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Methods of Teaching a Foreign Language in Technical Universities

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ABSTRACT

This article provides examples from practice the author's work in teaching a foreign language in the classroom, justifies the effectiveness use of various methods in the process learning a foreign language at a technical university, the article is devoted to the effective use various methods and means in teaching foreign language

Keywords:

Rule, purpose of the lesson, methods, handouts, design, complexity, logic, purposefulness, flow chart.

The main feature of teaching a foreign language today is the speech orientation of the subject. A foreign language lesson should first of all serve the development of the student's speech skills. All other educational tasks of a foreign language lesson should be solved on the basis of this work. A number of others follow from this feature of a foreign language lesson:

1. A foreign language lesson is extremely complex, it has a speech focus, so it must combine different types of work. The complexity of the lesson is due to the very complex nature of speech. The development of speech always involves the acquisition of simpler skills by the students.

2. The second feature of a foreign language lesson is the speech activity of students. Speech itself is an active process. And this does not depend on what form of speech the teacher is dealing with at the moment.

3. A foreign language lesson, as a rule, is conducted in a foreign language, unlike lessons in other subjects.

4. A foreign language lesson is necessarily based on the native language of students. On the one hand, the student brings from his native language the knowledge that he managed to learn. On the other hand, it notes that two languages may differ from each other. Such a transfer allows the teacher in some cases to shorten the explanation. This leaves a margin of time for speech training.

5. In a foreign language lesson, the teacher does not transfer only knowledge to students, he directs their activity to constant training in the use of language material. The main place in the lesson of a foreign language is occupied by exercises.

The first rule that any teacher should always remember is that in the lesson one should try to create a creative atmosphere, to activate the cognitive interest of students. It is also important that the emotional state of the teacher himself be prosperous. If the main task of a foreign language lesson is to teach students to communicate and speak, then it is important to prepare them accordingly. If the students are

in suspense, that the teacher should try to defuse the situation, for example, to talk with students on abstract topics. The purpose of a lesson, for example, may be to acquire a particular social skill. Man needs language to communicate. And through learning to speak in a foreign language lesson helps to achieve this goal. Another goal of the lesson may be the formation of critical thinking in students. The main goal of the process of teaching a foreign language is the acquisition of professional skills. And it is not possible to achieve these goals if the educational material does not find an emotional response from students. The student will not socialize, will not want to solve the problem if what he is offered to think about is not interesting or understandable to him. For this reason, the effectiveness of teaching a foreign language depends on the extent to which the student shows interest in the activity that the teacher offers him. Therefore, it is important that the teacher speaks approximately 20% of the time in the lesson, and the students speak 80% of the time. The teacher can conduct a foreign language lesson in accordance with a certain scheme:

- A) Opening speech.
- B) Work with texts and exercises, other forms of work.
- C) Summarizing.

The introduction helps prepare students for the lesson. Primary and intermediate students may enjoy singing a simple song in their target language. This sets the right mood and allows you to repeat the rules of behavior in the lesson. The work in the lesson should be organized in such a way as to activate the cognitive abilities of students. It is important for the teacher to remember that each student has his own ability to master the educational material. Therefore, it is worth preparing different forms and types of tasks. At the same time, the explanation of the theory in a foreign language lesson should take a minimum of time. The teacher should immediately invite students to practice. You can not devote the entire lesson to grammar. The explanation of the new material is impossible without pronunciation and parallel writing of the key points of the rules. It is important to simultaneously use

multiple learning tools in order to convey the material to students with different cognitive abilities. And the pattern is such that the younger the student, the more teaching aids the teacher should use. In the lesson, in addition to audio and video materials and textbooks, a teacher can use a variety of handouts. It is convenient to work with it, since such material is prepared for a specific topic, it can be combined depending on the tasks of the teacher. While working with handouts, students learn to be active. In addition, such work helps students to better learn words and expressions in a foreign language, focus on the topic under discussion, listen to the teacher and see visual information at the same time. Thus, the student does not get tired of monotonous actions. In addition to the usual materials, the teacher can use posters and posters. The teacher prepares a poster on a certain topic in advance, and the students come up and voice the individual elements that the teacher showed. With such an organization, students can get rid of the physical tension that comes with sitting in one place for a long time. In addition, such work is efficient and requires a minimum of resources.

The game element introduced into the learning process also helps students to learn a foreign language effectively. There are competition games and collaboration games. Lastly, the players or team work towards the same goal. It is preferable for a teacher to use communicative games in foreign language lessons. The main focus should be on communication. It is important to remember that the game is not just entertainment, it can be used as an element of the educational program. The teacher can also use the interactive whiteboard. This can be any whiteboard in the classroom to which you can attach pictures that move around depending on the situation. Between the pictures, the teacher can draw arrows, make diagrams. An effective form of work in a foreign language lesson is the use of dialogue tasks. It is known that the study of a foreign language is characterized by a communicative orientation. Dialogic speech comes to replace monologues. When organizing a dialogue, the teacher should group students and give them a topic for conversation. By

