предполагает поэтапную работу 3-4 творческих групп над задачами разных видов сложности (репродуктивной, творчески-репродуктивной, творчески-рефлексивной). По результатам выполнения проекта учитель не только ставит оценку учащимся, но и фиксировать моменты личностного роста, давать советы на дальнейшую работу. Неформальное общение с одноклассниками и учителем раскрывает творческий потенциал ученика, позволяет ему успешно справиться с выполнением проекта. Вместе с тем коллективная работа над проектом дает возможность школьнику почувствовать свою значимость в коллективе и одновременно научиться ценить вклад одноклассников в общее дело. Таким образом, проект имеет не только образовательное, но и специальное значение.

В 10-11 классах практикуется синтез различных видов проектов, при этом учитывается, что юноши и девушки 16-17 лет имеют мотивацию к применению полученных знаний для успешной сдачи ЕГЭ или для дальнейшего обучения в ВУЗе по выбранной специальности. По результатам выполнения работы старшеклассники проводят самооценку своей деятельности. Школьники осознают собственные достижения и выявляют нерешенные вопросы. Обсуждают трудности, возникшие во время выполнения проекта.

Таким образом, следует отметить, что проектная деятельность по биологии способствует лучшему усвоению материала учащимися. Отмечается стойкое повышение интереса к предмету при использовании разных методов обучения. Проектная деятельность способствует развитию навыков самостоятельной работы учащихся, формирует творческий подход к решению проблем, отрабатываются навыки работы с разными источниками дополнительной информации.

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Foreign language as a means of developing the socio-cultural position of students in non-linguistic universities

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In the modern world any changes in different spheres of human's life activities go fast and radically – and the sphere of education is not exclusion. In 2010 in Russia the federal state educational standards of higher professional education in the directions of training were designed and implemented – GEF of higher professional education of the third generation – and today the GEF of third generation+ are being developed. Each direction of training of bachelors contains both professional (subject) competences which describe qualifications (degrees) and general (universal/general cultural) competences the purpose of which is to give to the professional profile the opportunity to changes and adaptation.

GEF of higher professional education reflects the realization of recommendations of Euro committee by the Ministry of education in 8 key universal competences which every person in the modern conditions has to possess: competences in the native language, competences in the foreign language, mathematical and fundamental naturally scientific and

technical competences, computer competence, learning competence, interpersonal, intercultural and social competences as well as the civic competence, entrepreneurial competence, cultural competence.

It is evident that communicative competence is becoming key competence for different directions of training because of high demand in future specialists of professional communication in working place not only in the native language but also in English as a foreign language. Communicative competence includes linguistic competence, socio-linguistic competence, discourse (speech) competence, socio-cultural, social, strategic competences where socio-cultural competence – is the ability to use lexical and grammatical structures relevantly in accordance with the national and cultural peculiarities of speech behavior of the native speakers.

Despite the fact that the development of socio-cultural competence is required, traditionally in many foreign language curricula in universities knowledge approach is dominating. Meanwhile the communicants' helplessness in the conditions of real intercultural communication is evident. Along with that interaction of the two cultures in the process of foreign language learning is not only knowledge transfer but also teaching-educational process which can modify the system of cultural and social values of the person and bring up the culture of the new quality. In accordance with this the purpose of teaching a foreign language has been formulated – shaping multicultural multilingual person who possesses foreign language communicative competence (this is a certain level of possession of “technique” of communication, adoption of norms and behavior stereotypes and the main requirement in a foreign language teaching is building up the “bridges” of mutual understanding between the representatives of different linguistic cultures.

In this respect it is essential to note that N.D. Galskova calls to shape with the means of a foreign language the students' preparedness to comprehend the other socio-cultural portrait, ethnic, racial and social tolerance, speech tact and socio-cultural politeness, tendency to look for non-violent ways of conflicts resolution.

Regarding this, in fact, we think it is about the necessity to shape not only the socio-cultural competence as part of communicative competence but also socio-cultural position of the student. In our dissertation we define the socio-cultural position as predetermined complex of views and beliefs which serve the basis of the person's behavior and actions in everyday and professional life. Our understanding of the importance of this notion is based on the fact that a foreign language, being a subject at university of the humanities cycle, turns out to be a powerful means of developing not only intellectual/cognitive aspects of the person but also non-cognitive – such as emotional characteristics of the person, his will and the like which reveal themselves in the language and are studied through the language as well as contribute to the development of the general culture of the person.

An inevitable question arises: what should be the content, the filling of foreign language teaching aimed at formation and development of the socio-cultural position of the student in a non-linguistic university? Taking into consideration the fact that in the structure of the socio-cultural competence 5 “subcompetences” are distinguished – country-study, behavioural, psychological, linguo-cultural, lingvo-sociocultural – we can assume that the content of the modules in the syllabus of foreign language preparation in a non-linguistic university should include the material which helps develop each of the components. Today only the country-study subcompetence is considered in the practical way and is used in the linguistic process in the non-linguistic university.

So, it is important that the content of the module Strategic Management contains the material about some large global corporations with the names of famous managers and their activities which led the company to success. In the module Retail Banking it is necessary to study the structure of the banking systems in the UK, the USA, some European countries and the native country as well as the large banks with the world-wide names. The module Financial Management should teach the students the ways and the forms of investments in the country of the language learnt as well as financial institutions which let multiply the company's capital and compare them with the like in the native country.

If we are studying this problem from the point of view of technology of future specialist's socio-cultural position development, let us first and foremost pay attention to the key skills which the student should use in different types of speech activity in a foreign language. In particular, the future specialist of any profile must know and use actively the techniques of a phone call conduct, presentations in different nationalities audiences, negotiations, meetings. He must be able to interrupt the speaker tactfully, ask again, add to what was said or oppose with the arguments to his point of view.

As for the written communication skills, the future specialist must be able to write a business letter or a complaint answer or a complaint or an inquiry or a notice as well as a CV or a cover letter. Herewith the student must learn to arrange the written communication and oral speech of any type in accordance with the lexical and grammatical and stylistic norms of the native speakers.

In the syllabus of the subject "Foreign language" in non-linguistic universities the requirements to the skills in reading and listening as the types of speech activity are also defined. In this article we are not going to study them in detail.

In the conclusion we would like to point out that shaping the socio-cultural position of the student is an extremely important aspect of future specialist preparation. However at this point this question remains open. Together with this foreign language teaching process represents that favourable environment which allows to prepare the person who is capable and wishes to take part in a cross-cultural communication. Such a specialist in particular will be distinguished with high culture of communication not only in the foreign language but also in the native language.

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