THE ROLE OF AN INTEGRATED FOREIGN LANGUAGE TEACHING OF STUDENTS OF NATURAL SCIENCES SPECIALTIES

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The implementation of a national policy in the field of education in Ukraine causes the necessity of implementation new methods and forms of education. Unfortunately, new knowledge and research areas are quite inertly included in the educational process, especially in higher education.

Of course, the system of higher education can be successfully developed only with the necessary financial and logistical support, but no less important at this stage is the task - to identify ways to develop basic training of highly educated professionals, real ways of interaction and interpenetration of educational activities and science [1]. Higher education should be open to the implementation of new forms and technologies that would not only bring sustainability to the development of education, but most importantly - would ensure synchronization with the pace of development of science and society.

The main task of a university education should be not just to transfer professional knowledge to students, but also to form a single natural and scientific picture of the world, taking into account the students of natural sciences. The development of university education is a fundamental value that sometimes has to be upheld, especially in the current general changes in the educational system.

Society needs specialists for whom knowledge of a foreign language is a professional necessity. Most of students have insufficient knowledge of English. Different starting levels of students' knowledge of a foreign language are known to be specific to non-linguistic departments of higher education institutions. In order, a teacher should have a flexible approach to the organization of students' learning activities; a

teacher should have a differentiated approach to student training. Today there are very high demands to modern teachers.

However, due to the small number of classroom hours devoted to the English language program in non-linguistic departments in the university, these issues are not given enough attention. This issue should be pointed on an interdisciplinary integrative basis; training should be aimed at the development of multicomponent general cultural and professional competencies of students. First of all, it is a modern method of an integrated learning - CLIL (Content and Language Integrated Learning).

The term was introduced by D. Marsh to denote a set of methods for studying the content (of any subject) through a foreign or a second language, in the process of which the language itself is studied at the same time. D. Marsh refers CLIL to situations where all or part of the subject is taught through a foreign language with a dual purpose - the simultaneous study of the content of the subject and the foreign language [2]. According to K. Bentley, CLIL is a new approach in education, when subjects are taught through a non-native language environment [1].

The practice of an integrated learning is a complex process and it is implemented in many models. The practice of an integrated learning is a complex process and it is implemented according to many models:

1) multilingual education - in the process of a vocational education several foreign languages are used; universities graduate highly qualified professionals with knowledge of their professional activities in native and foreign languages;

2) additional integrated learning of a subject and language, the language is taught in parallel with other subjects; English subjects cover topics of special subjects, but the emphasis is on the development of students' thinking and cognitive abilities;

3) subject courses with the inclusion of a language support - training courses are conducted in English in order to simultaneously mastering the subject and acquire language skills [3].

Thus, in foreign language classes in Ukrainian universities and classes due the integrated learning of the subject and language in foreign educational institutions, different aspects of language are studied depending on the goals and objectives of learning.

To date, very intensive and highly qualified work has been carried out to provide foreign language departments for natural sciences departments with relevant teaching materials, as well as trainings have been organized for those teachers who need to ensure the required level of language proficiency students.

The structure of the university foreign language course is based on the main types of speech activities: speaking, listening and reading (types of speech activities that are the purpose and means of learning a foreign language) writing and translation and learning (tools which in the system of exercises control of lexical and grammatical material acquisition, means of a control of the text reading).

A foreign language should serve as a tool in the training of specialists. After completing the English course, the student should: speak a foreign language in the scope of the program, read original literature on the specialty to obtain scientific information and transmit it in their native language, write an abstract, annotation to the text in the specialty or newspaper, pass its content.

Graduates of the natural sciences departments should use foreign languages in their professional activities: participate in international conferences, improve their professional level by reading original professional literature, and communicate with their foreign colleagues at an informal level.

References:

1. Bentley, K. The TKT Course CLIL module. - CUP, 2010. - 124 p.
2. Marsh, D. Content and Language Integrated Learning: The European Dimension - Actions, Trends and Foresight Potential. - OUP, 2002. - 204 p.

3. Soloshenko-Zadniprovska, N. English for Students of Natural Sciences. Kharkiv, 2018. – 114 p.