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FEATURES OF ORGANIZING THE PROCESS OF TEACHING FOREIGN LISTENERS AT THE STAGE OF PRE-UNIVERSITY STUDYING

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Abstract. The content and organization of the process of studying foreign students at the pre-university preparation stage. Optimization of the learning process. The use of new technologies of studying and control at the university. The structure of the workbook on the subject. The system of substantive-thematic modules in the discipline studied.

Keywords: pre-university studying, optimization of the learning process, new teaching technologies, content-thematic module, structure of the workbook.

Education of foreign citizens (China, Vietnam, Azerbaijan) is carried out in three specialties:

- engineering;
- economic;
- biomedical.

The syllabus includes subjects:

- in all specialties – Ukrainian, Russian, mathematics, computer science basics, geography;
- in accordance with the specialty - physics, chemistry, drawing, economics basics, economic and social geography, biology.

The purpose of the studying is to prepare foreign students for studying at the main faculties of Ukrainian universities. That means: the student must know the language of the subject as a means of receiving scientific information; to systematize the knowledge acquired earlier, to master the knowledge, skills in the subject, to show a desire and ability to learn.

Achieving the goal of studying foreign students in the preparatory department is complicated by the following factors:

- studying is conducted in a language that is not native to the students;
- studying periods are limited and uneven due to the uneven formation of study groups;
- a different level of studying of foreign students in subjects.

The development of a modular system for organizing studying involves solving the problem – to prepare foreign students for studying at Ukrainian universities, taking into account the requirements of the Bologna process.

With a modular system for organizing of learning, didactic material is formed in the form of systematically structured content-thematic modules. At the same time, language modules are included in the system of substantive-thematic modules for the studied discipline, which determine the students' ability to perceive language and content information at each stage of studying.

On the other hand, the system of content-thematic modules for the non-native language includes subject blocks that define the set of terms, concepts, language structures that are necessary to enter the subject at the appropriate stage of studying.

In the conditions of pre-university studying of foreign students, the task set can be solved only if a number of requirements are met due to the specifics of teaching in a foreign language and the lack of studying time.

At all stages of studying, a rational coordination system is needed both between the teacher of the native language and the teacher of the subject, and between teachers – of the subject [1].

The development of content-thematic modules on the subject requires a weekly account:

1) special vocabulary, models and grammatical constructions worked out in the classes in the native language;

2) determining the number of new words and phrases presented to students each week in each subject;

3) identification of the frequency of certain lexical units and grammatical constructions;

4) eliminate duplication when introducing new vocabulary by teachers of various subjects;

5) the elimination of "parallelism" and the elimination of duplication in the presentation of individual topics and issues in various subjects.

Thus, the solution of the problem of organizing the educational process in a modular system requires a comprehensive strict balance of syllabus and studying materials in all subjects necessary for this specialty, the most rational forms and methods of studying [2-4].

At the same time, it is necessary for each specialty to develop its own complex of modular syllabus (the number of hours and the list of subjects change).

The urgent task is the need to develop tutorial dictionaries for all disciplines (Russian-Ukrainian-Chinese-Vietnamese-Arabic-Azerbaijani).

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