Teaching of Foreign Languages by Specialist Fields (In the Credit Module)

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Abstract. The article talks about the problem of foreign language teaching in higher educational institutions in the Credit Module System. In many studies, the topic is chosen as the main unit of organizing the material, and the description of all units whose functions determine the problems of foreign language teaching is defined.

Key words: problems, foreign language teaching, non-philological universities, student.

INTRODUCTION

In recent years, teachers of the Russian language in their specialty have been facing problems in teaching foreign languages. Providing students with information on the language and special linguo-methodical foundations of teaching the Russian language is chosen as the main unit in many studies, and the description of all units whose functions have been determined is subordinated to it. There are texts for students to understand and listen to the teaching system of teachers, study guides and study guides, resources for studying, familiarizing, searching, reading and listening. Currently, there is a problem of choosing and classifying foreign language teaching material in foreign language classes in higher educational institutions.

Therefore, comparing and analyzing the classification of texts, we identified their main features: When teaching students the language of specialization, it is necessary to determine the subject of the texts, their language is used as a basis for teaching. Textbooks in a foreign language should not repeat texts in the specialty.

But the main topics, as well as topics that cause language difficulties for students, should be presented in accordance with the logic of the development of the main special course.

Concepts of text topics and ideas in professional language teaching have not been fully defined to date. When determining the topic, students should have the ability to formulate the idea of the text, highlight the raised issues. Questions addressed in the text are understood as questions raised in the text.

The main idea of the text is the main idea that determines its content, opening, questions posed by the author. For vocational language teaching, it is necessary to classify course topics and determine the topics that form the basis of textbooks or textbook sections. The sequence of topics, issues of methodological support are the competence of Russian

teachers.

When choosing texts for the "Language" course, it is necessary to take into account the specified theoretical conditions. It allows you to take into account the speech skills necessary for the development of speech in the preparation of various types of plans, theses, annotations and writing theses.

We believe that it is necessary to continue to develop the necessary speaking skills among students from the first days of studying at the university and to form work skills in preparing plans such as questions, problems, thesis, synopsis, synopsis and write various types of comments.

Students should know the main types of theses: monographic or reviewed (using a large number of sources), informative or abstract. - a conclusion (with highlighting of the necessary information), as well as an objective summary that reflects only the approach of the author of the source, and an evaluation synopsis that includes the author's assessment of the content of the source.

Main part

One of the tasks of the subject "Foreign language" is the formation and development of speech skills necessary for writing abstracts, annotations, abstracts. As noted in the scientific literature, "The problem of the relationship between oral and written forms of speech is one of the most important issues for linguistics and methodology." Information technology tools traditionally include microprocessor technology, information exchange, audio and video technology, etc. modern means of telecommunication systems is understood as hardware and software tools and devices operating on the basis of systems, which carry out operations on the collection, production, collection, storage, processing and transmission of information provides.

Modern information technologies offer the following opportunities for use in the educational system: e-mail, chat, forum, blog, website, electronic message board, electronic libraries, access to databases, voice mail, video materials in various media, electronic textbooks, lectures and conferences in various media, Internet, etc.

The following sources of information can be usefully used in foreign language lessons:
➢ chat is text communication on the Internet, which is a means of rapid communication between people over the Internet, which can be carried out in real time. The text version of the conversation allows the interlocutors to see what they type on each other's computer monitors. Pedagogical practice has some experience of using chats for educational purposes.

➢ In learning a foreign language, the interviewer can be used by the teacher to control the material learned, as well as to communicate with each other during the work of students on joint projects.

➢ forum - a place for public topic communication, which is a special software web forum. The forum has a number of topics for discussion and a collection of forum members.

➢ In the field of education, this Internet service is very widely used. In training today, the forum is the most common form of communication between teachers and

students.

➢ e-mail (ep) is a set of software and hardware tools that ensure the transfer of messages between computers. Messages can be presented in plain text and non-text form (programs, graphics, videos, sounds), plain or encrypted. The delivery time of a letter can be from a few seconds to ten minutes and depends mainly not on the distance, but on the number of transitions from one network to another during the delivery process, as well as on the organization of the service in a particular network on the way to transfer the message. Receiving electronic messages, as well as preparing and sending replies to them can be done at a convenient time for any participant, therefore, e-mail is called an interactive technology that is carried out in the "offline" mode, since sending a letter and receiving a reply to it usually takes some time (several minutes, hours, days, etc.) will pass. As part of supervised independent work, students can analyze problem situations representing a classic case - a 10-20 page text with questions for students to answer after self-study.

A mandatory requirement for the implementation of this type of work is the ability to analyze a specific situation and apply theoretical knowledge to develop concrete practical recommendations for solving a specific problem situation. The peculiarity of solving problem situations is that they expose students to contradictions and the need to find ways out of them, develop mental abilities to think about the criteria for choosing these decisions and evidence.

CONCLUSION

When studying the relationship between oral and written speech: "the written form of implementation is more characteristic of scientific speech, but it is primary", "although the oral type of scientific and technical literature is derived from the written type, it does not come from written speech, but it was concluded that "a written form of execution".

In foreign language textbooks, scientific texts on the specialty are underrepresented or very rare. This creates certain difficulties in the formation of the style of scientific speech. At the same time, many are limited to written monologues - texts, characteristic of oral communication.

Thus, the use of interactive technologies in foreign language lessons in the credit module system increases the level of knowledge and motivation of students, it makes them more interested, it helps them to want to do certain types of work, and it helps to learn learning materials through cooperation, creation, independent work. The teacher uses these technologies to differentiate and personalize the educational process, to develop students' analytical thinking, to form self-assessment skills, to help develop self-control, creative thinking, communication culture, allows to educate an active person who knows how to see, place and solve non-standard problems.

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