Modern Methods and Techniques of Teaching a Foreign Language to Students of Non-Linguistic Universities

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Abstract: This article is devoted to the problem of studying modern methods and techniques of teaching a foreign (English) language to students of a non-linguistic university. Particular attention is paid to the specifics of the application of methods in the educational process. The effectiveness of foreign language teaching methods is considered, since it contributes to the formation and development of various abilities, skills, general educational and professional competencies that are significant for a modern specialist.

Keywords: modern methods and techniques, knowledge, teaching, ICT and MMS, innovation, non-linguistic university.

INTRODUCTION

Currently, the specificity of learning English by students of technical fields is because most of them have a low level of knowledge of a foreign language [1]. In this regard, the teacher, on the one hand, needs to ensure communicative competence as the leading language-learning goal, and on the other hand, to conduct classes on the language material available to this audience.

In the era of globalization and scientific and technological progress, the need for knowledge of a foreign language by future specialists, including students of non-linguistic specialties, is increasing. One of the ways to increase the effectiveness of teaching a foreign language is the introduction of student-centered learning methods into the educational process, for example, the use during the lesson and in preparing for it your own educational and methodological materials, forms and methods of teaching that are close to the student's natural abilities, his learning style - a way collection, processing, interpretation, organization and analysis of information [2].

Therefore, it is necessary to rely on the existing personal experience of students, taking into account the specifics of the chosen direction, to carry out important types of language activities in foreign language lessons (speaking, reading and writing), gradually expanding knowledge of vocabulary on professional topics [3].

METHOD

Success in teaching English largely depends on the experience of the teacher, his skills, practical skills and the depth of knowledge of modern English. In addition, socio-cultural and economic factors influence efficiency.

In the process of teaching, an important role is given to the use of technical innovations. The processes of globalization require the teacher to improve himself, update his own knowledge,

and use innovative methods and tools. In order to meet, maintain and improve the socio-economic status of the country, teachers of English must keep up with the times, be creative and resourceful, know their subject in depth, and master innovative teaching methods at a high level.

Given the above, teachers need to perform four main functions:

1. Have access to online resources and fully provide it to students in order to increase the effectiveness of learning.

2. Freely operate the most relevant selection of information resources that meet the requirements of the direction chosen by a group of students for study. To contribute in this way to the improvement of language learning skills using a computer.

3. To teach skills, without which it is impossible to work productively in the era of computerization, including reading and writing textual, schematic, and graphic or other info structures on a personal computer (PC). Facilitate communication and publication in the format of online resources.

4. Fully, develop computer literacy so that the training course is a whole, and not just a set of separate components.

Learning a foreign language through information and communication technologies (ICT) and multimedia tools (MMS) opens up much more prospects. The point is that ICTs are the backbone of society today. Therefore, good knowledge and excellent skills in the field of ICT are very effective tools that improve the quality of teaching and its effectiveness, respectively. This technique allows not only to develop communication at a higher level, but also to significantly improve language literacy. Thus, the use of ICT gives learners the opportunity to become competent users of English with a broad profile.

According to research results, the use of ICT and MMS in learning English significantly helps: improve writing and reading skills; develop speaking and listening skills; to ensure productive interaction both with the teacher and between students within the group; to reveal creative potential; increase the effectiveness of self-study and feedback.

Information and communication technologies, being a fruitful interactive environment for the group, open up a number of additional opportunities: access to the study of an expanded range of sources, the assimilation of more diverse information; mastering the variability of the formation and presentation of the information received; increasing the coverage of the trained audience; expanding the range of tasks; providing the opportunity to choose the goals and methods of training; highlighting the main characteristics and features of the information offered for study; a significant improvement in the perception of the language, its understanding and literacy in general.

The introduction and active use of ICT tools greatly facilitate the acquisition of the English language, thereby improving the quality of education. The use of technological innovations in the modern world is already an integral part of life. Computers and various software mainly developed by speaking countries. Accordingly, everything based in English. The World Wide Web has demonstrated the convergence of technologies: television, telephone, music, and innovative consumer technologies such as multimedia personal computers and Net TV.

