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**THE PROBLEM OF TEACHING A FOREIGN LANGUAGE
IN NON-LINGUISTIC UNIVERSITIES AND WAYS TO ITS SOLUTION**

The article considers the main goal of teaching foreign languages as the formation, improvement and development of a personality that is capable of achieving the required level of communicative competence. The training is also aimed at developing the cognitive independence of future specialists based on the formation of linguistic and professional orientations in the process of working with literature in the chosen specialty. In non-linguistic universities, a foreign language occupies a somewhat separate position in the system of other educational courses, since when studying it, many students sometimes encounter language and speech material that is new to them. Teaching foreign language communication at a non-linguistic university is associated with a number of limitations, including the unfavorable frequency-time characteristics of classes and the fact that communication is mainly educational. In the absence of the need to communicate in the target language, i. e. when mastering a language outside the language environment, “communication” comes down to understanding and reproducing some typical, situationally determined language cliches. Unfortunately, in a non-linguistic university, sometimes studying a foreign language is considered as the accumulation of a certain amount of knowledge and the formation of skills, i.e. there is no idea of language as a complex, constantly developing, multi-level system. But the difficulties of teaching a foreign language in non-linguistic universities are associated with the specific features of it as a subject that is difficult to study in a university setting. Learning a foreign language requires enormous effort and energy, as well as daily, systematic, motivated work. Therefore, only personal interest in mastering a foreign language can effectively contribute to the formation of motivation for this subject. Teaching a foreign language at a non-linguistic university can be successful if, throughout the entire training process, the so-called oriented selection of text material is consistently carried out, taking into account the professional orientation of students. Thus, the communicative and cognitive activity of students is activated, interest in the subject is awakened and the need of students to independently search for new words, expressions, and to use sources of information is stimulated.

Key words: foreign language, intercultural communication, principles of learning, communicative competence, foreign language, communicative skills, difficulties in foreign languages learning, forming the student’s characteristics.

Statement of the problem. In modern conditions of higher education modernisation, higher education institutions face the task of training specialists integrated into a multicultural society, who know a foreign language and norms of intercultural communication. The realisation of this task within the framework of language education is possible, in our opinion, if we consider the teaching of foreign languages from the position of intercultural communication.

The spread of global business relations in the world, new cultural and socio-economic realities of modern Ukrainian society, the processes of reforming the national system of higher education and strengthening of educational ties in the European context have led to the growing priority of higher professional education in the system of social values. For integration of our state into the European economic space requires qualified specialists in the field of management, marketing, tourism, international relations, international economy. relations, international economy. In this regard, the problem of effective foreign language training of students for business intercultural communication in the Ukrainian universities has acquired today a special special speciality of Ukrainian universities. Ukrainian universities has acquired today a special urgency.

The concept of "intercultural communication" appeared in the second half of the XX century in connection with intensive economic, political and cultural co-operation between different countries and covers issues related to culture, language, interaction between representatives of different cultures, which manifests national-specific features of communicators, determining their relationships and mutual understanding, oriented on which we consider it necessary to turn to the heritage of the past and trace their dynamics of development in philosophical and pedagogical studies.

The problematics of intercultural interaction begins with subject-object relations, in which each party treated the other as a natural prerequisite for its existence, and grows in the course of contacts into subject-subject relations, in which language plays an essential role as a means of communication and mutual understanding [97]. With the development of human society, the need for communication between multilingual people representing different cultures increases. Ancient philosophers

were at the origin of comprehension of intersubjective, intercultural and linguistic problems, they drew attention to the differences of peoples, making attempts to explain them; to the importance of dialogue that promotes mutual understanding, problem solving; to the spiritual unity of the human race, to the relationship between names and things; to culture as spirituality.

