

ANALYSIS OF THE SITUATION AND PROBLEMS OF TEACHING ENGLISH
LANGUAGE TO TECHNICAL UNIVERSITY STUDENTS

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ABSTRACT

Today, society is experiencing an urgent need for competent specialists who know ICT (information and computer technologies) and one or more foreign languages, both in everyday communication and in the professional sphere due to the rapid process of globalization and informatization of society.

Key words: education, process, language, "language across curriculum".

Knowledge of several foreign languages is considered in demand, since the skills of oral and written communication in foreign languages provide an opportunity to acquire prestigious work and study at European universities. Thus, today in the education system, bilingual education is actively developing, namely: teaching foreign language within a certain subject area - content language integrated learning (CLIL) - subject-language integrated learning. We will cover the following issues:

In the process of globalization, the rapid spread of information sources, the colossal increase in the amount of information of social importance (scientific, technological, cultural, etc.) will have an impact on any society. Conditions for the emergence of new types of information technologies, along with traditional information technologies based on the creation, transmission, reception, storage, processing, reproduction, automation of processes and presentation of information in the form of books, newspapers, photographs and films in the production of information and communication technologies. created.

Let us turn to the history of the emergence and development of subject-language integrated learning. The term CLIL was introduced by D. Marsh in 1994 [5, 32]. According to the author, this concept implies a learning process when disciplines or certain topics within these disciplines are studied in a foreign language. At the same time, several goals are realized: the study of the content of this academic discipline and the simultaneous study of a foreign language. A number of reasons that served as the starting point for the development of CLIL are geographic, democratic and economic. As an example, authors studying and implementing this methodology in the teaching process cite the French-speaking province of Quebec. In 1965, a group of English-speaking parents living in the provincial French-speaking province of Quebec were worried that their children would be disadvantaged in the future if they were unable to speak and write fluently in French. The English-speaking heads of these families felt that standard teaching in a second language was not conducive to fluency in the grammatical and lexical structure of the French language. As a result, according to representatives of these families, children will not be able to compete in the local labor market. Thus, these families approached the local authorities with a request to develop a language immersion program that would allow English-speaking children to study all subjects in French. Initially, teachers working with this immersion program faced a major problem: there was no agreement on appropriate teaching and learning strategies. Later they were developed by trial and error. The primary task of teachers was to organize assistance to students in understanding a second language, namely the development of oral communication skills. A more balanced and methodological approach, which included all four language skills (listening, speaking, reading and writing), was introduced after the students had acquired the basic skills of speaking and listening in a foreign language, sufficient to provide basic communication. Overall, the program has been very successful.

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