

THE ROLE OF LEARNING FOREIGN LANGUAGES FOR STUDENTS OF NON-LINGUISTIC UNIVERSITIES

Actuality of theme. At the beginning of the XXI century a foreign language became an important tool of international communication and the time has come, when Ukrainian society feels a sharp necessity in the specialists of different spheres, which would use a foreign language for solving the professional and personal problems.

The growth of the necessity in communication and collaboration between countries and people with different languages and cultural traditions, new economic and political realities, the reformation in the educational system of Ukraine require substantial changes in teaching a foreign language.

It is generally accepted that teaching English to students in non-linguistic specialities is related to a specific domain of knowledge, aimed at achieving specific goals within certain time limits. A great number of foreign scholars have been researching in the field of methodology of teaching English for specific purposes for the last decades: J.C. Richards (1983), T. Bowen, and J. Marks (1994), J. Flowerdew (1994), T. Dudley-Evans and M.J. St. John (1998), M.H. Haley and Th. Y. Austin (2003) and others.

The current state of the higher education with its emerging trends in development makes new demands for the professional training and personal qualities of the graduate. Profound knowledge and skills, ability to their flexible practice, initiative, sociability, creative activity and continuous commitment to self-development are the most significant ones.

Modern students should be ready to carry out qualified information and creative foreign language activities in various areas and situations, business partnerships, joint production and research; to use English in their professional activities, to satisfy their cognitive interests, to implement personal contacts and further self-education and self-improvement [3, c. 80-89].

The research aim is to explore the role of learning foreign languages for students of non-linguistic universities.

Foreign Language learning at non-linguistic universities should be oriented toward developing students' linguistic abilities (reading, writing, listening, translating and speaking) as well as providing a sufficiently knowledge of foreign culture. Communicative competence is the main target in language classes.

Results and discussion. Low level of language training, acquired by the most students at school, a limited number of hours have lead to low motivation in studying this discipline (Foreign Language). In this regard, there was an urgent need for a fresh look at educational process in general and foreign language learning in particular. To raise the level of foreign language specialist's training means to empower him with knowledge, practical skills and abilities that will allow him to use language as a means of informational activities, systematic replenishment of his professional knowledge and professional communication [4, c. 324].

An important factor is that students of technical universities express interest and readiness to further study of foreign languages, understand the importance of their study. The main motivation for learning a foreign language is to continue training in postgraduate study, contacts with foreigners abroad, the future employment [2, с. 232-234].

However, nowadays all students have their own reasons for learning English. There are some of them:

- English is the most commonly spoken language in the world. One out of five people can speak or at least understand English.
- English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.
- English is also the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions.
- English is not only useful — it gives you a lot of satisfaction. You will enjoy learning English, if you remember that every hour you spend gets you closer to perfection [5, с. 259-264].

To the difficulties, preventing the effectiveness of foreign language learning on the non-linguistic faculties, some scientists refer:

- different level of the basic linguistic knowledge, communicational skills and abilities of learners;
- position of a teacher as a translator of knowledge and position of the student as an object of pedagogical process, which is expressed in the students' orientation on reproduction of "ready-made" knowledge;
- low level of self-guided work skills;
- lack of the self-education motivation;
- psychological unreadiness of students to work in a team environment;
- insufficient usage of innovative forms, methods and teaching aids by the teacher [1, с. 267-268].

Conclusion. Professionally-oriented learning of a foreign language is now recognized as a priority in the renewal of education. There is an urgent need for a fresh look at educational process in general and foreign language learning in particular. Foreign language communication becomes an essential component of professional competence of a specialist. The role of discipline "Foreign Language" in non-linguistic higher educational institutions increases significantly in professional activities of the graduates.

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