Analysis of previous studies related to this work. The analysis of psycho-pedagogical and methodological studies devoted to the problem of formation of personality as a subject of dialogue of cultures in the process of teaching a foreign language subject of the dialogue of cultures in the process of teaching a foreign language (FL), allows us to state that their authors rethink the whole system of students' speech training students in accordance with the realities of economic and political life of modern society. In the scientific works of domestic and foreign scientists different aspects of the problem of speech training of students are studied. Foreign scientists have studied different aspects of the problem of foreign language intercultural communication in theory and practice of teaching foreign language (N. D. Galskova, J. K. Geikhman, N. I. Gez, S. G. Ter-Minasova, V. P. Furmanova, N. Göhring, W. Heller, H-J. Lüsebrink, B. D. Müller, P. Wilden etc.), formulated the concepts of formation of personality in the dialogue of cultures, native and foreign (Y. I. Passov, E. V. B. Miloserdova, P. V. Sysoev, I. I. Khaleeva, H. Brown, M. Byram etc.).

The problem of modeling the dialogue of cultures in educational settings was studied (N. F. Borisko, N. B. Ishkhanyan, V. V. Safonova, M. A. Faenova, G. Neuner, W. M. Rivers, A. Thomas etc.). Despite the different approaches to teaching language and foreign-language culture, scholars emphasise the leading role of culture in learning and they agree that the study and realisation of the common and distinctive features of native and foreign language cultures is an important factor in the learning of FL. Native and foreign-language cultures is a prospect for successful participation of the individual in the dialogue of cultures. However, the studies conducted, despite their undeniable value, only solve the problem to a certain extent.

Presentation of the main material. The process of preparing students of non-language faculties for intercultural communication, in order to

be successful, requires a clear organisation that takes into account the interaction of all factors in the educational process. In pedagogical literature, factors are defined as the cause that influences the course and results of didactic process. The works of domestic scientists (L. G. Viktorova, N. V. Kuzmina, D. V. Tolpako etc.) present various classifications of factors, among which the most complete and comprehensive is the classification of success factors, based on the concept of pedagogical systems by N. V. Kuzmina, L. G. Viktorova, which distinguishes: goal; educational information; means of pedagogical communication; students; teachers; result or formed knowledge, skills, abilities.

In front of the higher school a new task appears that includes comprehensive development of the student's individuality (as the subject of activity, as an individual), the development of his mental abilities, mechanisms that play an important role in the formation of the student's individuality as moral person [4, p. 43]. Such a reevaluation of values puts in the center national education prioritizes, the human personality and places it on foreign language preparing students for the task of forming a versatile personality of the future specialist in the context of the dialogue / polylogue of cultures, capable effectively use IM in socio-cultural and professionally oriented communication situations.

The modern system of foreign language education is based on the dialogue of cultures, expanding students' understanding of other nations, formation of tolerance and readiness for productive interethnic and intercultural interaction. The current programs of IM professional direction for higher education institutions provide the formation of students' ability to communicate effectively in a foreign language in the cultural diversity of educational and professional environments [Форостюк : 30]. For this purpose, special attention should be paid to the creation of students' need for communication in order to learn professional and culturally valuable information in MI classes of a professional direction [Stern : 101], take into account the professional needs of students as much as possible, and direct the learning process itself to the acquisition of not only knowledge, skills and abilities, but also certain personal qualities that determine the effectiveness of foreign language busi-

ness intercultural communication. Inconsistency of the training content with the interests and professional needs of students, the use of unjustified teaching methods in classes, unrelated to real foreign language communication, causes a decrease in motivation, limits independence, initiative and creativity, creates unfavorable conditions for ensuring the effectiveness of the educational process with foreign language and does not prepare for business intercultural communication.

In order to optimize the process of foreign language professional training of students in Ukrainian universities, there are certain prerequisites, which we associate with factors that influence the formation of motivation in the study of foreign language. Improving the process of teaching foreign language business intercultural communication, diversifying teaching methods and techniques, strengthening inter-subject connections makes it possible, firstly, to create prerequisites on the basis of which students have a personal and professional interest in work, and secondly, to more effectively form a scientific worldview, based on the philosophical idea of unity between objects and phenomena [Гембарук : 50–55].

For the effectiveness of training in business intercultural communication, it is necessary to ensure the open nature of the educational process, to take into account the goals, motives, interests, strategies in the education of each student and the group as a whole.

