

FEATURES OF TEACHING A FOREIGN LANGUAGE AT A TECHNICAL UNIVERSITY. METHODS AND APPROACHES

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Abstract. One of the important conditions for the subsequent successful employment of a future technical specialist is mastering the communication skills of a foreign language. Today, various methods and approaches have been developed and implemented for studying a foreign language at a technical university. The article discusses the most widely used of them.

ОСОБЕННОСТИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ. МЕТОДЫ И ПОДХОДЫ

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Аннотация. Одним из важных условий последующего успешного трудоустройства будущего специалиста технической специальности является овладение коммуникативными навыками иностранного языка. Сегодня разработаны и внедряются различные методы и подходы для изучения иностранного языка в техническом ВУЗе. В статье рассматриваются наиболее широко применяемые из них.

Today, a modern specialist, in addition to deep knowledge of professional and general scientific knowledge, must have both a fairly high level of culture in general and a culture of communication with specialists from other countries. The problem of increasing the level of foreign language proficiency among graduates of higher technical schools is becoming especially urgent. Due to the fact that state borders cease to be an obstacle to active communication between professionals, and the exchange of information and operational experience becomes a necessary condition for productive and effective work, knowledge of at least one foreign language is no longer a sign of elitism of a specialist, but becomes the norm and a necessary condition for obtaining a prestigious and well-paid job. This fact poses a challenge for foreign language teachers at higher technical schools to make their graduates competitive and ready for future work, and therefore to modernize and intensify methods and approaches to teaching a foreign language.

There are various methods and approaches in teaching a foreign language to students of technical universities.

One of the most widely used teaching methods is the cognitive-communicative method. A specific feature of this teaching method is that the learning process is closer to real communication. When implementing the communicative approach, the student is no longer an object of learning, but turns out to be a direct participant in the educational process, the same full-fledged subject as the teacher. At the same time, communicative teaching of a foreign language requires maximum consideration of the student's personality characteristics: individual, psychological, age, as well as his interests [1]. As a result of implementing the communicative approach, students should:

- 1) be able to use language for different purposes and functions;
- 2) understand how language changes depending on different communicative situations and the participants in this situation themselves (the difference between formal and informal speech);
- 3) be able to read and understand texts of different types and nature (stories, interviews, dialogues or reports);
- 4) be able to maintain a conversation with a limited lexical and grammatical base.

Teaching grammar from the standpoint of the communicative approach implies that the leading component is not the form, but the function of the grammatical phenomenon, which determines the content of educational grammatical material, while in the case of traditional teaching, the emphasis on form, rather than on use, creates unsystematic ideas about the structure of the language [2].

It is difficult to imagine the future of a modern specialist without the developed skills of mature, professionally oriented reading. Academic, scientific and technical texts differ from popular science and journalistic texts both in language and structure. They lack plot and emotional coloring, but there are a large number of terms. When reading such texts, it is difficult for a student to use contextual guessing techniques, since the text is built around facts, theories, principles, processes or other fairly abstract concepts, which even in their native language require significant mental work on the part of the student. Reading an authentic professionally oriented text presupposes that the student has the ability to extract the necessary professional information from the proposed material for the purpose of further using it in their activities. When selecting texts to read for students and when developing exercises for texts, teachers also rely on the principles of the cognitive-communicative method in teaching a foreign language. This methodology considers the main principle of meaningful mastery of skills and abilities of various types of language activities. Practical training takes place taking into account the characteristics of students' cognitive activity, directly related to the acquisition, organization and use of knowledge in the process of teaching a foreign language.

The formation of a cognitive strategy in students occurs at the pre-text stage, at the stage of working with the text directly and during post-text work. At the first stage of work, an informative basis is being formed with the involvement of students' background knowledge on this topic by asking questions. Working on the text itself involves contextualizing communicative fragments of the text at the sentence level

(selective translation of communicative fragments with new special vocabulary, choosing a correct or incorrect statement, text exercises based on multiple choice such as complete, fill in, suggest synonyms (antonyms), as well as conversations, etc.). The final post-text stage of work involves the transformation of texts in various ways in order to introduce new textual information into the student's informative basis (dialogues, retellings, annotations, reviews, etc.). The creation of new texts by students based on the author's texts enriches the students' conceptual system. Only in this case does reading turn from a goal of learning into a way of learning.

