches to the learning process allows teachers to implement the best methodology for the development and acquisition of communicative competence by students - blended learning, which successfully combines online learning with classroom presence. Blended learning is an educational concept that allows the use of traditional and innovative teaching methods. The student attends classes in the classroom, where he communicates with teachers and classmates, but widely uses in his teaching information and communication technologies (ICT) through information processing devices: personal computer, electronic notebook, mobile devices, etc. Today,

blended learning is a method of learning that is developing rapidly and dynamically. Computer (PC) is another way of modern technical means of intensifying vocabulary learning, first of all, which improves the process of learning a foreign language. Qualified and rational use of PC makes it possible to intensify the learning process and improve the quality of learning. In foreign language teaching, the PC is seen as a learning tool that allows students to organize managed, independent work. One of the purposes of the PC is to help the teacher solve one of the most important tasks in learning foreign languages: to use different ways of independent work on all types of speech activities on different language material. With the help of a computer, you can organize independent classes for students according to the program, which, forming educational tasks and modeling ways to perform them, provides a systematic assimilation of language material, its activation, continuous monitoring and correction of relevant tasks. This is especially important for non-language freelancers, where a relatively small number of study hours are devoted to learning a foreign language. Independent work of students, which allows to study in more detail the material studied during classroom classes becomes one of the main factors in solving this problem. , skills and abilities, but also is a comprehensively developed personality, able to actively and constantly acquire new knowledge, quickly make non-standard decisions, act independently, creatively. Therefore, much attention should be paid to the intensification of work during classes.

The peculiarity of the personality-oriented approach is that the student is recognized as the main person of learning, and the teacher creates conditions in which young people feel not observers, but full participants in the learning process. According to scientists, the purpose of personality-oriented learning is to create optimal conditions for personality development. In the course of practical work it is proved that the personality-oriented approach is one of the most effective means of development and formation of foreign language competence of students. After all, the active involvement of young people in the implementation of certain tasks that are feasible and exciting for students, regularity and perseverance in learning also contribute to the intensification of the initial process [11].

However, it should be noted that the personality-oriented approach can not be considered as reducing the amount of educational material and simplifying tasks. As rightly pointed

out by O. Komarova, the individual approach to the student is not to differentiate the scope of the task, but the amount of assistance from the teacher to each student. In the educational process of free economic education it is necessary to create such personality-oriented situations, for the search for the optimal way out of which the personal qualities of students would be activated. Perceiving information, the student seeks meaning, chooses a creative solution to the problem, predicts the results. Such students need to be monitored more often and helped, to focus on even minor achievements [5].

The driving factor in the intensification of English language teaching is a motivational factor. The main criteria for the formation of motivation to learning a foreign language researchers attribute the presence of cognitive motives and goals, and positive emotions during discipline. Therefore, of particular importance to create conditions for the intensification of education plays the personality of the teacher. The success of the teaching methods today depend on psychological knowledge of the teacher, his level of professionalism, the ability to organize student-oriented communication: is able to effectively identify the abilities and individual features of students and direct them to the receipt and processing of information, motivation to learn is significantly increased [1;2]. The game also showed himself as a good motivational tool. Even students who have difficulties with learning a foreign language say the rush of newfound motivation and interest in the language after the successful completion of game tasks. Language learning is a daunting task, and sometimes it can cause a feeling of exhaustion and despair, because the student seems to progress not at all. Students constantly have to make efforts in order to master the material. And very often they are insecure in their knowledge and therefore are afraid to speak or write the target language. Interactive game elements help to create a relaxed and fun atmosphere in order that students could learn and use the new material more easily. Also games usually bring a competitive element to motivate students and hold their attention throughout the class.

The role of the teacher changes a little, he acts as a leader, leader, curator. Games allow you to make mistakes. The goal of most games is practice and some communicative goal that goes beyond the use of the correct grammatical form. The main task of the teacher in this type of activity is a clear explanation of the rules and purpose of the game, preliminary elaboration of vocabulary and grammar so that during the game

students correctly pronounce words and use grammatical constructions.

The quality of the lesson depends on the teacher, who will skillfully develop the content of the lesson, will control the results of student activity, plan the stages of educational work, use different forms of work: pair, group and individual work, combine reproductive and productive activities of students.

Unequivocally, the decisive role in achieving the goal of pedagogical activity belongs to the teacher. The effectiveness of a foreign language teacher depends on how successfully he masters the latest technologies of modern education and whether he will implement them in the practice of foreign language teaching.

A foreign language teacher must understand that modernization involves: changes in the purpose and outcome of learning, reducing the amount of content for compulsory learning, replacement of methods and technologies for learning the minimized content, individualization of foreign language learning, changing standards, curricula in foreign languages. The teacher must remember that it is necessary to update the scientific and theoretical approaches to teaching a foreign language.