It is advisable to carry out exercises that involve: setting a situation related to intercultural interaction and the field of future activity students; professional orientation of tasks; the naturalness of the communication situation; novelty; motivation of speech acts; availability of instructions regarding actions with language or speech material in conditions close to real foreign language communication; comment for familiarization with sociocultural information; the presence of verbal supports that help express one's opinion and argue judgments in a foreign language.

In order to achieve high-quality interaction of the above goals at all stages of foreign language training of students for intercultural communication, taking into account age characteristics and norms laid down in current educational documents, it is necessary to organize the IM education process in such a way that the working capacity

of students and teachers increases, labor productivity increases, cognitive independence, initiative and creative activity increase.

According to A. M. Shchukin, effective methods and techniques for ensuring students' speech activity in artificial conditions are: 1) role-playing games, according to with the help of which educational communication is organized in accordance with the developed plot and the roles and inter-role relationships distributed among students; 2) problem situations with the use of speech-thinking tasks, which involve the performance of actions based on critical reasoning, on assumptions, on guesswork, on the interpretation of facts, on inference etc; 3) free (spontaneous) communication, which in classes has the following features: its content is not always foreseen, active mobilization of speech-thinking reserves and previous speech experience is necessary [Stern : 100].

Based on the above, we believe that effective training in business intercultural communication is possible taking into account several important factors personal, instrumental and methodological pedagogical aspects. The developed methodology is focused on a specific goal – the development of students' readiness for intercultural communication through intercultural communication. of students to intercultural communication through realisation of the tasks corresponding to this goal:

- mastering by students of the basic concepts, knowledge and skills in the sphere of intercultural communication;

- expansion of intercultural outlook in order to form in students a system of values,

- based on the dialogue of cultures as a way of simultaneous learning of a foreign language and foreign culture in comparison with the native language and culture;

- creation of a situation of success in the foreign language classes;

- development of empathy in foreign language classes.

The above-mentioned tasks are solved through implementation of the following principles:

- The principle of dialogue of cultures as a way of simultaneous teaching of foreign language and foreign culture in comparison with native language and culture;

- the principle of multiculturalism, which requires preservation and multiplication

of the whole diversity of cultural values, norms, patterns of behaviour and forms of activity in educational systems;

- the principle of cultural relativism, which requires respect and tolerance for norms, values and behaviour of other cultures; assumes a practical attitude to the culture of each nation, forms a desire to understand culture from within.

The use of level textbooks in accordance with European standards contributes to the development of language skills, the formation of intercultural competence and “plurilingualism,” and the provision of skills for continuous independent study of a foreign language. In addition, the introduction of level textbooks ensures the unity of the requirements of all teachers in a foreign language. It should also be noted that, along with authentic textbooks that create the basis for conducting dialogues in the intercultural communicative space, in classes undergraduate students must use specialized textbooks for universities, as well as teaching aids created by teachers of the department and based on popular scientific texts in the bachelor's specialty, followed by discussion in the group, with increasing complexity of the topic in senior courses and the use of scientific texts for abstracting and annotation. Preserving professional communication seems to us a mandatory condition for maintaining the student's motivation for the further development of his own foreign language competencies, which will certainly manifest themselves in the student's future activities, in master's, graduate school, and in the student's scientific career as a whole.

Independent learning activity can be characterized as educational competence – the ability to effectively independently study and teach oneself. This ability consists of conscious and independent goal setting, selection of adequate methods, reflective self-assessment and self-regulation of educational activities. This ability is also characterized by freedom to make decisions, responsibility for choosing decisions,

- accumulation of individual experience, interaction with other subjects of activity [Каричковська : 175]. The teacher's task is to create a development situation that provides students with freedom and responsibility in choosing and making decisions, autonomy, independence of action, combined with taking responsibility for the result [Каричковська : 173].

