



IMPROVING TEACHING FOREIGN LANGUAGES IN A NON-LINGUISTIC UNIVERSITY

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Abstract

The development of science and society necessitates the emergence of lexical units that serve to denote individual concepts of the studied objects. The research explores the concept of a term, terminology and features of terms in construction area.

Keywords: term, terminology, nonterm, specialized, construction, concept, particular area, specialty, nominative function.

Introduction

Considerable attention paid to the study of foreign languages in universities is determined by the expansion of cooperation in all areas of science and technology. Senior students of technical universities, having received a certain amount of knowledge about the grammatical structure of a foreign language, some translation skills, should be able to receive information about the latest achievements in science and technology from original industry foreign journals.

The rapid entry into the world community, integration processes in politics, economics, architecture, culture cause increased requirements for knowledge of foreign languages.

The Internet, cellular communication, intensive development of information and communication technologies are impossible without knowledge of a foreign language. To solve the problem of language teaching, it is necessary to use new innovative teaching methods aimed at the formation of linguistic, sociolinguistic and pragmatic competence.

Interethnic communication is possible with the obligatory knowledge of a foreign language. A foreign language in a non-linguistic university act as an object of study for the purpose of communication between specialists in their professional field, as a means of obtaining and processing new information. The development of students' ability to read and understand the original literature in the specialty should be combined with the ability to selectively approach the content of the read, conduct an accelerated search for information, use such forms of information processing as annotating and summarizing.





Language is an intermediary, with the help and through which social concepts are created, and what constitutes the culture of the people and its social, political, economic ideas.

Using the latest achievements of methodological science, namely interactive and communicative methods, critical thinking, role-playing games and the whole complex of methodological techniques contribute to a deeper mastery of a foreign language.

Teaching a foreign language provides a wide field of activity for familiarizing the student with the best examples of world culture, for developing a fundamental emotionally positive attitude towards the country and people of the language being studied, primarily in the spirit of internationalism, humanism and patriotism, in the spirit of combating manifestations of nationalism and chauvinism.

Language affects the national and cultural characteristics of the people. It is the teacher of a foreign language who has the greatest opportunity to acquaint the student with the history and culture of the country of the language being studied.

Knowing the culture of the people, their traditions and national characteristics, keeping up with scientific and technological progress and achievements in various fields, better fulfilling one's mission - all this requires knowledge of languages. Practice shows that the use of knowledge of the native language is useful at all stages of learning a foreign language.

Knowledge of another language is not only a manifestation of respect for the people, but also one of the ways to interpersonal rapprochement, adaptation in a foreign language sphere. The practice of teaching and numerous studies show that for the fruitful conduct of classes in a foreign language, it is necessary to rely on the native language.

To make each lesson as educational and effective as possible, the teacher must speak the language of the student. Studying the phonetics of a foreign language, cases of coincidence or difference in sounds are revealed. When studying grammatical phenomena, attention should be paid to cases of divergence and convergence in both languages, and a comparative analysis should be carried out.

Such comparisons, revealing similar and dissimilar facts, make it possible to better assimilate the material that is not characteristic of the native language. The lesson, built on the basis of the method of comparing the grammatical structures of foreign and native languages, the systematic analysis of their similarities and differences, gives positive results.

Progress and potential changes in foreign language teaching methods are also being improved by the introduction of new innovative technologies: critical thinking and interactive teaching methods.





The functions of the teacher have changed significantly. The teacher-mentor was replaced by a teacher-observer, mediator. Although the personality of the teacher seems to fade into the background, his influence on the audience increases. Within the framework of critical thinking, partnership relations are developed between the teacher and the student based on tolerance, mutual respect, although a certain distance must be observed. The role of the teacher is to assist the student in acquiring knowledge, which involves the use of interactive teaching methods. Critical thinking includes a set of thought processes that starts with obtaining information and ends with making a decision.

Thus, the student must independently choose the course of solving the situation of the studied text. In psychology and pedagogy, it is shown that an increase in the activity of a student, a comparative analysis of the native and foreign languages being studied occurs when he resolves problematic tasks and situations.

The use of business games in teaching foreign languages is also one of the methods of active learning. In business games, it is desirable to include educational material of medium difficulty, since it provides optimal conditions for the use of problematic, search, research methods that develop students' critical thinking, independence, and creative skills.

The translation of scientific and technical literature has a number of features compared to the translation of fiction. The main requirement for the language of scientific and technical literature is the brevity of the presentation and the accuracy of the wording. In this regard, the language of scientific and technical literature is characterized by saturation with special terms and abbreviations, traditional use of vocabulary, etc. A large number of special terms in the text, especially newly appeared in connection with the rapid development of technology, which may not be listed in dictionaries, creates certain difficulties in the practice of translation.

It should be noted that the volume of the course of studying a foreign language in a non-linguistic university is insufficient for the full assimilation of the requirements for the discipline for a graduate of a technical university.

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