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**FOREIGN LANGUAGE IN THE PROFESSIONAL ACTIVITY OF A
FUTURE SPECIALIST
ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ БУДУЩЕГО СПЕЦИАЛИСТА**

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At the present stage of education, people consider foreign language as an integral component of the professional training of a future specialist of any profile. The purpose of studying foreign language at non-linguistic faculties of higher education is to achieve a level of language proficiency that will allow students to use a foreign language freely within their occupation.

The university course of a foreign language should be professionally oriented, in order to develop both the thinking and communicating skills of students of the defined profile. The purpose of the discipline "foreign language" in non-linguistic universities is to enrich the intercultural professional-oriented communicative skills of the students. Therefore, the main challenge is to prepare students to think creatively, to apply the acquired knowledge and skills in practice, to argue and prove a point.

Today, there is a huge number of opportunities for students to explore the field of their future activities independently. Student exchange programs are implemented, international scientific and practical conferences, festivals, and competitions in which a young specialist can take part are held. However, very often one of the most important conditions for the participants is the knowledge of a foreign language. This also applies to architecture students, as a competent and understandable presentation of architectural projects contributes to a better understanding of them by the general public.

Architects communicate with their colleagues and other people using verbal and non-verbal ways. Non-verbal way of communication in the professional sphere is presented through plans, drawings, computer simulation models and the ultimately constructed building. Verbal communication of architects with each

other and non-professionals can be carried out both orally and in the writing form with the help of a special lexical set called «the professional language of architects (PLA)». Like any other language of professional communication, the professional language of architects is not a linguistically independent system within the national language. On the contrary, the PLA appeared by expanding and differentiating the latter.

It's hard to say clearly, what the professional language of architects is. From one point of view, it is a professional language of civil engineers. On the other hand, it is a language of artists. As several researches show, the PLA is characterized by the following features:

it is largely interdisciplinary;

it uses many words and concepts from the language of everyday communication;

in comparison with the other professional languages, it is less standardized, what is also typical for the disciplines of "Architecture" and "Theory of Architecture" in general.

Although a professional language cannot be reduced only to a special vocabulary, working on the lexical composition is of great importance while studying a professional foreign language. However, in order to be able to master a special vocabulary (both receptive and productive) and be able to use it, it is necessary to determine the volume of such a vocabulary, its systematic organization and clearly explain it to the students.

The professional language of architects can be named a unique linguistic phenomenon. It combines the historical lexicon of the ancient world (including languages: Egyptian, ancient Greek, Latin, and Oriental languages), modern language based on developing information technologies (mainly international languages of graphical program interfaces: English, German, and Chinese) and generally available vocabulary. Moreover, the professional language of an architect should be enriched with both technical engineering and construction terms and artistically expressive vocabulary.

Professional language of architects = (historic + modern + common used vocabulary)*(creativity + technology).

Therefore it must be assumed that to a large extent foreign languages became the basis of the professional vocabulary of the architect.

Another criterion of the importance of a foreign language in the profession of an architect is the international character of activity. Today the architecture of different countries and nationalities mostly supports global trends. Architectural bureaus located in one country can develop and implement projects in the other end of the world. Therefore, it is more profitable for the company to hire a professional who uses the necessary foreign lexicon, than to use the services of an interpreter, while risking the effect of a "broken phone".

Today education is no longer just means of assimilating ready-made, universally recognized knowledge. It becomes a way of information exchange between specialists of different levels, leading to the gaining of competence and erudition.

For students of non-linguistic specialties, the subject "foreign language" is not a profile, so in order to make the learning process more effective and purposeful, the teacher has to understand clearly the role of a foreign language in the life and work of a future professionals. It is necessary to create an atmosphere of professional activity in the educational process. In this case, educational information becomes a tool of optimizing professional activity.

One of the main problems faced by a foreign language teacher at a technical university is the lack of proper motivation among most students, since, unfortunately, a foreign language is perceived by students of non-linguistic specialties as a secondary subject, and the workload of other subjects is very high. Therefore, it is paramount to create conditions for the building an effective system of motivation and to increase interest in learning a foreign language.

The professional and business orientation of the educational process requires the future specialist to be involved into the global knowledge of a particular field, including familiarization with the linguistic base of a particular field of activity, in order to achieve and maintain a certain level of professional competence, increase the chances of employment in the modern international labor market. Foreign language skills also allow a specialist to engage in direct foreign-language professional communication with fellow native speakers.

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