Conducting scientific conferences in senior undergraduate years with the participation of teachers from graduating departments helps students demonstrate their best qualities and competencies, helps create the opportunity for professional scientific intercultural communication in a foreign language in a role-playing game. Particularly noteworthy is the feasibility of holding such conferences in graduate and postgraduate schools. The possibility of holding virtual conferences using Internet technologies is not excluded. For participation in the conference, students receive additional points as part of the point-rating system. The point-rating system for assessing the mastery of certain competencies of foreign language speech has been used for a number of years in bachelor's programs, and recently it has been introduced in master's programs. The point-rating system is an important factor in organizing current control (interim certifications) and final control; it disciplines, motivates and organizes students' independent work on a foreign language, including organizing students' autonomous work on language. An interesting form of extracurricular activities in a foreign language is conducting holidays, competitions, Foreign Language Days. Carrying out events in a foreign language increases the horizons of interlingual communication, developing the creative

abilities of an individual through the means of a foreign language. The use of innovative approaches in organizing the teaching of foreign languages at a non-linguistic university largely contributes to the development of a linguistic personality, involving it increasingly in intercultural communication in a foreign language.

Results and conclusions. Development of procedural-activity component in the process of developing readiness of university students for intercultural communication is aimed at the formation of such personal qualities as intercultural sensitivity, observation, self-regulation of emotions. personal qualities such as intercultural sensitivity, observation, self-regulation of emotions, responsiveness, sensitivity, ability to participate in the processes of intercultural communication.

In the process of development of students' procedural-activity component there is an increase in the level of their adaptation, which leads to successful intercultural communication. successful intercultural communication. At the same time it should be emphasized that the true keepers of the culture of this or that nation are the authentic art texts. authentic art texts that reflect its spiritual world. It is the artistic text as a way of encoding national stereotypes "is connected directly with culture.

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**ПРОБЛЕМА ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ
У НЕМОВНИХ ВНЗ І СПОСОБИ ЇЇ РІШЕННЯ**

У статті головна мета навчання іноземних мов розглядається як формування, вдосконалення та розвиток особистості, здатної досягти необхідного рівня комунікативної компетентності. Навчання також спрямоване на розвиток пізнавальної самостійності майбутніх спеціалістів на основі формування мовних і професійних орієнтацій у процесі роботи з літературою за обраною спеціальністю. Зазначалося, що в нелінгвістичних ВНЗ іноземна мова займає дещо окреме місце в системі інших навчальних курсів, оскільки при її вивченні багато студентів іноді стикаються з новим для них мовним і мовленнєвим матеріалом. Навчання іноземної мови в нелінгвістичному університеті пов'язане з низкою обмежень, серед яких несприятливі частотно-часові характеристики занять і те, що спілкування має переважно навчальний характер. За відсутності потреби спілкуватися цільовою мовою, при оволодінні мовою поза мовним середовищем «спілкування» зводиться до розуміння і відтворення деяких типових, ситуативно зумовлених мовних кліше. На жаль, в нелінгвістичному вузі іноді вивчення іноземної мови розглядається як накопичення певної суми знань і формування навичок, тобто відсутнє уявлення про мову як про складну багаторівневу систему, що постійно розвивається. Але труднощі викладання іноземної мови в нелінгвістичних ВНЗ пов'язані зі специфікою її як предмета, складного для вивчення в університетських умовах. Вивчення іноземної мови вимагає величезних зусиль та енергії, а також щоденної, систематичної, мотивованої праці. Тому лише особиста зацікавленість в оволодінні іноземною мовою може ефективно сприяти формуванню мотивації до цього предмету. Викладання іноземної мови в нелінгвістичному ВНЗ може бути успішним, якщо протягом усього навчального процесу послідовно проводиться так званий орієнтований відбір текстового матеріалу з урахуванням професійної спрямованості студентів. Таким чином активізується комунікативна та пізнавальна діяльність учнів, пробуджується інтерес до предмета та стимулюється потреба учнів самостійно шукати нові слова, вирази, користуватися джерелами інформації.

Ключові слова: іноземна мова, міжкультурна комунікація, принципи навчання, комунікативна компетенція, мовне оточення, комунікативні навички, складності у вивченні іноземних мов, формування особистості студента.