Among the available and proven ways to improve the effectiveness of the lesson is the planning and organization of non-standard lessons. Non-standard classes are extraordinary approaches to teaching disciplines. Their purpose is quite simple: to interest, to capture creativity, to dilute everyday with new ideas, because interest is the catalyst of all educational activities. Non-traditional forms of foreign language classes are carried out with the obligatory participation of all students of the group, as well as are implemented with the use of auditory and visual aids. In such classes it is possible to achieve a variety of methodological, pedagogical and psychological goals, which can be summarized as follows: the control of knowledge, skills and abilities of students on a particular topic; business, working atmosphere, serious attitude to a subject is provided; maximum participation of students in the class is provided. One of the types of non-standard classes are those based on imitation of the activities of institutions and organizations, such as classes - newspaper editing, classes - visiting patients in the hospital, classes - first aid and so on. Students are faced with problem-solving tasks: the subject is aware of the difficulty, the ways to overcome which require the search for new ways of action. To overcome the difficulties, two conditions are needed: it is necessary to realize, to see the difficulty, it is

important that there is a need, the desire to solve this difficulty. The fact that problem situations are a source of thinking does not mean that any problem situation necessarily encourages thinking. Problematic problems are only those tasks - which contain a practical or theoretical difficulty that requires research activity. Thus, it is the problem situation that helps to evoke the cognitive need of students, thereby creating conditions for learning new material.

Online classes are held in computer classes. The most simple use of Internet is to use it as a source of supplementary materials for teacher and student. This is a huge reference system that can be used for language learning. Most fully the possibilities of the Internet revealed when using it directly during the learning process. Ideal conditions for this are the availability of computer class with connection to the Internet. Special training sites include various types of work, they are designed taking into account the level of students' knowledge. Working with these sites is interesting and useful in language learning. Training websites usually have several levels of complexity; on the information sites, the teacher should determine the selection of material of appropriate complexity. One of the techniques used to enhance students' cognitive activity is the use of English songs in the classroom, because individuals of any age the increased interest in popular music, especially the songs of modern English and American bands, because they have a lot of time to devote it to listening to music and songs. Introduction vrchovina-song material in the classroom in a foreign language fully meets the requirements of modern times, when foreign language is taught in close connection with the culture of the country. On the other hand, singing songs and reading poetry is an extension of communicative competence and creative abilities, as well as one of the most effective means of learning a foreign language. Emotions and impressions received while reading the verses or singing songs, be a past life experience is converted into knowledge that in turn stimulates the motivation of students. Educational video in foreign language classes develops skills and abilities to perceive and understand a foreign language by ear, which requires significant effort and time from the teacher and students. The lesson is an excursion in our time, when the ties between different countries and peoples are developing more and more widely, acquaintance with the Ukrainian national culture becomes a necessary element of the process of learning a foreign

language. This is a form of learning in which students perceive and acquire knowledge at the location of the studied objects (countries, historical sites and monuments, etc.) and direct acquaintance with them. The main advantage of virtual tours is that without leaving the audience to get acquainted with the objects located outside the office, the city and even the country. This increases the informativeness and productivity of educational activities. During the tour, spectators not only see the objects on the basis of which the topic is revealed, hear the necessary information about these objects, but also master the practical skills of self-observation and analysis. Virtual tours are a new effective presentation tool that allows you to visualize and capture any real place of the general public - be it a country, city, national park, museum, resort, industrial facility, etc. Classes - interviews. Learning a group conversation begins with an interview, which is the easiest type of speaking activity. As a rule, the interview is composed according to the logical scheme "message - question - message". Researchers believe that by mastering this way of communicating with the teacher and classmates, students will be happy to start a conversation with a new person. This will bring the training interview closer to the real thing. In this class, as a rule, students master a certain number of frequency clichés and use them automatically. The optimal combination of structural repeatability provides strength and awareness of assimilation. Classes-essays. The modern approach to learning a foreign language involves not only obtaining a certain amount of knowledge on the subject, but also developing their own position, their own attitude to what is read: original thinking, empathy, combination of self and author's "I". In foreign language classes, students analyze the chosen problem, defend their position. They must be able to critically evaluate the works read, to express opinions in writing in accordance with the problem, to learn to defend their point of view and consciously make their own decisions. This form of education develops students' mental functions, logical and analytical thinking and, importantly, the ability to think in a foreign language. The project method is gaining popularity recently. It aims to develop students' active independent thinking and teach them not just to memorize and reproduce knowledge, but to be able to apply them in practice. Project work is extremely important because it combines all language skills and motivates students who have the opportunity to work at their own level and in accordance with their hobbies, as well

as to present the results of their work to the group in the form of a presentation. This creative task can be both individual and group, so it is organically combined with a group approach to learning. The project method is always focused on the independent activities of students, which must be completed within a certain period. The project method always involves solving a problem, which involves, on the one hand, the use of various methods, teaching aids, and on the other hand, the integration of knowledge, skills from different fields of science, technology, creative areas. Thus, the main idea of the project method is to shift the emphasis from different types of exercises to active mental activity of students in the course of joint creative work. Video lessons. It is very difficult to master communicative competence without being in the country of the studied language. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language class using different techniques. No less important is the involvement of students in the

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cultural values of the people - the native speaker, so of great importance are authentic materials, namely videos and news broadcasts. Their use helps students to understand a living foreign language culture without leaving the language. Another advantage of the video is its emotional impact on students.

The effectiveness of the educational process largely depends on the teacher's ability to properly organize classes and choose the optimal form of training, choose a variety of activities.

Conclusions and prospects for further research. Summing up, we note that the combination of all methods of intensification of foreign language teaching will improve the learning process, help students better acquire new knowledge, motivate them to study the discipline. In the future, it is planned to analyze in more detail the role of information and computer technology in the intensification of the educational process. increase the efficiency of the educational process.

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