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**THE ORGANIZATION OF FOREIGN LANGUAGE TEACHING
IN THE UNIVERSITY IN ACCORDANCE WITH LANGUAGE PROFICIENCY****N. V. Letkina***Candidate of Philosophy, assistant professor,
ORCID 0000-0001-9406-0079,
e-mail: letkinanv@mail.ru,
National Research
Mordovian Ogarev State University,
Saransk, Russia*

Abstract. The article deals with the concept of "all-European competencies in foreign language" and ways of its implementation in a non-linguistic institution. The aim of this work is to draw attention to the problems of multi-level foreign language education in the conditions of a non-linguistic university.

Keywords: language proficiency; foreign language; a non-linguistic high school; goals of training; independent work.

Integration of Russia into the world economic, educational and information community increases the need of society for highly qualified specialists who know a foreign language (FL). To determine an individual's language proficiency one use CEFR standard (Common European Framework of Reference for Languages) submitted by the Council of Europe in 2001.

The levels A1, A2 are characterized by a basic ability to communicate and exchange information in a simple way, express oneself in familiar contexts; levels B1, B2 – independent speech behavior, characterized by advanced communication ability; levels C1, C2 – proficient type of speech behavior, effective and complete communicative competence.

There are differences in the levels and scope of the language: if A1-B2 levels are limited to the sphere of private daily life, then, starting at level C1, the communicative abilities achieved allow using a foreign language in educational, professional and public activities [3, c. 9]. It is important to take into account the choice of teaching aids and authentic materials, which should be determined by the degree of study of the academic skills presented in them and their correlation with the European scale of foreign language proficiency.

Currently, in accordance with the Federal State Educational Standard of Higher Educa-

tion 3+, the main goal of mastering the academic discipline "Foreign Language" at the university is to increase the initial level of knowledge of a foreign language achieved at the previous stage of education and to acquire the necessary (sufficient) level of communicative and linguistic competence by students to be able to solve social and communicative tasks in the domestic, cultural, professional and scientific fields of activity, as well as for further self-education (General competence – 5). As we know the concept of competence is broader than the concept of knowledge, or skill and it includes them in itself. Competence is a complex personal education that allows effectively implement educational activities to ensure the process of development and self-development of students [1, c. 540]. So accentuation of certain competences is the basis for determining the objectives to be set for each educational program.

Nowadays the situation in Russian universities is the following: in general, there are two or at least four hours per week during two or four semesters. Perspective directions in solving the problem of improving the quality of teaching FL can be considered the following: 1) the formation of groups for studying the discipline "Foreign Language" based on the results of entrance testing [3, c.10]. To form students groups without taking into ac-

count the level of language knowledge leads to the fact that many students experience discomfort and psychological stress. It is known that each level corresponds to a certain sphere of application of a foreign language, a certain type of speech behavior and its own communicative competence; 2) development of working programs and a fund of evaluation tools in accordance with the European standards, which will meet the modern requirements for the formation of a foreign communicative competence; 3) rational distribution of hours for classroom and independent work. The last one is of the paramount importance because at the present time, we see a decrease in the number of class hours per week in most non-linguistic universities.

Scientists' studies show that over the past few years in different countries of the world education is organized in the context of continuing education and creating opportunities for students to take an initiative position in educational process. The teacher is responsible for the educational process, since he/she should stimulate the activities of students. For this he/she needs to know their problems and interests.

In our opinion to increase the effectiveness of teaching FL discipline in the non-linguistic university we should link teaching to the CEFR and focus on the useful outcomes of language learning [2, c. 288]. Then combine traditional and intensive teaching methods, based on the functional-communicative linguodidactic model of language [4, c. 221]. Finally, develop communicative skills by types of speech activity (e.g. students' participation in scientific and practical conferences in a foreign language, submitting scientific articles in a foreign language etc.). Competent organization and systematic monitoring by the teacher is necessary as well as also the availability of an electronic educational environment, specially equipped classrooms (language laboratories) with a set of computer programs and educational software, computer classes with access to the Internet.

Recently, most students choose to study a particular language (English, German, Spanish or Chinese), guided by purely pragmatic goals – a good command of a foreign language gives an advantage in finding a job. Confirmation of knowledge of a foreign language by the corresponding document with an indication of the level of possession significantly increases the competitiveness of graduates in the labor market.

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