

Professional Orientation in the Teaching of Foreign Language at Non-Filological Faculties

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Abstract

The article deals with the role of professional orientation in teaching foreign at non-filological faculties. The author pays attention to the importance of educational process adaptation to the specific professional areas of students and offers methodological approaches to the development of professional communicative competence.

Keywords: professional orientation, foreign language, non-philological faculties, teaching, communicative competence.

Teaching Russian in non-philological faculties has become a hot topic in today's educational environment. With increasing international mobility and globalisation, Russian is becoming increasingly important as a means of intercultural communication and professional development. However, Russian language teaching in non-philological faculties poses certain challenges and requires a specific approach that takes into account students' needs and their future professional activities.

Teaching Russian at non-philological faculties requires taking into account the peculiarities of the audience and the needs of the students, who often differ from the students of philological specialities. Non-philological students usually study Russian as a second or foreign language in order to use it in their future professional activities.

One of the peculiarities of the audience is their diversity in terms of their profile of specialisation. Non-philological students may study in such fields as economics, technical sciences, medicine, law and others. Their needs in using Russian may be related to professional communication, writing specialised texts, presentations, etc.

Another peculiarity of the audience is their different level of language skills. Some students may have basic Russian language skills, while others start from scratch. This requires a flexible approach in teaching in order to take into account the individual needs of the students and to ensure progressive development of language skills.

Furthermore, non-philological students often have limited time to learn Russian due to the busy curriculum of their major. This requires effective teaching methods and strategies that allow students to learn the necessary language skills quickly and effectively.

Consideration of these audience characteristics will enable the development of specialised programmes and methods of teaching Russian in non-faculty departments that will meet the students' needs and contribute to their successful language acquisition.

Teaching Russian at non-faculty faculties requires specific strategies and techniques to help students effectively acquire the language skills necessary for their future professional life. Here are some key aspects to consider when developing such strategies:

1. Specialised language material: identification of the main areas of students' professional communication and analysis of relevant language material. Specific learning materials and tasks should be developed that reflect the real situations and communication needs of students.
2. practical skills orientation: focusing on the development of practical skills required to use Russian in a professional environment (written and oral communication, reading and analysing specialised texts, making presentations, etc.). This can be facilitated through the use of role-playing games, simulations and practical assignments that will help students to apply their knowledge in practice.
3. Flexible approach and individual work: taking into account different levels of students' language proficiency and adapting teaching material and tasks according to their needs. It is necessary to organise individual and group classes where students can get additional support and guidance to improve their language skills.
4. the use of modern technology: integration of modern technologies into the teaching process, such as computer programmes, interactive textbooks, online resources, etc. This implies giving students access to online courses and educational platforms that allow them to develop their language skills independently.

Developing effective strategies for teaching Russian in non-philological faculties requires attention to the characteristics of the audience and their needs, as well as the use of innovative methods and technologies. Only in this way it is possible to provide students with sufficient knowledge and skills in Russian that will be useful for them in their professional life.

It should also be noted that professional training of Russian language teachers in non-philological faculties is a prerequisite for achieving a high level of learning and effective development of students' language skills. The combination of specific knowledge, methodological training, practical work and self-development opportunities contributes to the creation of qualified and competent Russian language teachers in non-philological faculties. It is necessary to provide teachers working at non-philological faculties with specialized knowledge in the field of professional vocabulary, terminology and peculiarities of communication in various professional spheres, to organize additional professional courses and trainings for them aimed at developing their professional skills and competences.

In conclusion, it can be concluded that the development of professional orientation in Russian language teaching at non-philological faculties is an important aspect of modern educational practice. It requires continuous improvement of curricula, methods and materials, as well as active interaction of teachers with representatives of professional spheres to prepare students for a successful professional career.

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