Computers and information technology have greatly simplified and diversified the ways of learning a language, while making the process itself much more interesting and entertaining. In addition, widespread computerization and the rapid development of technology have greatly facilitated the work of the teacher. Outdated methods are simply not suitable for the modern generation, and the use of ICT methods provides a unique opportunity for both

teachers and students to go beyond standard methods, and contributes to effective self-learning [4].

Multimedia technologies - a set of different types of information presentation in the digital environment. In other words, text, graphic, audio and video information collected in a single multi-sensor interactive file, which intended for presentation to the audience. This method designed to focus on auditory perception, visually attractive display of text blocks, possibly with additional animation, as well as on video and semantic load. Various devices used for this: PCs, mp3 players, mobile phones, tablets. The individual components of multimedia can be easily converted into digital form, modify entire blocks, correct individual elements, and then include them in the final presentation.

ANALYSIS AND DISCUSSION

Specialists have developed forms and methods of teaching a foreign language to students with specific stylistic characteristics. Visual students need to see (on a monitor screen, blackboard, in a textbook, in the form of handouts) what they are learning in the form of text, images (drawings, diagrams, diagrams, etc.). Accordingly, they have difficulty with instructions and explanations given only orally. Therefore, visual students should be advised to write down the information that needs to be remembered, as some of them cannot remember the material at all until it is written down.

When working to develop listening skills with such students, visual cues such as subtitles should be provided. Since visual students may have problems with the pronunciation of sounds of a foreign language, intonation, it is necessary to provide a separate work on the development of pronunciation.

Such students can be advised to write out key words, draw diagrams that will put the necessary information in order, make and use flash cards for learning vocabulary, associative cards, keep notes neatly, use symbols, highlight in a certain way what they need to learn. Experts advise visual students to sit at the first desks, so that it would be easier for them to concentrate on what the teacher says, to see his facial expressions and gestures [5].Such students should be allowed to use PCs and smartphones so that they can structure information (create a diagram, table, etc.), and be given the task of preparing presentations in Microsoft PowerPoint.

In the learning process, you can use an interactive whiteboard, if necessary, develop graphs, diagrams, diagrams that demonstrate the lexical and grammatical material provided for by the program of the academic discipline; when explaining new material, use words that evoke visual associations, as well as other visual cues (for example, hang additional materials on the walls of the audience).Significantly can help the use of videos, instructions in writing. Visual students like to search for information on the Internet, solve puzzles, solve crossword puzzles, work with books, illustrations, do written exercises, in particular, write essays, and briefly answer questions. Before embarking on an independent exercise, they are interested in how other students perform it. Such students given time to comprehend the information received in a calm environment; they like to work independently, for example, reading a textbook.

At the same time, visual students do not like to repeat words after the teacher follow complex verbal instructions and listen to long audio recordings that are not accompanied by video. This type of student has no problems with spelling, it is easier for them to learn to read, write, they easily learn grammar, but they usually have problems with speaking.

Auditory students need to hear what needs to be learned. They have to read aloud to hear the information they need to remember. They need to explain verbally. The information given in

the textbook is not enough for such students. For example, auditory students need to comment aloud on assignments they have received in the form of a handout, because written information does not mean much to them until they hear it.

For the same reason, they must be seated at those desks where they will hear the teacher better. They are encouraged to work in a quiet, peaceful place. Auditory students should be allowed to record on the devices they have (for example, voice recorders) the teacher's explanations for later listening. When presenting new material, it is worth using words that will evoke sound associations and rhyme for this type of student in order to improve the level of memorization of the necessary information. During testing, questions can also be read aloud to auditory students. Students should be paired up so that they explain new information to each other in order to better assimilate it. This type of student takes an active part in discussions and debates, loves lectures, enjoys listening to audio recordings, in particular audio books, and repeats aloud after the teacher. It will be appropriate during the lesson to use software that reproduces the text, writing dictations, telling interesting stories. It is believed that listening to radio, music, watching videos and TV programs will benefit such students more than students with other learning styles.

Auditory students do not hesitate to speak in the classroom, they are happy to complete tasks orally, they cannot be silent for a long time, and they actively ask and answer the teacher's questions, often repeat and paraphrase what they hear. Such students learn a foreign language well, easily develop speaking skills, quickly memorize new vocabulary, and can even learn a language just by listening to others speak it. However, such students need to devote more time to reading, since they generally do not like to read and do written assignments [3].

