
Enhancement of Foreign Language Teaching Methodology in Technical Higher Education Institutions Based on Competence Approach

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Abstract: Intellectual educational technologies of competence development are being introduced into practice in higher education institutions of the world. The peculiarities of the development of the information society determine the modernization of the education system in higher education. Modern society is interested in specialists who are ready to take independent responsibility for the decisions made, are able to set goals and choose a way to achieve them based on their own value priorities, thereby proving their own individuality. This article highlights new approaches in teaching foreign languages. Young professionals in any field of activity should have the ability to realistically assess their capabilities, their professional activity and its results. At the present stage of the development of higher education in non-linguistic universities, there is a certain uniformity of requirements for the training of specialists in a foreign language.

Keywords: competence development, practice, standards, non-linguistic universities, professional and personal needs of students, optimal ways, effective methods, pedagogical support, improving educational processes.

Development of pedagogical skills of teachers in leading countries of the world, such as Japan, France, Britain, Canada, USA, South Korea and Russia, the use of innovative technologies in the educational process, improvement of pedagogical processes on the basis of interdisciplinary integration, practical implementation of scientific research on the "formation of a learning environment in teacher-student education", development of teaching methodology, efforts are being made to increase the level of quality of pedagogical support, develop the scientific imagination, creative thinking of students, use modern educational technologies, satisfy the need for creative and competent students.

In higher educational institutions of the world, scientific research is carried out on the development of the methodology of learning English in the conditions of the digital economy and student competence, ensuring the well-being of society, improving the process of teaching Sciences on the basis of achievements of science, technology, improving the quality of education, the formation of creative, scientific thinking skills.

In recent years, the Republic has been creating a regulatory framework for improving educational processes, ensuring the integration of Science, Education, and developing innovative abilities of students. Priority tasks were set" improving the teaching methodology,

step-by-step implementation of the principles of modern lesson transition to the educational process, introduction of modern information and communication technologies and innovative projects in the field of education", as a result of which the students' interest in learning the English language will expand the competence of connecting science with information.

The current state of improving the methodology of English language teaching in higher education institutions based on the competence approach, the pedagogical and psychological possibilities have been clarified based on the simplification of the variety of experimental activities in the innovative educational environment.

The methodology of teaching English in higher education institutions is developed on the basis of teaching on the basis of competence approach, independent learning, understanding, memorization, application and the content of the theory, the activities of the teacher and the student: students' creative search, innovative ability, competencies for working with information are developed through the development of comparative analysis of traditional and competent classes, individual and group work, cluster, design, "Case-study" methods.

By ensuring the unification of the integration of educational subjects, analyzing the results of experimental tests using mathematical-statistical methods, developing the methodology of teaching lessons based on modern educational technologies.

Existing curricula and standards are not keeping up with the rapidly changing world. Unfortunately, they do not always take into account the specifics of universities, professional and personal needs of students do not pay special attention to the training of a student, a future specialist, processing a large amount of information. Teachers of non-linguistic universities often independently refine the proposed recommendations. They are forced to develop the most optimal ways, effective methods of teaching students a foreign language at all stages, taking into account the cognitive needs of students, the peculiarities of their cognitive sphere.

A foreign language is one of the most popular subjects in non-linguistic universities. Knowledge and proficiency in one or two foreign languages gives the student the opportunity not only to receive professionally significant information, but also to learn the peculiarities of the culture of the country of the studied language, expand their own horizons, get acquainted with the production sphere of the countries of the studied language, form the ability to make new, independent, non-standard decisions, undergo advanced training in the country of the studied language.

In world educational practice, the concept of competence acts as a central, a kind of "nodal" concept, because personality competence:

- firstly, it combines the intellectual and practical components of education;
- secondly, the concept of competence is based on the ideology of interpretation of the content of education formed "from the result" ("standard at the exit");
- Thirdly, the competence of an individual has an integrative nature, since it incorporates a number of homogeneous or closely related knowledge and experience related to broad spheres of culture and activity (informational, legal, etc.).

A person's competence has a certain structure, the components of which are related to a person's ability to solve various problems in everyday, professional or social life. The structure of personal competence includes: competence in the field of independent cognitive activity; in the field of civil and social activity; in the field of social and labor competence in the household sphere; in the field of cultural and leisure activities. Among the knowledge and practical experience formed in the process of achieving a certain level of competence by a person are the skills of Self-education, critical thinking, independent work, self-organization

and self-control, teamwork, the ability to predict the results and possible consequences of different solutions, establish causal relationships, find, formulate and solve problems.

