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PROFESSIONAL-ORIENTED APPROACH TO TEACHING A FOREIGN LANGUAGE

Abstract: Political, socio-economic and cultural changes have changed the role of a foreign language in society, and from an academic discipline, it has become a basic element of the modern educational system, a means of achieving professional realization of the individual. In this article highlights of professional-oriented approach to teaching a foreign language.
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Introduction

The new socio-economic and political situation requires the implementation of a language policy in the field of foreign language education in society, aimed at meeting both public and personal needs in relation to foreign languages. The implementation of new approaches in the study of languages is associated with the creation of a flexible system for choosing the conditions for their study, as well as a variable system of forms and means of teaching. A foreign language teacher should be able to act not according to strictly prescribed rules, but in accordance with their own choice from among the possible methodological systems of the one that is more adequate to the learning conditions. According to Loktyushina L.A., the main reason for the failures in the training of specialists of non-linguistic specialties for effective foreign language communication in the professional environment is the lack of unity in the development of professional and language experience in the process of foreign language training in an educational institution. These two experiences do not have a holistic view of the content of education as a professional competence of a qualitatively new type.

Currently, an intensive search is underway for a rational combination of the accumulated experience in teaching languages with fundamentally new methods of obtaining, transforming and using the information necessary for the professional development of a specialist. The main idea of the concept is the principle of ensuring the integration of the discipline "Foreign language" in the general course of professional training of the student, which involves the selection of linguistic material, terminology, lexical-syntactic and grammatical features, the format of oral and written texts, situational features. The main requirement of professionally-oriented foreign language teaching is to bring the content and methods of teaching closer to the practical needs of future specialists. The implementation of the set goals and objectives is facilitated by a set of pedagogical tools aimed at updating knowledge and skills through the use of different methods and means of teaching: - Interdisciplinary communication schemes-Integrated training sessions. - A certain structure of training sessions based on complex language learning (intra-disciplinary relations), organization of work with advertising, newspaper and magazine texts as a means

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of strengthening the practical orientation of English language teaching, updating of educational material-organization of research, independent work of students-A collection of texts and exercises. In the curricula of modern secondary vocational education, a foreign language is considered as an integral component of the holistic educational process, being a unifying component. Any teacher knows that in order to conduct a fully integrated training session, a gradual preparation is necessary, which includes the formation of certain knowledge, skills, and skills in students. The most effective language training is at the functional level, taking into account a specific profession.

In the educational environment, this is achieved by modeling situations of professional communication, which can serve as the basis for the formation of the necessary skills of professional foreign language communication. The formation of this knowledge, skills and abilities is possible by the following methods and techniques: Each lesson begins with working on vocabulary and basic grammatical structures. The work on the vocabulary is carried out in various forms. It involves reading texts containing mandatory lexical and grammatical units, largely adapted for students ' understanding. Along the way, students' ability to use the main sense-bearing units in a sentence is practiced, among which the greatest attention is paid to various types of modern forms of verbs. At the next stage, on the basis of the entered vocabulary, training exercises are performed to develop the skills of translating professionally-oriented texts using special dictionaries. You need to learn how to work with special dictionaries. One of the techniques of working on the text is working with a text editor, where it is possible to highlight various functional and semantic components of the text using different means - font selection, color selection, underlining.

One of the techniques of a professional-oriented approach is working with advertising texts. It is based on the materials of British advertising magazines. An algorithm for working with advertising text has been developed. The lexical units that are necessary and sufficient for filling out the order form for goods to a foreign company have been selected. These lexical units require preliminary analysis and phonetic development with students. The logical continuation of working with texts is to create your own advertising as a creative task for strong students. The exercises can be divided into three groups: exercises with the task "remember", for understanding and for searching. An interesting technique of a differentiated, personality-oriented approach to learning can be considered working with newspaper and magazine text. Some of the difficulties are removed by the available adaptation and selection of translated vocabulary, photos, diagrams, drawings. The attractiveness of the texts is that they create an atmosphere of creative communication between students and teachers, serve as a way of perceiving the educational material, the rules of good taste, the culture of communication, and expand the country-specific information. One of the methods of working on training exercises based on the text can be considered computer testing, i.e. test material in the function of auxiliary (corrective) control of the assimilation of the content of the text on the topic, which allows the teacher to find out directly during the lesson the degree of understanding of the educational material and here, in the classroom, to eliminate this misunderstanding or misunderstanding, i.e. the methodology of its application is aimed not at control, but at learning and development. To complicate the structure of tasks for working in pairs, models of evaluative expressions and emotions are introduced. The method of using text-based dialogues fixes the degree of proficiency in foreign vocabulary.

Effective, as close as possible to the live speech form of dialogues are role-playing games for a given situation, close to the tasks of real communicative acts in the framework of professional communication by text. Everything happens during the game — misunderstandings, conflicts, resentments, laughter, shouting, etc. But the only thing that is not observed during game classes is indifference and indifference. Even the most inactive students become unrecognizable: they rejoice, argue, quarrel. When organizing a role-playing game, the group is divided into three microgroups, each of which masters the language material at different levels: minimal, basic (intermediate), and creative. Special importance is attached to the preparatory stage of the role-playing game, during which the teacher works on intonation and phonetic models for the purpose of natural performance of roles. Dialogues consisting of 2-3 lines are worked out phonetically by the choir, in pairs, individually.

Audio-visual tools (showing role-playing videos, listening to role-playing audio models) are a great help when training situational dialogues. Role-playing tasks are prepared taking into account the level of knowledge of students and are distributed to them. The role card clarifies the communication situation. Weak students are given support cards in addition to the role card. During the training stage, after watching the video dialogue, "advanced" students in speech training are given the following tasks:

- simultaneously voice the twice-viewed video dialogue by roles;

- spontaneously play back an audio or video conversation you've listened to. Tasks for students working at the basic level:

- use professional vocabulary on a given topic to get a short situational dialogue;

- stage it. Role-playing tasks for students working at a minimum level;

- listen twice to the dialogue and transmit its content.

Tasks of this kind allow you to use the developed lexical and grammatical constructions in an unprepared speech, choose the most appropriate words from the synonymic series, express and defend your own opinion, conduct a well-founded argument, be able to accept and respect the opinion of your partner. Complex language learning involves such a technique as a combination of different types of speech activity, taking into account intra-disciplinary connections in one training session. The optimal form of training with a professionally-oriented approach is the integration of training sessions. With an integrated approach, the disunity in teaching different disciplines is reduced. Integrated training sessions require a depth of diverse knowledge. In such conditions, the opportunities for the synthesis of knowledge are expanded, the skills of transferring knowledge from one sphere to another are formed. They are possible at an advanced stage after careful preliminary work. Its content is an attempt by the teacher to find new, interesting and useful materials that complement the textbook and model the work of a specialist with advertising and advertising agencies.

On the basis of the information obtained from the advertising text, students need to issue an order form for goods either by mail, by phone, or by fax to these companies. The order form is projected on the screen. The teacher works out the lexical units necessary and sufficient for performing a practical task phonetically in chorus. They are also displayed on the screen. Every student has a similar form on paper. Teachers together with students analyze each line of the form, based on the previous knowledge of students and their language guess.

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