

## SPECIFIC APPROACH TO TEACHING A FOREIGN LANGUAGE TO STUDENTS OF UNIVERSITIES

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### ABSTRACT

In this article, the authors consider the problems of foreign language training within the framework of the traditional system of education in technical universities. The article also provides an analysis of the approach to teaching a foreign language, which represents the greatest practical difficulty in organizing the educational process. The novelty of the article is provided by an integrated approach to the problem under consideration, which implies the relationship of the main aspects of the pedagogical process described in the article, namely the content and means of education. Significant attention is also paid to the importance of the presence of authentic materials in the classroom, the main source of which today is the Internet and e-learning in the LMS Moodle system. The positive aspects and disadvantages that hinder the acquisition of a foreign language at the modern level are highlighted. Also, as a result of this work, the authors made proposals on the systematization of methods, teaching techniques, the need to learn the language using modern achievements in science and technology, which allows developing foreign language communicative competence, which plays a positive role in the modern education system.

**Keywords:** *foreign language; globalization; electronic course; intercultural communication; goals; professional activity; techniques and methods of teaching; teaching technologies; LMS Moodle system.*

### INTRODUCTION

In the modern world, there is more and more talk about globalization and the need for knowledge and proficiency in a foreign language. As a result, we can observe the changes that are undergoing domestic education system. Note that these changes are necessary, since modern specialists are forced to speak a foreign language at an advanced level in order to successfully carry out their professional activities, which is why technical universities are increasingly taking measures to implement algorithms that will make it possible to increase the level of foreign language proficiency within the framework of higher professional education. To achieve the goal, we consider it necessary to improve and structure teaching methods and, of course, the very approach to education.

At the moment, it is relevant to talk about the competency-based approach as one of the most popular in Russia, since it can be considered as a characteristic of compliance with the requirements of the future profession of a graduate of a technical university. The competence-based approach is aimed at the comprehensive development of knowledge by students and, first of all, their practical application, which contributes to strengthening the direction of education, taking into account the needs of the student; the student acts as a subject who independently obtains interesting and necessary information. That is why technical universities should create such conditions in which the student will see his own growth and achievements, will be able to conduct self-analysis, self-assessment of his activities.

That is why today teachers of non-linguistic universities have new opportunities to improve the forms and methods of teaching foreign languages. Knowledge of a foreign language by graduates of non-linguistic universities and the ability to apply it at the receptive and reproductive levels is a feature of the professional competence of a young specialist that meets the requirements of the time.

When teaching students of non-linguistic universities a foreign language, the teacher faces the main problems that regulate this process, for example, setting tasks for choosing a teaching method and, accordingly, selecting material.

Mastering students not only the skills and abilities of the language structure, but also providing information about the cultural and the historical experience of the country of the language being studied is a significant goal in teaching a foreign language.

The goals of training are multifaceted: first of all, they are determined by the needs of modern society, based on the achievements and opportunities of the country's social activities, at the same time, they independently determine the entire system of teaching, including the skills and competencies necessary to improve the educational process of students of non-linguistic universities.

The relationship, transmission and perception of mental activity through the language, which is a link between various processes and forms of the modern world, has changed the approach to teaching a foreign language.

Passov E.I., Vinogradov V.S. and other researchers have proposed the following stages: the study of the theory of language, the formation of foreign language speech, the ability to apply a foreign language in practice, the improvement of dialogic speech [Vinogradov, 2004].

At present, there is an established specificity of teaching foreign languages in non-linguistic universities, however, it must meet all modern requirements of the social order of society.

Providing adapted program material to students of technical specialties faces a number of difficulties due to the transformation in social, educational functions, and ideological attitudes. Since very often English-language training is carried out within the framework of the traditional education system, it turns out to be insufficient to solve the problem of interest in learning the language at a conscious level, understanding the need to use it both in a professional environment and in everyday communication. The difficulties are explained by the traditional methodology and practice of organizational forms of teaching a foreign language. A way to include modern educational pedagogical technologies in the content of curricula, namely information and communication methods, which are one of the ways out in overcoming the existing difficulties [Zhavner, Vonog, Adolf, 2016, p. 246].

Mastering the theory of a foreign language, the rules for using lexical units of speech, as well as the actual process of using a foreign language, i.e. communication in a foreign language with a native speaker of another culture is nothing but intercultural (cross-cultural) communication. The main characteristics of intercultural communication depend on the level of foreign language proficiency, on the degree of development of foreign language communicative competence. Imperfect knowledge of grammatical structures does not fundamentally interfere with intercultural communication with a native speaker, since he can easily understand the main thing in the statement of a foreigner who is not competent in constructing a sentence, as evidenced by examples of intercultural communication. The validity of this thesis is confirmed by numerous examples from the practice of real intercultural communication [Baryshnikov, 2012].

The communicative competence of students in professional intercultural relations will be formed only under the condition of high-quality assimilation of the program material of the subject

"Foreign language", established by the federal state standards of higher education. This makes it possible to use various areas of training, both in the formation of competence and in the motivation of interest in learning a foreign language, not only focusing on mastering vocabulary in the specialty, but learning the language more

diversified, which will form intercultural communication at a higher level, answering - defining the main goals, determining the direction of the subject "foreign language" [Zhavner, 2016, p. 40].

Modern methods and techniques of teaching foreign languages, including the use of multimedia tools in the teaching process - audio and video equipment, teaching computer programs, the use of interactive training courses meets the goals in fulfilling the tasks of teaching a foreign language, contributes to the choice of the most modern methods and techniques, using media tools that provide an opportunity to get an idea about the country, its traditions, etc., to communicate with native speakers of the language being studied [Antyshev, 2012].

