

Teaching English to Students of Non-Linguistic Universities Based on a Competency-Based Approach

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Abstract: The practice of teaching foreign languages in non-linguistic universities (a higher education institution where a foreign language is not a core language in the professional training system) reflects the history of changing approaches to teaching in search of the most effective scientific and methodological concept. However, changing approaches to teaching foreign languages in higher education must be considered in the broad context of what is happening in society in general and in the field of education in particular, since the need for reforms is due to the need to adapt the education system to the socio-economic needs of society.

Keywords: Expansion of trade, a large amount, of specialized literature ,foreign languages, the opportunity to obtain professionally, relevant information, international exchange, of students and specialists, obtaining or continuing education, in foreign universities, a modern specialist, knowledge of a foreign language, professional communication.

Introduction: The effectiveness of the professional and language education of a future specialist is largely determined by the educational concept adopted in society at a certain stage of its development and the specialist training model built on its basis. The competency-based approach involves the creation of a new educational model of a specialist who has developed professional competence. The article on the modernization of education clearly identifies three priority areas of education in the modern post-industrial information society: informatization, education, teaching foreign languages, mastering socio-economic knowledge [1].

Since the approach to education, in fact, determines the logic of the implementation of one or another model of education in a certain subject area, including such as a foreign language, therefore, the issue of modernizing foreign language education in non-linguistic universities from the standpoint of a competency-based approach becomes relevant.

Thus, in a new socially, politically and economically changed country, the need arose to develop a different system of language education in higher vocational schools, since the level of foreign language proficiency of graduates of non-linguistic universities does not meet the requirements of the modern educational concept, modern society[6] .

Expansion of trade and economic relations with foreign countries, a large amount of specialized literature in foreign languages, the opportunity to obtain professionally relevant information on the Internet, international exchange of students and specialists, obtaining or continuing education in foreign universities, etc. require a modern specialist to be competent knowledge of a foreign language for the purposes of foreign language professional communication[8].

This requirement is reflected in the current “Model Program in Foreign Languages for Universities of Non-Linguistic Specialties” (2000), which emphasizes that proficiency in a foreign language is a mandatory component of the professional training of a modern specialist of any profile, and the goal of a university course of study is to develop the foreign language communicative competence of students necessary for qualified professional and scientific activities, as well as for self-education purposes[11].

Material and Methods:

Foreign language communicative competence is the readiness of students to use acquired knowledge, skills, and abilities in a foreign language to solve practical and theoretical problems in life. At the same time, any skills are acquired in the process of activity, therefore, the formation of competence is possible only in the course of various cognitive, communicative, practical, and creative activities of students. That is why the competency-based approach is aimed at students gaining experience in such activities, at giving the process of activity-based learning itself[12]. The main thing is to be able to acquire knowledge not passively, but actively (actively), that is, by making an effort, and to be able to use this knowledge in everyday life both within and outside of university education. [10].

Thus, vocationally oriented training, foreign language specialists from the standpoint of a competency-based approach should provide not only a certain level of knowledge, skills and abilities of students in a foreign language, but also form their readiness to perform foreign language activities in the process of solving practical and theoretical problems, as well as for further self-development and self-education, i.e. i.e. foreign language professional and communicative competence[5].

Considering the approach to teaching a foreign language as a basic methodological category from the perspective of which all other phenomena and processes associated with language teaching are considered, we consider the problem of revising existing approaches to teaching a foreign language in non-linguistic universities from the standpoint of the competency-based approach as the most pressing methodological problem[13].

Thus, the relevance of this study is determined by:

- firstly, the need to change the existing approach to teaching foreign languages in non-linguistic universities from the perspective of modern educational paradigm and taking into account modern theoretical achievements of the methodology teaching foreign languages and related sciences;
- secondly, the insufficient development of theoretical and practical foundations of a competency-based approach to teaching foreign languages in these universities;
- thirdly, the importance and necessity of searching for new techniques, means and forms of teaching a foreign language to students of non-linguistic faculties universities.

The object of the study is the process of teaching a foreign language to students of non-linguistic universities of economic orientation and their foreign language speech activity[12].

Results: The subject of the study is the methodology of teaching a foreign language to students at a non-linguistic university: its essence and conceptual justification of the goal, objectives and ways to achieve the goal[3].

In connection with the main hypothesis of the study, the following provisions are submitted for defense:

1. Teaching a foreign language in non-linguistic universities based on competency-based approach will increase the effectiveness of the learning process if the learning goal is reoriented towards such a result as the formation of foreign language professional and communicative competence of future specialists, which represents an integral quality of the individual, her readiness to perform foreign language professional activities based on the study and understanding of foreign experience in major and related fields of science and technology, as

well as for the implementation of cultural and professional communication based on the set of competencies formed in the process of teaching a foreign language[4].

2. The effectiveness of the formation of foreign language professional skills communicative competence of a specialist depends on how interdisciplinary integration and coordination of the subject was carried out qualitatively “Foreign language” with special disciplines with the aim of forming students' consciousness of the holistic structure of the future professional activities[2].

3. The process of teaching a foreign language to students of non-linguistic universities at the basis of the competency-based approach must be built taking into account the principle activity-based learning, student-centered principles focus and continuity of learning[14].

4. Mastering modernized teaching content in non-linguistic universities is possible thanks to the use of the developed modified technology, which is a sequence of training (system techniques) and training (system of exercises) actions that provide formation of foreign language professional-communicative skills specialist competence through communication of professional knowledge means of a foreign language, the formation of his professional qualities, as well as result of the formation of foreign language speech skills and the ability to use a foreign language in real situations of professional communication[2].

Discussion: To achieve this goal and test the main provisions of the hypothesis, it is necessary to solve the following tasks:

1. To study the current state of the theory and practice of teaching a foreign language in non-linguistic universities.
2. Study the existing classifications of approaches and the place of the competency-based approach among them.
3. Define and theoretically substantiate the conceptual provisions of the competency-based approach to teaching a foreign language in a non-linguistic university[9].
4. Determine the features of the implementation of the approach under study.
5. Determine the principles of selection, organization and mastery of the content of foreign language teaching in a higher professional school from the standpoint of a competency-based approach.
6. Develop an English language textbook for the professional development of students at a non-linguistic university, implementing a competency-based learning model[7].
7. Experimentally test the effectiveness of the developed technology for developing foreign language professional and communicative competence of a specialist.

Conclusion: Scientific and theoretical substantiation of the essence of the competency-based approach to teaching a foreign language in a non-linguistic university, identifying and describing its fundamental provisions and conditions for implementation in the learning process at these universities; in the scientific and theoretical justification for identifying a set of competencies necessary for the formation of foreign language professional and communicative competence of a specialist; in specifying the learning objectives, components of the content of teaching a foreign language in a non-linguistic university and developing principles for its selection; in the development of an effective and experimentally tested technology for teaching and mastering professionally oriented content, aimed at developing the foreign language professional and communicative competence of a future specialist, which is an integral component of his professional competence.

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