

**THE CONTENT OF FOREIGN LANGUAGE EDUCATION
AT A TECHNICAL UNIVERSITY**

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The content of foreign language education at the Belarusian National Technical University (BNTU) is based on the following provisions: modeling in the educational activities of students the content of their professional activities in a particular area; joint activities of the educational process subjects (lecturer and students); pedagogically sound combination of innovative and traditional pedagogical technologies. The basis for the development of specialist's competence in the field of engineering and technology, which includes a foreign language component, is the involvement of the student's learning activities in mastering a foreign language in the prototype of his future professional activity, which is associated with the use of a foreign language. While training, the means of a foreign language are used to model production processes, with which future specialists can be associated, in various communicative situations. The formation of the professional foreign language communicative competence of the future engineer is carried out by integrating: subject content / teaching of special disciplines and a foreign language; real foreign language activity and modeled professional activity of a specialist in the process of learning; creative and reproductive activity of a specialist in professional communicative situations, which allows learning a foreign language in the context of real professional activity.

The main thing in the language training of a modern specialist at BNTU is the integrated approach to the system of foreign language education, which involves cooperation with special departments in such fields as practical and professional training, scientific research. This contributes to the implementation of the parallel formation of professional, linguistic, sociocultural competencies. Interconnected teaching of all types of foreign language speech activities leads to the development of students' abilities to communicate in a foreign language in the unity of

all its competencies. At the same time, didactic integration also contributes to the development of such research skills of students as classification, generalization, comparison of the acquired knowledge, which subsequently turns into professionally significant competencies. It is foreign language vocational education, carried out on the basis of the integration of a foreign language and special subjects, that makes it possible to ensure the formation of professional foreign language communicative competence, which contributes to the formation of a specialist's professional competence in general.

In order to intensify traditional methods of teaching foreign languages, we use information and communication technologies, in particular elements of blended learning, which involves the combined use of traditional and information technologies (online learning and classroom learning under the guidance of a teacher). Lecturers of English language department No. 1 of BNTU most often use such a blended learning model as a flipped class (flipped-classroom model), which includes two stages: interactive group learning in the classroom with the direct participation of the teacher and independent extracurricular learning using computer technology (learning online courses). The advantages of this educational model include the following: the individual pace of work of students, which allows them to independently allocate time for the assimilation of educational material, depending on the degree of its complexity; the opportunity to repeat a particular educational material. The teacher, having information about the degree of mastering the material by students, has the opportunity to adjust the classroom plan and differentially use modern teaching technologies: gaming technologies (business, role-playing, simulation games), case technology, which is based on the analysis and search for solutions to certain social tasks, collaborative learning technology aimed at providing conditions for students' joint learning activities in different practical and learning situations, etc.

The skillful application of blended learning models contributes to the formation of such competencies among students as: competently use various sources of information (translation portals, electronic dictionaries, etc.), master modern translation technologies (multimedia tools, etc.); possess basic communication skills for interpersonal and intercultural interaction in a foreign language; independently acquire new knowledge and use it in practical activities.