If communicative teaching methods allow one to master a foreign language at a level sufficient for adaptation in the country of the language being studied, in the society of foreigners, then the cognitive approach gives students a tool for learning, turning a foreign language into the same way of understanding the world as their native language.

In addition to the cognitive-communicative method, other approaches are widely used in the theory and practice of teaching foreign languages, offering their own principles for developing methods for teaching the discipline.

In recent years, in the field of teaching foreign languages, an individually oriented approach to learning has taken root, which involves taking into account the individual characteristics of each student. One of the basic principles of this approach is that the student, not the teacher, should be at the center of learning, the idea of learning rather than teaching. The principles of an individually oriented approach to learning encourage teachers to look for ways to implement it.

The goals of individual-oriented learning are [3]:

- 1) guaranteed achievement of educational standards;
- 2) activation of self-educational cognitive activity;
- 3) the opportunity to improve the level of education;
- 4) development of learning skills, skills of educational and cognitive activity;
- 5) formation of knowledge transfer abilities, their practical orientation;
- 6) mastery of key competencies by students, in particular health-preserving ones.

In the context of an individual-oriented approach for a technical university, the so-called project methodology, which was developed within the framework of the humanistic direction in teaching foreign languages, is of interest. The project methodology provides personality-oriented education and training, since it practically incorporates other modern technologies, for example, such as collaborative learning [4]. Individual-oriented education and training reflects the focus on the humanization of education, which in teaching foreign languages is expressed in the orientation of the learning process towards the development of the learner's personality through the means of this educational process. The pattern of communication changes – the student begins to act as an active creative subject of educational activity. The main principle of the project methodology is to shift the emphasis from various types of exercises to the active speaking activities of students, which requires proficiency in language skills. The use of this methodology makes it possible to turn practical classes in a foreign language into a discussion and research club in which interesting problems of practical importance are solved.

Topics for such discussion classes are selected according to the topics proposed in the texts for students studying reading in junior courses [5].

Also, an individual-oriented approach is used in the study of foreign languages in the context of global computerization of the educational process, where it is impossible not to take into account Internet education methods that allow you to obtain any information, search for articles, abstracts and various journals in the language. The specificity of this method is that all discussions will be conducted in the language and, thus, we can talk about the creation of a language environment and conditions for the formation of needs for the use of a foreign language as a method of real communication in conditions of intercultural interaction.

One of the current methods of teaching foreign languages at a technical university is the method of independent learning – the educational process is focused on the active independent work of students, which is used in conjunction with other teaching methods.

One type of independent activity is personal language learning strategies:

- 1) reading strategies: reading books, newspapers, magazines, business letters;
- 2) listening strategy: perception of radio and television programs, feature films, lectures, audio recordings in a foreign language;
- 3) speaking strategies: communication with native speakers, translation activities;
- 4) writing strategies: writing business and personal letters, faxes, emails.

Let us highlight the common features of these strategies:

- 1) in relation to natural communication, these are real types of speech activity in which students can practically apply the acquired knowledge;
- 2) by the nature of the activity, these are cognitive types of activity, in which students show a desire to apply knowledge and methods of activity in a new situation;
- 3) by the nature of management, it is an independent activity, assuming free choice on the part of the students, only sometimes flexibly directed by the teacher;
- 4) in terms of place and time, these are extracurricular activities;
- 5) according to their place in the educational process, these are autonomous types of activities.

The learner himself determines the usefulness of the perceived information or its uselessness. At the same time, active extracurricular activities cannot but affect the general level of language proficiency, which is also reflected in the process of compulsory education [6].

Thus, personal strategies for language learning in extracurricular activities can be defined as real independent foreign language activities of students with the aim of improving the level of language proficiency and satisfying cognitive interests. The wide range of strategies used indicates a high level of internal motivation of students and readiness to use the language in practical activities.

Consequently, the formation in students of a constant need for independent implementation of personal strategies for learning a foreign language is ensured by new forms of internal motivation for cognitive extracurricular activities; methodological recommendations for organizing and systematizing forms of extracurricular activities; initiating and directing the activities of the teacher.

As the geopolitical situation changes, our society is becoming more interactive. Foreign language proficiency requirements for technical specialists are becoming increasingly stringent. Modern information technologies make overcoming language barriers a norm of life. The younger generation must prepare themselves to be ready to apply the acquired linguistic knowledge, skills and abilities in their future profession.

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