

PROBLEMS OF TEACHING
FOREIGN LANGUAGE PROFESSIONAL GUIDANCE
FOR STUDENTS OF NON-LINGUISTIC TECHNICAL
SPECIALTIES

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The study of foreign languages has been and remains for many years an actual and problematic issue for students of technical specialties. The factors that led to gaps in theoretical and practical knowledge of the language are the insufficient level of language training at the previous educational stages, the lack of motivation for learning the language and learning in general, the wrongly selected approach to the student and the learning process is not effective, leading to the disappointment of students in the future language learning and other factors and problems. When studying a language at a technical higher education institution, the question of teaching the language in a professional direction becomes relevant, since a participant in the educational process must be a professional in his field and it is appropriate to master language skills and skills that would make him a specialist of the highest level. But, paying attention to the existing problems in teaching a foreign language for everyday use, we can say that teaching a professional language will also be complicated.

Thus, it is appropriate to define the goals of studying a foreign language by specialty. It is not enough for a student to have vocabulary, grammar and speech clichés that he uses in ordinary foreign language classes. The study of a professional language makes it mandatory to have a certain language and speech preparation, since the focus of the study becomes specialized vocabulary, the appropriateness of using certain grammatical constructions appropriate for business writing, negotiations, drawing up complaints, writing applications, reports, etc., which require specialized knowledge of terminology. The student should be able to distinguish between formal and informal language and distinguish between formal lexical forms. Moreover, studying the language by profession, the student additionally needs to research the peculiarities of his specialty in the country whose language is being studied. Because if this is a legal specialty, then knowledge of the legal and judicial system of English-speaking countries is absolutely necessary, since the vocabulary used in our legal system can differ significantly in meaning in English-speaking legal systems. Thus, the lack of language and professional training can lead to misunderstandings in further professional activities, which in turn will lead to the emergence of real competencies of the future specialist. Regardless of the student's specialty, teaching a foreign language in a professional direction plays a central role and requires the development of ways of teaching it in an optimal and clearly understandable format for students.

We consider it important to focus on the study of professional vocabulary, as it plays a leading role in learning the language of both everyday and professional communication. It is important to offer students a rational and effective way of mastering it, and the question of choosing this approach arises. In my opinion, the most appropriate is the use of the lexical approach in the process of foreign language classes. The lexical approach reveals the very essence of language and helps to understand how words, phrases and sentences are combined and also combined with each other. Thanks to this approach, we can focus on learning new vocabulary in the form of "chunks", namely word combinations, as opposed to

simply memorizing a single word, which takes more time. Thanks to this approach, a student can study lexical units already in a certain context and know exactly how to apply them in a further communicative situation.

The problem of learning vocabulary in the form of a list of mandatory words to learn is that a person learns a word, but does not understand or does not want to understand how to combine it with other words, as well as the vocabulary of a foreign language is characterized by its ambiguity, which leads to misunderstandings among students precisely which one meaning to learn, especially without knowing the context. That is why we consider it appropriate to use the lexical approach and study vocabulary in ready-made phrases or even phrases. In this way, the process of mastering specialized vocabulary will be quick and improved, as the student sees the meaning and purpose of using each lexical unit. Passive vocabulary will expand significantly, which will be useful when the student listens to audio or watches foreign language videos on a specialized topic. The task of the teacher is to provide the participants of the class with the necessary chunks and discuss similar topics so that the student can personally participate in the process of communication from a professional discussion of the topic. In this way, the learned phrases will be recognized and the study will be effective, which motivates the student to further study.

But only one lexical approach is not enough for a successful learning process. It is important to analyze the needs of each student, and based on the received data, the teacher will be able to build an educational process based on the professional interest and needs of students. But it is important to remember that classroom work cannot allow you to subordinate the lesson to the interests of a certain personality, but the teacher can build a lesson that would to some extent meet the professional needs of each student, provided that he is interested in language learning and professional development. It is important to maintain the student's interest in classes and systematically demonstrate to them the importance of language learning in the professional field. This interest can be supported by modern

computer learning technologies, namely the platforms "Quizziz", "Kahoot", Youtube and podcasts. With modern learning tools, students can master the language independently, regardless of the presence of a teacher. These technologies allow the teacher to act as a mentor, where students are the main participants in the process, and not the teacher. With the help of online platforms, students can consolidate the studied lexical units in the form of competitions, which allows them to feel the atmosphere of competitions and games, and it is positive learning that allows you to get better results. With the help of the YouTube video service, the teacher can select video material on a professional topic and show how native speakers communicate and introduce students directly to the specifics of their future profession. In this way, students get acquainted with the profession and the language at the same time: professional and everyday vocabulary, meet mastered chunks and see exactly the context and situation of their application, have an introduction and the opportunity to practice the correct pronunciation of words, and this is one of the important criteria for successful mastery of the language, since good pronunciation, intonations and accents present you as a good linguist and specialist.

After mastering the special vocabulary and discussing it, the teacher should also pay attention to the oral and written skills of the students, since writing an essay on a free topic and writing a business letter, statements, addressing an official institution, compiling a resume and biography require certain skills and knowledge of their structure. It will again be appropriate to apply the lexical approach, namely "chunks", since they require the study of lexical units in combinations. Thus, a student who has mastered certain lexical clichés for writing, is familiar with their structure, receives professional writing skills that will be an advantage for him in the future and open the way to greater opportunities.

This tactic can also be applied in the process of communication, since the main task of learning a foreign language is communication. It is important to make the learning process easy for students and create an atmosphere of lightness and

curiosity so that they do not think about the grammatical structures they use in the process of the speech situation. It is better to learn ready-made language clichés, phrases, but those that students themselves consider important and useful for them, because the teacher and his participants in the educational process think differently and have different views on the same things. When studying ready-made phrases and sentences, the student does not need to think about the grammatical structure, worry about potential mistakes, he can immediately apply the chunks in speech and the main thing – he will speak naturally and understandably for the native speaker. Studying single words, memorizing grammar rules and doing exercises to open brackets will not lead to successful communication, it will only introduce grammar theoretically and without proper interest, which can lead to alienation from the foreign language and loss of motivation, which in the future can become a real problem in further study, as unpleasant associations with foreign languages remained. Teachers must not only teach students, but also must learn themselves, constantly look for new and effective approaches, move away from the traditional way of learning, because our world is changing at a rather accelerated pace and requires changes from a person, and therefore also changes in his learning and teaching. And although the lexical approach is not the newest tool, it is not actively used in comparison with the grammar-translation method and the communicative method of teaching.

So, having analyzed the current state of language training of students of technical specialties, it can be stated that the introduction of a foreign language for professional direction as a mandatory discipline is expedient. It is important to select educational material relevant to the present day, which would outline in detail not only linguistic aspects, but also professional ones, which would at the same time train the student as a linguist and specialist.