



INTEGRATED APPROACH TO TEACHING A FOREIGN LANGUAGE

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ABSTRACT

In the article the necessity to teach a foreign language in the connection with other subjects is discussed. Integrated teaching gives the discipline a new significance and motivates students to learn the language further. This approach is innovative in foreign languages teaching.

Key words: integrated teaching, distributed education, students' motivation, theory of modern communication, communicative competence, professionally oriented training

INTRODUCTION

Nowadays education is mostly reason to be a means of acquiring up-to-date knowledge, and has become a way of information exchange of individuals with each other, leading to the acquisition of their competence and erudition. The foreign language traditional classes have been changed into the foreign language integrated course as many questions in learning depend on other sciences about objective reality. A foreign language is a means of expressing thoughts about the nature and specification of the foreign language integrated course is the study of cultural and professional aspects, which promotes communication in different spheres of real life [1].

The socio-cultural component of the foreign language study is the first aspect of the integrated teaching. It includes linguistic and extra-linguistic factors. The linguistic study explores the methods of introducing students to a culture which is new for them. A sufficiently broad and consistent reliance on the facts of the culture of the foreign language country enhances the education and development role of the foreign language. The extra-linguistic information included in the education content is largely determined by the information from different areas of life, science, literature, art, which are reflected in texts for listening, reading and oral-speech exercises.

MAIN PART

The linguistic aspect of the foreign language teaching is not limited to extra-linguistic information. Language in its system captures the result of socio-historical experience or culture of the people. By its social nature, language expresses and reflects reality, and reality in terms of spiritual culture is closely connected with ideology, which is the core of spiritual culture. The extra-linguistic component aims to extract the cultural component from the norms of the foreign language directly in the educational process, and in terms of vocabulary it is largely reduced to mastering words whose semantics reflect the originality of culture. The

communication in a foreign language does not come down only to the generation of verbal-correct statements, but it is also determined by their appropriate use. Therefore, another component is added to the concept of the system and the norm of the language - the norm of speech or usage, which shows the pattern of selection of words and phrases used in certain situations. The usage is a combination of linguistic factors (situations or communication conditions) and extra-linguistic factors (forms of speech or utterances). The second component of the integrated teaching is a professional orientation of the study. It is a course based on the needs of students in the study of a foreign language, which are dictated by the characteristics of the future profession or specialty. It involves a combination of mastering a professionally-oriented foreign language with the development of personal qualities of students, knowledge about the culture of the foreign language country and the acquisition of special skills based on professional and linguistic knowledge. A professionally-oriented approach to teaching a foreign language involves the formation of students ability to communicate in the foreign language in specific professional, business and scientific fields and situations, taking into account the characteristics of professional thinking and the organization of motivation activities.

MATERIAL METHOD

The training of specialists at technical universities must form such communication skills that allow professional contacts in various situations using a foreign language. The idea of professionally-oriented foreign language teaching is its relations with special disciplines and the acquisition of additional professional knowledge. Communicative ability is often associated with the notion of "communicative competence", which only partially reveals its essence. In the most general sense, "competence" means compliance with the requirements, established criteria and standards in the relevant fields of activity and in solving a certain type of tasks, possessing the necessary active knowledge, the ability to confidently achieve results and manage the situation (the Latin word *competere* means to conform, achieve, seek). Core competencies show that language is not a dead system, but a living one, which means if a narrowly understood communicative competence (as a willingness to communicate) is supplemented by preparation for real life communication. Originally the term denoted the ability necessary to perform certain, predominantly linguistic activities in the native language. A competent speaker (listener) must form (understand) an unlimited number of sentences using patterns, and also make a judgment about a statement, i.e. to see formal similarity or difference in the two languages. To master communicative competence there is a system of distributed education, which originates from the concept of "distributed resources" and covers a wide range of organizational forms of education, including campus, distance, corporate and home education. The distributed teaching model can be used in combination with traditional full-time courses, traditional distance learning courses or can be used to create a virtual educational space. There are three levels of distributed education:

Level 1 is traditional face-to-face teaching with supporting use of information and telecommunication technologies as teaching tools (e.g., publication of training programs on the Internet, keeping an electronic journal of assessments, etc.).

The following assignments can be used to develop professionally oriented knowledge and skills in foreign language classes:

- translation and adaptation of original texts from specialty journals;

- making presentations on various topics;
- communication (both by e-mail and at conferences); - educational and research work;
- participation in student scientific clubs.

Students, in most cases, are interested and perform the proposed types of work successfully.

Level 2 is the so-called blended teaching, involving the widespread use of information and telecommunication technologies in the educational process, with a limited number of face-to-face meetings of students and teachers (for example, the creation and use of websites with educational content, the implementation of interactive group projects using synchronous and asynchronous means of communication);

Level 3 implies that teaching and interaction are fully implemented in a virtual educational environment. It should be noted that the possibilities of the integrated course as a means of creating motivation for the foreign language speech activity with the correct

organization of the new material introduction (phonetic, lexical and grammatical), training in situations of speech communication, as well as the modern control of all actions of the students can be of great importance.

The main objective of the Foreign Language (Professional) Master course is intended for students to achieve a practical proficiency of foreign language which can be used in future professional activity, scientific work, and in every business communication.

CONCLUSION

The discipline "Professional Foreign Language" developed for Postgraduate course provides education by specialty in the foreign language, the development of linguistic, categorical-logical competence, professional competence expanding professional terminology, the development of professional material, and the development of skills in different professional situations.



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