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THE ROLE OF THE LANGUAGE IN RAISING THE LEVEL OF HUMANITARIAN TRAINING OF SPECIALISTS FROM TECHNICAL UNIVERSITIES

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ABSTRACT

The article discusses the changes in the social, political, economic life of our country. In this regard, in a higher educational institution of a technical profile, a language should be considered as an obligatory component of the humanitarian training of specialists. The training of specialists of a high professional level should include not only the study of special technical sciences, but also the development of a spiritually rich personality with creative potential and high professional culture.

KEYWORD: *Humanization, Technical Science, Development, Video Course, Discipline, Social, Sociocultural Connection, Special Method, Intercultural Communication, Significant Influence*

INTRODUCTION

In the modern world of actively developing international contacts and ties in politics, economics, culture, language knowledge is becoming a real necessity. For employers of most large companies, a modern specialist is a professional in his field, familiar with world practice and fluent in one or more foreign languages.

The humanization of higher technical education is designed to ensure the development of individuality and personal qualities, in which a specialist in his life and work will take into account the needs, regulate and correlate his requests with the requests of society.

In a technical higher educational institution, a language should be considered as an obligatory component of the humanitarian training of specialists. An urgent problem of modern didactics is the need for a general activation of the learning process. One of the ways to achieve this goal is to include students in various activities that allow them to significantly increase their cognitive activity, the process of general development. One of the forms that can solve this problem to some extent is the use of a video course in language classes, which will help teach the language not as a sign system with a set of standard phrases, but to teach communication in language in professionally significant situations. It is necessary to interest students of technical specialties in foreign languages, where traditionally language is not considered the main, main discipline.

Working with video recordings allows us to give the process of language acquisition a communicative and cognitive character, since only video recordings give a combination of linguistic socio - cultural connections, which is inherent in situations of real foreign language communication. At the same time, it should be emphasized that viewing videos should not be quantitative, but qualitative. For this purpose, a special technique is being developed aimed at developing a full-fledged ability to perceive linguistic and socio-cultural material.

The global informatization of all spheres of public life is observed in the world community. Ways to improve the effectiveness of general education are being developed, large funds are being invested in the creation and introduction of new information technologies. The state of the economy, the quality of people's lives, national security and the role of the state in the world community depend on the level of information and technological development and its pace. In all developed countries and in many developing countries, there are intensive processes of informatization of education.

Unlike traditional lectures, practical and seminar classes, active forms and methods of teaching allow you to bring the educational process closer to reality, imitating professional activity. However, among the problems that are theoretically and experimentally solved by the methodology of foreign languages for special purposes, the main one is the problem of internal and external motivation in most non-language universities.

The introduction of various forms of communication using creative and innovative technologies, the development of the ability to clearly define situations and communication goals with their systematic implementation, the expansion of the creative and scientific potential of students within the framework of intercultural communication ensure the formation and development of a competent specialist who is able to adapt to the modern level and style of professional and personal communication.

When using video materials in language classes, two types of motivation develop: self-motivation, when the film is interesting in itself, and motivation, which is due to the fact that the student can understand the language being studied. The use of video materials arouses students' interest and positive emotions, which contributes to the development of linguistic interest and, undoubtedly, has a significant impact on the formation of a stable motivation to learn a language. The strength of the impression and emotional impact of video materials on students also contributes to strengthening motivation. Therefore, the main attention should be directed to the formation of student's personal attitude to what they saw. Successful achievement of such a goal is possible only, firstly, with the systematic display of video films, and, secondly, with a methodically organized demonstration. This brings satisfaction and gives you confidence in your strength and a desire for further improvement. It is necessary to strive to ensure that students get satisfaction from the film through understanding the language, and not only through an interesting and entertaining plot.

Students of technical universities are characterized by such psychological features as a technical mindset and lack of language flair, which is so necessary for an adequate perception of language realities. An important task of a language teacher is to create real and imaginary communication situations in a language lesson using various methods and techniques of work (role-playing games, discussions, creative projects, etc.). It should be noted that the use of video materials in the lesson is not only the use of another source of information. The use of video contributes to the development of various aspects of students' mental activity and, above all, attention and memory. During the inspection of the video material, an atmosphere of cognitive joint activity arises. In order to understand the content of the video, students need to make an effort. Thus, involuntary attention turns into arbitrary attention, and the intensity of attention affects the process of memorization, the use of various channels of information receipt (auditory, visual, motor perception), positively affects the strength of capturing regional and linguistic material.

