

# ASPECTS OF TEACHING FOREIGN LANGUAGES AT A TECHNICAL UNIVERSITY

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## ABSTRACT

In this article we will try to consider some methodological principles and features of teaching a foreign language in a technical university, based on the criteria for the development of professional competence.

The emergence of the concept of competency-based approach - the "competence-based approach" in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment"

**Key Words:** pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.

## 1.Introduction

The beginning of the 21st century is characterized by the creation of a global information structure, the transformation of information into an economic category, the development of various information technologies, including in the field of education.

Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

The complex of educational disciplines "Liberal Arts" refers to "objects and skills that in classical antiquity were considered fundamental to the competence of a free person who takes an active part in social and creative life, what in ancient Greece included participation in political, social, philosophical discussions, defense in court, participation in construction, military service. " Grammar, rhetoric, geometry, arithmetic, logic, astronomy formed the basis of Liberal Arts.

In the modern world, in the era of globalization of the economy and communications, development of cooperation in all areas of social, political and cultural life, there can be no doubt that English - the language of international communication, the Internet, science and technology - is an integral part of multidisciplinary education.

## 2.Main part

One of the principles of the competency-based approach in teaching a foreign language at a technical university is "the formulation of learning objectives based on the end result, that is, the acquisition of knowledge, skills, attitudes, values and / or competencies for students to learn and then put into practice after completing an academic period. "

In this regard, in our opinion, the process of teaching a foreign language in a non-philological university, including engineering specialties, should be structured in accordance with and in accordance with relevant educational programs. In the framework of the bachelor's degree in engineering specialties, teaching a foreign language lasts 3 years. The technology "competence-based approach" involves the planning of educational material, focusing on three stages of training depending on the tasks: general training, the basics of phonetics, grammar, speaking practice; specialized training - skills in selecting, scanning, reading texts in a specialty, annotating, preparing messages in a specialty; socio-professional training - an advanced level of

language proficiency, which includes the ability to listen and understand lectures in a foreign language, participate in seminars and discussions on professional topics, conduct presentations in the specialty.

At the first stage of linguistic training, the main task is to develop general communication skills - i.e. general competence (speaking skills and reading comprehension).

The second stage - the stage of specialized training includes initiation into specialized communication: mastering professional vocabulary units and structures of technical discourse, pragmatic understanding of texts, annotation and discussion of what has been read.

The third stage - the stage of socio-professional training implies further improvement and development of the acquired skills, namely the development of the skills of oral and written discourse given by the proposed circumstances. This is the sociolinguistic competence in the field of language education; full possession of it will allow students to be involved in the process of academic mobility, and will also make it possible for future specialists to participate in international projects and scientific activities.

The most relevant technologies that meet the above objectives in the process of teaching a foreign language in a higher technical school are the following:

#### **Projects Method.**

This method, based on the "competence-based approach" in teaching spoken and professional language, implies motivation, interest and independence of students. Here the idea of developing, creative learning is embodied. The project method in teaching a foreign language is used at all stages of training, according to the "competence-based approach" methodology: the proposed topics of projects will be different depending on the preparedness of students. The introduction of this method not only provides conversational practice, but also reveals the individuality of students; they learn to propose solutions, to take responsibility. Students work in a team, together with the teacher, they not only look for extraordinary solutions, but also analyze each step of their learning, identify shortcomings and errors, look for the causes of difficulties and find ways to correct errors. The teacher, correctly guiding the discussion, suggesting the necessary vocabulary and refraining from correcting grammatical errors during the discussion (they will be taken in pencil and discussed at the end of the lesson), can bring students not only to a new level of language proficiency, but to introduce a new vision of the problem itself.

**"Case Study" Technology.** This method is a method of analyzing a specific educational and business situation in a foreign language, also based on the "competence-based approach" method. In the framework of this teaching methodology for students, instead of answering specific questions in the texts, it is necessary to fully comprehend the proposed situation. This technique ensures the development of independence and initiative, removes barriers in the use of a foreign language (the desire to speak prevails). The development and teaching by the method of analysis of a specific educational and business situation is mainly applied at the third stage of training using the technology "competence-based approach". This method is a difficult task for the teacher, requiring high professionalism in the practice of fluency in foreign speech, pedagogical skills and wide erudition.

**"Incomplete Bid" technology.** Students are asked to read the incomplete sentence and continue it quickly with any words, students continue the sentence depending on the grammatical meaning of the sentence.

**"The brain ring" technology** is very suitable for lessons -generalization of the studied material. The content of the types is completely different and includes sections such as dictionary, grammar, reading, listening and writing. Helps students to teach well.

**"Role-playing" technology.** "Role-playing" is a simultaneous speech, play and educational activity. From a student perspective, role-playing is a play activity that moves in different roles. The educational nature of the game is often not recognized by them. The goal of the game for the teacher is to shape and develop students' speaking and speaking skills. The role play is managed, its educational feature is clearly recognized by the teacher. Because role-playing is based on interpersonal relationships, it evokes a need for communication, arousing interest in participating in a foreign language, performs a motivational and motivating function. Role play in many ways determines the choice of language

tools, helps to develop speaking skills, and allows students to imitate communication in a variety of speech situations. In other words, it is an exercise to master skills in interpersonal communication. Students pay attention to grammatical rules in speech formation and speech formation, and listeners will be able to learn grammatical concepts by listening. In this regard, role-playing provides a learning function.

### 3. Conclusion

In our country, thanks to independence, foreign languages are taught and considered separately. The work of thousands of foreign language teachers, the creation of all conditions for the qualified work of personnel in our country and abroad, multimedia textbooks in English, German, French, services of electronic resources for learning English, in the educational process the organization of modern language rooms is a clear proof of this. Based on improving the teaching of the younger generation in foreign languages and the training of specialists who can speak these languages fluently, the goal is to create conditions for the development of international cooperation and communication, access to information resources from around the world with the achievements of world civilization. The famous German scientist Y.V. As von Goethe said, "He who does not know a foreign language does not know his own language." For this reason, working with foreign language specialists, but also all future professionals studying at the homes of non-language students, has created foreign languages, in which it is important to take advantage of the opportunity to communicate freely. There is an article among our people: "A person who knows the language knows". Indeed, it is possible to have the opportunity and advantages of working with someone who knows a foreign language. One of the main requirements that can be added to the staff today is a perfect knowledge of foreign languages.

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