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**PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE TEACHING IN NON-LINGUISTIC UNIVERSITY**

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*The article is about the importance of professionally-oriented foreign language teaching in non-linguistic university.*

**Key words:** *student, foreign language, professionally-oriented teaching, professional activity, educational material, professional skills.*

**ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ  
ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ**

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*Статья посвящена важности применения профессионально-ориентированного обучения иностранному языку в неязыковом вузе.*

**Ключевые слова:** *студент, иностранный язык, профессионально-ориентированное обучение, профессиональная деятельность, профессиональные умения.*

Every future specialist of any profile should master a foreign language at the present stage of development of science and technology and form all necessary competences [13, p. 220-224], [14, p. 116-121], [16, p. 103-106]. In accordance with the standard of discipline "Foreign language" in non-linguistic university foreign language teaching should have communicative-oriented and professionally-oriented direction and implement the student centered approach [17, p. 297-300].

So, the purpose of discipline "Foreign language" in non-linguistic university is studying the development of theoretical and practical knowledge and acquisition of skills of speaking, reading and writing in English for the process of communication with representatives of English-speaking countries, both on the domestic and professional topics. The process of discipline is aimed at formation of common cultural and general professional competences [13, p. 220-224], [14, p. 116-121], [15, p. 271-276], [16, p. 103-106].

Foreign language communication becomes an essential component of professional activity of specialists [23, p. 365-370]. The analysis of pedagogical scientific and methodical sources showed that there are countless methodological directions and technologies of teaching a foreign language in non-linguistic universities. Currently, the task is not only mastering the skills of communication in a foreign language, but also the acquisition of special knowledge in the specialty.

The analysis of scientific and pedagogical literature shows professional competence can be obtained through professionally-oriented foreign language teaching.

Professionally-oriented foreign language teaching is recognized now as a priority in the educational development [20, p 48-50]. There is an urgent necessity to take a fresh look at the learning process in general and foreign language learning in particular. Foreign language communication becomes an essential component of the professional activity of specialists and the role of the discipline "Foreign language" in non-linguistic universities increases significantly in their professional activities. Currently, the task is not only mastering the skills of communication in a foreign language, but also the acquisition of special knowledge in the chosen specialty.

The purpose of teaching foreign languages in non-linguistic universities is to achieve a level sufficient for the practical use of a foreign language in future professional activity.

Taking into account the specificity of teaching foreign language in non-linguistic areas to teach students to use foreign language in the shortest possible time as means of intercultural communication is appropriate to apply the theory and practice of professionally-oriented teaching, including the use of such intensive training methods like project method (E. S. Polat, E. I. Passov), the method of enhancing capabilities of individual and group (G. A. Kitaygorodskaya), the method of the professionally-oriented educational role-playing games (O. A. Artemyeva) in the preparation of work programs and students' books [1].

Professionally-oriented teaching provides a professional orientation not only of the content of educational materials, but also activities that include techniques and operations forming professional skills.

Professionally-oriented teaching of a foreign language in a non-linguistic university requires a new approach to the selection of learning material content. The material should be focused on the latest achievements in a particular field of human activity, reflect scientific achievements in areas that affect directly the professional interests of students, provide them with an opportunity for professional development [2-5].

Professionally-oriented foreign language teaching in non-linguistic universities is a process aimed at the formation of an active and creative personality of the future specialist, able to apply successfully linguistic knowledge in professional activities and involves the acquisition of special knowledge and skills that contribute to its professional development in various fields of science and industry. This process involves not only teaching a foreign language as a means of communication and transfer of socially and professionally significant information to students, but also the formation of communicative and project skills, which are understood as the ability to motivate, carry out project activities in a foreign language related to problem, goal-setting, planning, implementation, organization of interaction of participants, presentation and reflexive assessment of the results of activities in the conditions of intercultural communication [5].

According to N. D. Galskova, the content of foreign language teaching should include:

- areas of communication, topics and situations, speech actions and speech material, taking into account the professional orientation of students;
- language material (phonetic, lexical, grammatical, spelling);
- a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;
- the system of knowledge of national and cultural characteristics and realities of the country of the studied language [6].

As the methodologists note the most productive method in the preparation is the method of professional-oriented training, which involves learning professional-oriented disciplines in English, mastering professional terminology, developing interpersonal communication skills, practicing public presentations, taking into account interdisciplinary connections, individual characteristics of the student, etc. [7, p. 6-10], [8, p. 5-20] [9, p. 75-85].

Professional orientation of teaching requires the integration of a foreign language with specialized subjects, careful selection of the content of educational material. Foreign language in this case is a means of improving professional competence and personal and professional development of students and is a necessary condition for the successful professional activity of a specialist [10].

Professionally-oriented foreign language teaching assumes the basis of the course is authentic texts selected on a thematic basis. In addition to the texts, a system of special exercises aimed at the formation of the necessary skills and abilities is used. Exercises of lexical and grammatical character contribute to the accumulation of a special thesaurus. Faculty members of the department of foreign language of Krasnoyarsk State Agrarian University introduce professionally-oriented teaching in all directions of students' training of the university. For example, the students' book "Foreign Language", developed by faculty members of the Department of foreign language of Krasnoyarsk State Agrarian University, for students of the training direction 20.03.01 "Technosphere safety" includes several modules; each contains authentic texts, of professional orientation, a set of different exercises, a control unit and a mini-study or project on the studied topic. Thus, students can take a short-term professional foreign language course based on professional needs.

The students' book "Foreign Language" contains general and professional themes as: My family, Krasnoyarsk, Krasnoyarsk State Agrarian University, Higher Education in the United Kingdom, Worksite Analysis, Technological Hazards, Safety Management System, Safety Culture, Emergency, Emergency Management, Occupational Safety and Health, etc.

Also presented exercises on structuring information contribute to the formation of skills of independent work with different sources. With their help, the student learns to comment, argue, defend their point of view, conduct a discussion, etc.

Also faculty members of the department of foreign language of Krasnoyarsk State Agrarian University take an active part in creating professionally-oriented e-courses on LMS Moodle [11-12]. The results on the implementation of information technologies in the educational process are revealed in the works of faculty members of KSAU Ambrosenko N.D., Shmeleva ZhN., Kapsargina S.A. [18, p. 16-19], [19, p.

274-278], [21, p. 147-150], [22, p. 69-73]. In these courses, various tasks have been developed, which are aimed at developing listening skills, speech skills; for performing communicative exercises of professional orientation; implementation of various projects on professional topics.

As can be seen from the above, a foreign language is an integral part of a student's professional training. And it is professionally-oriented training that contributes to the formation of communicative skills will allow professional contacts in a foreign language in various spheres and situations.

However, professionally-oriented foreign language teaching in non-linguistic faculties of universities is not limited to the study of language for special purposes. The essence of professionally-oriented teaching a foreign language consists in its integration with special disciplines in order to obtain additional professional knowledge and the formation of professional significant qualities of a person. Training of specialists in non-linguistic universities is formation of communicative skills that would allow professional contacts in a foreign language in different areas and situations. Foreign language in this case is a means of improving professional competence, personal and professional development of students is a necessary condition for successful professional activity of a specialist-graduate of university, capable of carrying out business contacts with foreign languages partners.

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