talking to each other, students more easily overcome the language barrier that occurs during the utterance of a monologue. At the same time, memorizing and acting out dialogues is not an effective method of work. It is better for students to choose words and expressions themselves. The teacher can offer a list of words that will be useful when discussing a particular topic. Even with minimal knowledge of vocabulary, students are able to create a language situation and express it through dialogue. If the student is fluent in a foreign language, then you can discuss with him topics that are of interest to him, find out his opinion on the problem. In any case, when organizing a dialogue, the teacher must take into account the individual characteristics of students. Students should understand that the teacher does not approach the dialogue formally. Often it is advisable to use multimedia tools in a foreign language lesson. The teacher should be prepared for the fact that after using such tools, students are already reluctant to work with printed text. After all, pressing the buttons is much more convenient and easier. Therefore, it is desirable that only the teacher has multimedia tools, and he himself manages the process. The use of multimedia tools can be used to repeat educational material at home or to complete tasks in the lesson.

A lesson is a unit and at the same time a form of the educational process. The communicative content of a foreign language lesson determines its main features and dictates to the teacher the choice of certain forms of its organization. There are many specific features of a foreign language lesson, some of them are unique to them, others are lessons in any subject. However, all the features in the lessons of a foreign language manifest themselves differently. One of the main features of a foreign language lesson is the atmosphere of communication. Obviously, the main goal of learning a foreign language is to develop the ability to communicate with other people. And this can only be taught to students under appropriate conditions. Therefore, an atmosphere of communication should be created in foreign language lessons. This helps bring the classroom environment closer to real

life. The great value of a foreign language lesson lies in its educational potential. None of the subjects can compare in this with a foreign language lesson. The educational possibilities of such a lesson are determined both in the content of the materials used and teaching methods, and in the personality of the teacher himself. The goals of a foreign language lesson are also specific. The goal can be certain skills, skills of a certain level. These can be: the formation of lexical speaking skills, the formation of grammatical reading skills, the development of speaking skills, etc. In addition to goals, the teacher must also determine the didactic tasks of the lesson. It is important to note that the content of the objectives of a foreign language lesson varies depending on the age of the students. To achieve the goal, the teacher can set from one to three tasks. It is pointless to set a larger number of tasks, because they cannot be solved in such a short time. It is obvious that some of the tasks are related to the achievement of the goal of the lesson quite strongly, others indirectly. That is why the teacher should define the leading goal in the lesson. It is she who sets the vector of the entire lesson. Defines its logic. And the achievement of the goal should be given a maximum of time, at least 80 minutes.

A foreign language lesson is a link in the logical chain of lessons. Knowledge gained in lessons in other subjects is often valuable in itself. They can be used independently of other knowledge. But individual skills acquired in a foreign language lesson can be used in combination with other speaking skills. After all, speech activity is a system of skills. And in order to bring the educational material to the level of skill, it is required to conduct a number of classes. Therefore, the content of the lesson is determined not only by the goal, but also by the logic of all lessons in the subject. When planning a lesson, the teacher needs to rely on the thematic plan - a cycle of lessons on the topic. Such a plan helps the teacher to see the perspective of work on the topic, since all educational material with such planning is distributed in advance. To create continuity between lessons, it is important to consider the following factors: a) the complexity of the topic; b) speech material; c) placement of exercises in

the desired sequence; d) selection of effective tasks depending on the level of knowledge of students; e) the material needed for repetition; e) features of homework. Lesson logic is not a new concept in pedagogy. Teachers have always strived to make the lesson logical. However, the exact definition of the content of this concept does not allow to bring it to life. Experts note that the logic of the lesson is related to its structure, that is, it determines its internal content. The logic of the lesson concerns its four aspects: 1. Correlation of all components of the lesson with its purpose (purposefulness). 2. Subordination of all components of the lesson to each other (integrity). 3. Movement through the stages of assimilation of speech material. 4. The unity of the lesson material in terms of content.

Different sources give different explanations of the concept of "technological map of the lesson". The term came to education from the field of technical sciences and is now widely used by teachers. The technological map of the lesson is a new type of methodological product that provides effective and high-quality teaching of academic subjects and the possibility of achieving the planned results of mastering educational programs. The technological map of the lesson is a modern form of planning the pedagogical interaction between the teacher and students, designed to design the educational process. A technological map in a didactic context is a modern form of designing pedagogical interaction between a teacher and students, which provides a description of the process of activity from goal to result. The technological map of the lesson is a graphical version of the traditional outline plan, which is characterized by interactivity, structuredness, algorithmic work with information and manufacturability. The use of a technological map helps to holistically and systematically design the learning process, work out all the stages of the lesson as detailed as possible, specify, vary and coordinate the actions of all subjects of the educational process, organize independent activities, correlate the result with the goal of learning.

If we draw conclusions from what has been said, the development of independent activity is one of the most important ways of forming a

holistic, harmoniously developed personality. To organize such an activity in the learning process, and even more so to manage it, is possible only when the teacher is well armed with theory, knowledge of the structural elements of teaching independent activity, the laws of their functioning in the learning process, and the presence of an appropriate clear system of independent work. And this makes the teacher purposefully work on himself. The teacher must work tirelessly, as this is required by our rapidly developing society. A teacher does not become a teacher when he stops working even for one minute during his lesson.

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