The proposed method of working with video material is as follows:

- 1) Teaching students to perceive the information they see in an organized and conscious manner;
- 2) Development of students' ability to observe, classify, select, and also put forward a hypothesis on the proposed materials;
- 3) Teaching students to analyze and summarize the information received;
- 4) Perception and statement of oral conclusions in an authentic way;
- 5) the correct presentation in the studied language of the idea contained in the material being shown, taking into account those socio-cultural norms that take place in foreign language communication, the ability to critically treat the video materials seen.

Thus, the psychological features of the impact of video materials on students contribute to the intensification of the educational process and create favorable conditions for the formation of students' communicative competence. The method of using videotapes includes three stages of work: interrogation, viewing and post-viewing. At the same time, special tasks are performed that require students to concentrate their attention.

Practice has shown that viewing video materials, which ends only with the exchange of impressions about what they saw, is not methodically correct. Most of the information with this approach remains not perceived by students.

A set of exercises designed for this purpose is of particular importance. They are both universal and indicative in nature. Much attention is paid to the exercises of psychological preparation for the perception of information, the development of the ability to analyze linguistic and socio-cultural information, as well as to improve the reproductive and productive speech activity of students.

When analyzing the students speech output, the following factors are evaluated: the time of completing the task; the total number of words in the presentation of the vocabulary relative to the original of the video material seen; the degree of understanding of the position of the heroes of the video materials; the degree of understanding of socio-cultural realities; the percentage of damage to the reproduced information.

The set of exercises also depends on which genre of video materials is used in each specific case.

In video materials, as well as in texts, information about the language is present in a hidden form: it does not say about the rules of the language, it is not proposed to work out phonetic phenomena and grammatical structures, etc. However, all these tasks are potentially possible; they are provided by the creators of educational films and, as with the use of texts, are introduced into the educational process before and after watching the film.

It is necessary to pay attention to the purpose of using video materials in the process of teaching the Russian language (teaching listening or speaking). When working on listening, the focus is on the sound series of video material containing oral speech presented for listening. When working on speaking, the visual series falls into the focus of students' attention and its possibilities of providing motivation and purposefulness of oral speech based on this visual series are evaluated.

In the case of working on speaking, an auxiliary is a sound series that can be used or not used at all, used fragmentally, only in certain cases.

In the case of working on listening, the visual range is also taken into account. For example, you should pay attention to the extent to which sound-visual synthesis is provided, which allows you to understand the audible through the visible. Nevertheless, the visual series is auxiliary, and the sound series is the main one.

To maximize the assimilation of the video material used, it is necessary to create special conditions that contribute to its better perception and understanding. Thus, we can distinguish the following methods of working with video materials.

1. The possibility of repetition (these may be key scenes, as well as places that are difficult to perceive).
2. Separation of information perception channels:
 - watch a movie without sound;
 - listening to a movie without an image.

3. Working with a freeze frame.

Video materials offer informative information on various topics. Their selection is determined by their accessibility for understanding at each stage of training, compliance with the life experience and age of students of the Russian language. The facts and phenomena are selected, which in their totality not only provide the disclosure of the topic, but also serve as the basis for independent thematic statements of students. The educational goal with video materials is to involve them in a critical dialogue about the film. This can happen on the basis of questions about the content of the speech, the situation described in the film, regional or thematic issues.

The advantage of this form of training is that it is suitable for independent work of students. In the domestic pedagogy of higher education, it is widely believed that traditional forms of classes (practices) should be replaced by such forms that provide individualization of learning (i.e., independent and individual work). However, for full-fledged independent work of students, well-equipped video libraries, linguistic laboratories and rooms for independent work are necessary.

It should be noted that at present, the volume of humanitarian disciplines for students of technical specialties is not much less than the volume of special disciplines. However, if the special disciplines that form professional knowledge are based on a solid foundation of natural science and general professional disciplines, then the disciplines of the humanities cycle, namely the Russian language, are taught throughout the year. Of course, this is very small.

Due to the current economic situation, it becomes necessary to provide the student with the opportunity not only to choose the discipline he is interested in, but also to determine the degree of depth of familiarization with it. Humanitarization as a new direction of work of technical universities is not without difficulties being implemented in life and requires genuine enthusiasts. Thus, the formation of a high humanitarian culture of future specialists is the dictate of the time.

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