Kinesthetic students learn by doing, meaning they need to do something in order to learn something, as they remember what they did, not what they saw or heard. Such students like to change their location, to feel objects by touching them, to draw what they are studying. The more active the kinesthetic student is during training, the more material he will learn.

Such students are often hyperactive, can jump from place to place, draw or draw something mechanically. If they start to get distracted, you can invite them to distribute or collect the work of other students in the group, write something on the board, or, if necessary, rearrange desks and chairs. In order for kinesthetic students not to be distracted, the teacher should change activities more often [5].

In modern educational institutions, the needs of such students not sufficiently taken into account, more attention paid to auditory and visual students [2]. For example, kinesthetic students need to take an active part in learning and take frequent breaks. They need to periodically regrouped, given tasks speeches that need to presented standing up, such as giving a speech to an audience using reference charts. In addition, they can be invited to try themselves as a teacher for a certain period. Kinesthetic students need to give tasks that require physical activity (movements) more often. They will be able to focus better if they sit at the first desks, write down, draw, use a computer when doing exercises, make flash cards on their own to consolidate vocabulary. Kinesthetic students love to participate in role-playing games, discussions, projects, in the case of which the learning process will be active and will give them the opportunity to improve their critical thinking skills. They enjoy working in groups, even outside the classroom, visiting museums and exhibitions.

During classes with kinesthetic students, it is easy to include components that suit students with different stylistic characteristics, and visual and auditory students will certainly be interested in interactive classes and activities in which they will take an active part. Nevertheless, kinesthetic learners quickly get tired in lectures, while doing large written

assignments, tests; they read for a long time, they do not like long tests, essays.

Yet it should be noted that learning styles are not stable, individuals can exhibit the qualities of several learning styles at the same time, while they prefer one of them. Learning styles may change during the course of study, may depend on the discipline that is being studied.

The teacher must clearly know his own stylistic characteristics in order to prevent the possibility of ignoring the needs of students with a different learning style [1]. If the teacher focuses only on those activities that suit some students, the rest of the results will be much worse. The use of multimedia tools can help to present information in many ways: in the form of text, video, audio, images, and animations. Therefore, the use of technical means in the learning process is a great way to take into account the characteristics of different styles of learning activities.

In addition, it is necessary to give students the opportunity to sometimes go out of their comfort zone, develop other skills and abilities. For example, visual students should be periodically given listening tasks without the use of visual supports. It should be remembered that it is impossible to learn everything, and especially the language, in the case of using forms and methods that are recommended for only one learning style of students, for example, visual.

CONCLUSION

In order to remove some of the barriers to effective English teaching, it is important in the process of mastering to represent it as the main one for interaction in all areas of life and around the world. If in the course of training the emphasis is on traditional translations and standard tasks, work only with the grammatical features of the target language and pronunciation, and then the degree of assimilation of information, as well as the depth of knowledge and skills, no longer meet modern requirements.

Different methods are suitable for different levels of students. However, several key points identified that are relevant for application in order to achieve the maximum preparation of students:

1. Encourage students to actively interact with each other in order to discuss the information presented and encourage this.

2. Prepare questions in advance that will keep the debate going, asking, changing, or correcting the direction of the discussion as needed.

3. Make it a rule to communicate with the group only in English.

By introducing innovations and the aforementioned concept, the teacher will be able to go beyond the traditional teaching method, thereby significantly increasing the effectiveness of his work, and the success of the group will serve as irrefutable proof of this.

However, in order to keep up with the times, satisfying the new, growing needs of society and the requirements for skills, work to update and improve teaching methods in foreign universities is ongoing. In addition, given the pace of globalization, learning English is becoming a key investment in education.

By applying advanced methods and tools in teaching, it is possible significantly increase the motivation of students and, accordingly, the effectiveness of achieving the depth of knowledge and skills that were previously possible only with a long stay of a student in an environment of native speakers.

It is also worth noting that the new paradigm puts the role of the student himself in achieving

the proper result on the same level of significance as the work of the teacher. The role of the teacher has changed - now his function is more of an intermediary. In the environment of the advanced generation with the use of innovative techniques, as well as computer, multimedia, information and communication technologies, this becomes quite logical and even inevitable.

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