

BILINGUAL WAY OF EXPANDING LECTURING POTENTIAL

It is of common knowledge that English is the language of science. The number of articles in «Scopus» written in English accedes 90%. This language allows you to use common terminology and thus, maintain communication between scientists from different countries, which, on the one hand, helps to attract more researchers to the development of scientific knowledge, and on the other hand, enables scientists to speak the language and have access to global scientific knowledge, and not only the pieces being translated into the native language.

At present most of the students do not use English sources to find information, giving preference to national articles and translated materials. As a result, students in Ukraine lose a lot of information, which could enhance their professional level and keep abreast of scientific novelty. So, it is important to improve students' English-speaking skills to extend the area of accessible information for them.

Aim: the aim of this thesis is to find a way to improve educational process in the university by using bilingual way of expanding lecturing potential.

Today tutors start lecturing in English, but mostly for the last year students. I think that it will be more effective if English language lecturing starts in the first year of study. There are some arguments in favour:

1. You can learn some fundamental terms in English without losing new information. It is obvious that the first-year students revise a huge amount of information having been taught at school. Revising that information in English could integrate the previously acquired data into English classes of a higher level.

2. It breaks a kind of dependency on either national or translated materials. So, it gives possibility of doing homework using wider range of information than that being presented in non-English sources.

3. It gives an increasing amount of young people a much greater opportunity to join the international scientific community due to receiving necessary skills of writing articles in English.

However, there are several problematic issues with this approach:

1. Some students do not learn English at school. They choose French, German or any other foreign language.

2. This method requires English language tutors to have specific skills and knowledge.

3. Low level students of English might encounter serious problems in case of expanding lecturing potential.

Conclusions: I believe in future this method will be widely used in our university. Both students and tutors need to increase their level of foreign language speaking skills to be able to introduce this approach faster. This method having been introduced the student will enhance their level of English, thus acquiring the opportunity to faster become a part of the world scientific community. The major task is to develop some method for non-English language students to practice and be able to listen to tutors lecturing in English and receiving information from authentic sources of information.