

THE PROBLEM OF SCIENTIFIC AND EDUCATIONAL STUDENTS' ACTIVITIES ASSOCIATED WITH THE INSUFFICIENT LEVEL OF FOREIGN LANGUAGE PROFICIENCY

Foreign language proficiency plays a crucial role in any person's life, whether he is a specialist in medical, teaching, legal or technical sphere. Admission to non-linguistic specialties does not require any foreign language exam. However, this subject is included in the curriculum. As a result students enter the university with different levels of foreign language proficiency, but assessment requirements are the same for all of them. Thus, the problem of lagging-behind students arises, as a student cannot succeed in acquiring any technical language until he masters the basics.

Various levels of foreign language proficiency in a study group adversely affect education in general. We'd like to offer a possible solution. Here are the steps to take:

1. Periodic testing. The essence of this method is to test students' skills in all aspects of English once a month. We'd like to highlight that the aim of the testing is determining a particular skill development level, rather than assessing and marking students' knowledge and efforts. Otherwise, students will definitely do their best to cheat and this method will be meaningless and absolutely ineffective.

Monthly testing will not only identify any problems in the educational process but also inform the teacher about the material, which requires revision or drilling. The results of the test will give an opportunity to split a study group into subgroups in accordance with the proficiency level. We assume, three subgroups will be quite enough (for instance *A*, *B* and *C*). Students with the lowest level are supposed to study the basics of English in subgroup *C*. In

addition to studying the basics of English, subgroup B is supposed to study Technical English as well. The following percentage ratio should be observed: 70% – General English, 30% – Technical English. Students with the highest level of foreign language proficiency are normally determined to study in subgroup A with the following ratio of the curriculum: 30% – General English, 70 % – Technical and Business English. This division is believed to equip «lagging-behind» students with an opportunity to «catch up» with others, avoiding stress and low grades.

2. Using media content in language learning. Nowadays, due to the severe epidemiological situation, education is switching to the Internet more and more. We believe various video and audio lessons play an incredibly important role in the language education. Even non-educational simple videos recorded by a native speaker can be of great help in the learning process. Regular viewing of such videos improves students' pronunciation and listening skills. We suppose devoting time to acquiring «live» language is obvious.

3. Practicing writing skills. Quite often students question the necessity of drilling various grammar rules and active vocabulary patterns. This fact reveals a great demand for a series of motivating and stimulating classes, during which students are expected to practice creative writing, which will result in boosting writing skills and enriching vocabulary.

4. Practicing speaking skills. According to the poll, conducted among Applied Math Faculty students, the reason for experiencing difficulties in speaking is not the lack of vocabulary, but the accent. Introducing phonetics and prosody lessons into the curriculum can be of great help in fighting with the mother tongue's accent.

We strongly believe that implementing the system mentioned above in the educational process will give the BSU graduates a competitive edge.