The most effective use of methods, techniques and ways of organizing communicative communication is possible if they are systematized. In the allotted number of hours of classroom and independent work, the student must learn to professionally and autonomously manage learning processes based on didactic material, using modern technical teaching aids.

When shaping communication in the professional field, knowledge of the vocabulary and grammatical forms of the language is important [Baryshnikov, 2012].

Offering students authentic texts of a professional orientation for studying the vocabulary and grammatical forms of a foreign language, the curriculum gives them the opportunity to continue their studies in a magistracy or graduate school, to communicate with foreign colleagues in the professional field. At the same time, it is necessary to form students' communication skills.

Astakhova E.A. believes that, while developing communication skills, it is necessary to remember the importance of the types of speech interaction, to implement the communicative intentions of the interlocutors in a variant way, not to forget about the tactics and strategy of speech behavior. When teaching intercultural communication, highlighting communicative situations, it is necessary to compare with the types of pragmatic function of speech means, to determine which the corresponding speech intentions and speech acts are used.

She distinguishes the following types of communicative situations: the ability to conduct a conversation and stop it according to ethical standards (in dialogue - maintaining and disconnecting contact) with one, several or a group of interlocutors, to activate information activity in a business or general cultural setting, the manifestation of feelings according to information, management of behavioral norms of partners, motivation for effective interaction.

In non-linguistic universities, programs for learning a foreign language should include systematized educational materials on linguistic and cultural topics, the culture of communication, which help to diversify the communication skills of comprehensively developed specialists.

Unfortunately, there is no continuity between the school and the university, besides, a sufficient number of applicants with poor language training enter non-linguistic universities, the teacher deals with groups of students with different levels of training, which leads to unequal learning of the material.

Also, programs for learning a foreign language in non-linguistic universities should contain additional systematized educational materials on linguistic and cultural topics, the culture of communication in order to expand the communication capabilities of future specialists.

Based on the foregoing, it is important to note that there is a need to develop such curricula for students of non-linguistic specialties that would allow them to learn the professional ability to build colloquial speech based on the interaction of various approaches and teaching methods based on high-quality authentic educational materials.

In a non-linguistic university, a foreign language is not put “at the forefront”, the largest number of hours is traditionally given to engineering specialty subjects. With such a ratio of the number of hours in a foreign language and major subjects, the communicative goal will not be achieved in full. In this connection, the main goal cannot be achieved. In order to broaden the horizons of students, improve their general cultural level, which in turn will increase the importance of independent work of students and causes the creation of such a package of tasks, the implementation of which requires the use of a personal computer, that is, we focus not on classroom work, and extracurricular - independent - work at home. In turn, classroom work will serve as a preparatory stage for independent completion of tasks that can be included directly in an electronic course in a foreign language.

Which makes us reconsider and rethink the existing structure and technologies used in the educational process. We believe that one of the promising areas is e-education, which will maximally meet and meet the needs and goals of modern education. One of the advantages of e-learning is working with an impressive amount of information, the ability to analyze it in a limited amount of time. We also consider it an indisputable fact that, thanks to e-learning, people interested in obtaining knowledge are already interacting virtually with each other, thereby stimulating the development of distance, mobile education.

As a solution to the above tasks, I would like to propose one of the existing modern teaching methods as the development of electronic courses in the LMS Moodle system, which actively and is effectively used at the Siberian Federal University. This method has already been tested and implemented in the university education system.

Speaking about the effectiveness of the application of this course, first of all, it should be noted that LMS Moodle is a free learning management system, focused primarily on organizing continuous interaction between the teacher and students. Using this electronic course, the teacher can create courses on his own, filling them with content in the form of texts, auxiliary files, presentations, questionnaires, tests, video files, etc. To use Moodle, it is enough to have a web browser, which makes the use of this learning environment convenient for both the teacher and the students. Thus, the teacher can track not only the performance of tasks by students, but also give grades and give comments. Thus, Moodle is also the center for creating educational material and provides interactive interaction between participants in the educational process.

The modern learning management system Moodle also has a large set of communication tools: e-mail and the exchange of attached files between the teacher and students, forum, chat, private messaging, blogging both in Russian and in a foreign language, web-conferences with participants in the educational process. Since the discipline "Foreign Language" is practical, the developed electronic course presented below plays the role of support for the implemented discipline, in order to provide students with additional educational and methodological materials for independent work, to work out practical exercises and improve their knowledge, skills and abilities. Work with the course for students begins with a detailed, step-by-step description of the electronic course. There is also a large section devoted to the methodological support of the course, which includes a complete set of documents on the discipline being implemented: the work program of the discipline, the plan of the training profile, methodological recommendations for studying the discipline, the scheme for implementing EE and DOT, the technological map of the discipline and the fund of assessment tools by discipline. On the main page you can also find educational and methodological materials on the discipline "Foreign Language", additional literature, which contains all the necessary teaching aids, materials and dictionaries required for students to master this course and perform both practical tasks and independent work.

## CONCLUSION

In the sections, the student can find a complete description of tasks, methodological recommendations and explanations for performing a particular type of task. When developing an electronic course, such LMS Moodle elements as: task, page, file were used.

Thus, we can conclude that the qualitative assimilation of the English language in non-linguistic universities should be conditioned by the general tasks of the content, methods, means, as well as educational activities in the field of language practice and harmonious joint work in the educational team. It is necessary to develop students' interest in independent work, the ability to self-control, the ability to evaluate their own activities in the learning process and at the end of studying the program material, using different types of control by the teacher, to provide students and teachers with materials from various information sources: Internet resources, information from Russian and international sources - the latest methodological developments, encyclopedias, dictionaries on various topics, from sites with professional content on the language, to develop socio-cultural knowledge. All these methods will help to fulfill the goals and objectives presented by the social order of the society to specialists in technical specialties, including on the platform of the electronic course.

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