Lifelong education is a lifestyle for many teachers. After all, the field of teaching is constantly developing and incorporates not only methodological innovations, but also technological developments.

I suggest we talk about current trends in the world of teaching and about the most popular teaching methods so far:

Flipped classroom-For students with high motivation and a level above Intermediate, Flipped classroom style training is suitable. The essence of the method: students receive a task to study the material (video lecture, for example) before the lesson and directly at the lesson itself, time is not spent discussing theory, but is devoted to active practice.

Thus, the teacher has the opportunity to cover more material, and students learn to work independently.

Dogme style-Teachers often use Dogme style, which is a variation of the communicative approach to language teaching. It allows you to move away from textbooks and lesson plans as much as possible and focus on communication between student and teacher.

In this approach, there is no class as such — there are topical topics and live communication that pushes students to use certain vocabulary and grammar.

As you understand, in this case, the lesson is unpredictable, and the teaching material usually "pops up" in the process. The role of the teacher here is to optimize the language learning process.

Task-based learning- Task-based learning helps students solve communicative tasks: make an order at a restaurant or pass a job interview. The training uses authentic materials and exercises that are performed in real life by students.

For example, a teacher presents a language unit to a student in context so that the student remembers its meaning through text, a hypothetical situation, or a dialogue.

Then the student is asked to perform practical exercises to consolidate the material. At the end, students are given a communicative task (for example, a role-playing game), the purpose of which is to teach students to generate free speech in a foreign language.

CLIL (Content and Language Integrated Learning)-The CLIL (Content and Language Integrated Learning) method is based on teaching school curriculum subjects in English, helps to solve several tasks at once: for example, to study the history of the country and, at the same time, to work out the past tense. In this approach, language is not a goal, but a means to obtain information.

Communicative and lexical approach-The focus of the communicative approach is the ability to express thoughts and communicate. The training is based on the formation of language competence — meaningful communication in various life situations. The essence of the lexical approach is that the student does not study individual words, but so-called chunks (phrases), which further help to form fluency of speech. These methods can be combined with other popular trends that will make lessons more interesting and effective for students.

Blended learning-Blended learning is a mixed form of learning that combines both face-to-face teaching (teacher-student/group of students) and online learning.

For example, taking course online and face-to-face meetings with a teacher who is a curator and answers all kinds of questions related to the course. This method helps to carry out training from anywhere in the world.

Game form-The game form of learning has been used for a long time, but with the development of technology has become more in demand. Both adults and children love to play. During the game, they get positive emotions that contribute to memorization. Gamification creates motivation, develops drive, promotes self-organization, challenges, helps to avoid boredom and routine - all this is especially important for students.

Mobile devices-With the help of a smartphone, learning becomes more accessible. There are many different applications and educational platforms that make learning easier and more fun. Very effective applications are Quizlet, ELSA (helps to put the correct pronunciation), Busuu (allows you to memorize words in the context of various dialogues, and also, for those who have a paid account, it is possible to complete the task and send it to a native speaker for verification). You can also study with friends – after all, support is important in any business.

Embodied learning-Another relevant method is embedded learning, in which learning is made more of a physical process, not just a mental one. For example, in order to learn action verbs, you can invite students to perform these actions. This is relevant not only for children, but also for adults, as it creates stronger associative connections and helps to memorize the material better.

Inquiry – based learning-Here, the training is focused on the student and his request. If it is important for students to learn English for traveling, offer to master the vocabulary on this topic, simulate the situations that most often occur on trips. In the learning process, a lot of time is devoted to practice, which allows you to memorize the material better.

Thanks to these trends, the teaching process is becoming more and more focused on the real needs of students and allows you to achieve results with pleasure and maximum comfort for all participants in the process.

Summarizing all of the above, it is important to note that, in parallel with training and education, the use of active teaching methods in the educational process ensures the formation and development of so-called universal skills in students. These usually include the ability to make decisions and the ability to solve problems, communication skills and qualities, the ability to clearly articulate messages and clearly set goals, the ability to listen and take into account the different points of view and opinions of other people, leadership skills and qualities, the ability to work in a team.

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