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та статистичних даних.***

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## ENGLISH FOR NATURAL AND APPLIED SCIENCES

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The problem of learning English in non-language universities and non-language faculties is one of the current problems of modern education methodology. Modernization of higher education in Ukraine requires the training of specialists adapted in the international educational space, as well as the achievement of a new quality of education that meets the current and promising needs of modern life of the country, that is, the possibility of today student and tomorrow graduate to be competitive-capable in the modern labor market. An important condition for the formation of a general European educational space is students' mastery of international languages (in particular English) not only at the level of domestic communication, but also the possibility of academic mobility of the student in the world educational space. Today dictates future specialists to expand borders, participate in international conferences, increase contacts and establish cooperation with other universities, be competitive throughout the world space. Recalling the requirements for the study of English in non-language universities some time ago, we see that it was sufficient to teach students the skills of competent translation from foreign language to native language and the ability to explain in foreign language on the material of elementary vocabulary and grammar (conversation about their research work, department, university). One way to optimize teaching of foreign languages in non-linguistic faculties is to change the curriculum, introduce a new intensive curriculum that would correspond to the realities of modern life. In faculties where foreign language is a profiling discipline, changing the curriculum is much easier, as the number of teaching hours allocated for foreign language instruction is incomparably greater than in non-language faculties. The most disadvantaged ones are non-linguistic faculties of technical and natural science, as the number of educational hours allocated to English is very small: usually foreign language was studied two, at best three years, 2-4 hours a week (depending on the faculty or university). Today reduction in classroom hours, namely one year with practice hours of 2

hours a week, forces a modern student to mostly exercise the language on his own.

Based on the realities, the modern teacher stands in very tight circumstances. The practice of working in natural and other non-linguistic faculties shows that the level of training in foreign language remains quite low and the results should be high. It is necessary to take into account the modern requirements of training of specialists - acquisition of skills of information exchange, mastering of skills of professionally oriented communication in foreign language - oral and written, ability to analyze, summarize and critically evaluate information, apply knowledge in a new situation, develop and defend the point of view, ability to formulate and justify the opinion on professional issues in foreign language. The introduction of information communication technologies (ICT) contributes to the achievement of the main goals of optimization and modernization of education - improvement of the quality of education, increase of access to education, expansion of student opportunities (gives an opportunity to navigate the information space), involvement in information and communication opportunities of modern technologies and to be competitive in the world market. Forms of ICT work integrated into the traditional learning system are creative or research assignments within the course being studied. For example, creating a project in a foreign language, performing a test in electronic form, presenting a summary of the material passed with questions at the end, etc. Forms of extra-regular work in foreign language using ICT include participation in Internet competitions, conferences, work with electronic manuals, network communication with language speakers, work with Internet sites containing various material for the development of skills of all types of speech (oral, written). To optimize the learning process English it is advisable to use independent work (which is allowed in modern realities, with huge reduction of audience hours). Taking advantage of ICT opportunities makes it possible for us to make it much easier to carry out all types of independent work. This allows providing interactivity, direct feedback, with timely identification of the knowledge gap of learners.

Information communication technologies have a number of undeniable advantages over traditional forms of educational process construction: communication orientation, visualization of educational material, possibility to store a large amount of information, rapid knowledge check, accessibility to any Internet resources, as well as constant possibility to replenish materials (possibility to constantly update obsolete materials with updated, fresh and more progressive). And the most important advantage is the motivation of the students themselves. We know the low interest of students in learning English. The increase in motivation should be not before the beginning of the educational process, but during. The use of ICT in practical English language classes, gives us this opportunity, as it moves the center of gravity from verbal

learning methods, when huge textual material drove a student into "deep depression," to methods of search and creative activity. In addition, it is also use in classes interesting for educational material: texts of favorite songs, quality films, fragments of artistic and authentic texts related to the future professional activity of students, and the main thing - creation of motivating language environment in each lesson. Consequently, the role of the teacher himself is changing, today he (teacher) is a direct participant of communication and at the same time a controlling link, which allows quickly adjusting and guaranteeing a certain academic performance. The most commonly used ICT tools in the learning process include e-textbooks and manuals, e-encyclopedias and handbooks, testing programs, and educational Internet resources. Thus, many problems of learning foreign languages in the university cannot be solved without ICT. The main and defining advantage of ICT over all other means of learning is the possibility of creating a learning language environment that approaches the authenticity and intensity of language communication to real communication, which has not been achieved by all previously used means of learning. The second most important point in favor of the use of ICT in the study of English in higher education can be considered to be the constructive-individualized nature of education, which is especially important when there is a pool of students with a variety of initial levels of language proficiency, different degree of motivation and degree of formation of skills and skills, different psychophysiological characteristics (inclusive education).

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