MODERN METHODS OF TEACHING A FOREIGN LANGUAGE
AT A NON-LINGUISTIC UNIVERSITY

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СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ
В НЕЛИНГВИСТИЧЕСКОМ УНИВЕРСИТЕТЕ

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Abstract. The new requirements for student's education, which assume that they have relevant professional competencies, including foreign language communicative competence, actualize research attention to different approaches, technologies and conditions aimed at improving the quality of higher education. The article considers some innovative methods of teaching a foreign language at a non-linguistic university. On the basis of the conducted research, the author proves the need for innovative pedagogical technologies that would be effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities.

Аннотация. Новые требования к образованию студентов, предполагающие наличие у них актуальных профессиональных компетенций, в том числе иноязычной коммуникативной компетенции, актуализируют исследовательское внимание к разным подходам, технологиям и условиям, направленным на повышение качества высшего образования. В статье рассмотрены некоторые инновационные методы обучения иностранному языку в неязыковом университете. Автором на основе проведенных исследований доказана необходимость инновационных педагогических технологий, которые были бы эффективны и способствовали прогрессивному развитию педагогической науки и готовили бы студентов к будущей профессиональной деятельности.

Keywords: modern methods, teaching methods for students of non-linguistic universities, teaching features, active methods.

Ключевые слова: современные методы, методика обучения студентов неязыковых вузов, особенности обучения, активные методы.

Introduction

The transformation of society in the Republic of Uzbekistan according to an innovative scenario requires the training of highly qualified personnel capable of generating new knowledge and creating innovative world-class technologies [1–3]. The processes of implementation of the Bologna Declaration, the gradual entry of Uzbekistan into the world educational community led to the intensification of intercultural communication and significantly increased the importance of foreign languages for specialists in various fields.

This immediately influenced the status of the "Foreign Language" discipline in non-linguistic

educational organizations, since knowledge of a foreign language allows students to operate with information obtained from foreign-language sources, expands the professional range of a specialist of any profile. An understanding came that a modern student of a non-linguistic university (future engineer, economist, lawyer, and other specialists) needs to master a foreign language communicative competence that allows him to carry out professional activities in new conditions. Mastering a foreign language in a non-linguistic university is currently considered as an obligatory component of the professional training of a specialist of any profile, and possession of a foreign language communicative competence is one of the components of professional competence. The changing realities of the modern world require the same changes in educational systems [4–5]. In this regard, the topic of innovation is becoming important for the entire system of education and teaching a foreign language, in particular.

As many years of practice show, modern methods of teaching foreign languages offer us a wide range of concepts of the educational process, methods, and technologies — both traditional and innovative. Curriculum developers and teachers give preference to one method or another, depending on the learning objectives, the student population, the duration and intensity of the training course, and other conditions [6–7]. Moreover, each of the teaching methods has its own advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach, not the basics of science, but skills and abilities, and this requires sufficient speech practice.

Material and research methods

The studies of many authors have been devoted to the formation of students' linguistic competence in teaching a foreign language in non-linguistic universities, while such issues as the selection and content of educational material in teaching a foreign language were studied and highlighted (I. L. Bim [8], M. L. Vaysburd [9], N. D. Galskova [10], T. P. Ogluzdina [11], P. I. Obraztsov [12]); psychological and pedagogical conditions for mastering a foreign language and the development of speech-thinking activity (A. L. Berdichevsky [13], Zh. M. Blieva [14], P. Ya. Galperin, G. N. Aleksandrov, V. P. Bespalko [15]); the formation of foreign language professional competence and the development of methodological approaches, technologies for teaching a foreign language (V. F. Aitov [16], T. N. Gorbunova, A. N. Leontiev [17], E. G. Trunova, A. A. Verbitsky [18] and etc.). However, despite a fairly large number of studies, it should be noted that modern teaching a foreign language at a university, and in particular in a technical one, needs a comprehensive improvement of the methods and means of professionally oriented teaching aimed at organizing practice-oriented educational activities, taking into account constantly updated requirements, achievements of pedagogical and psychological sciences.

To solve the problems posed in accordance with the purpose of the study, and experimental verification of the hypothesis, a set of methods were used: theoretical methods — analysis of scientific and methodological, psychological and pedagogical literature, study of regulatory and program documentation on the research topic; empirical methods — questioning, testing, conversation, pedagogical experiment, self-assessment, expert assessment, observation.

Results and discussion

The purpose of teaching a foreign language is not only to acquaint students with the system of a foreign language but, first of all, to teach how to use the language as a means of communication.

Consequently, the entire structure of classes and the methods used, must correspond to the real situation of communication, and training must take place in the conditions of student interaction. The system of work of a teacher to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: technology of communicative learning, technology of understanding the communicative meaning of a text, game technologies, learning technologies in cooperation, project technologies, etc.

The concept of "technology" is borrowed from the sphere of production. According to the Philosophical Dictionary, edited by I. T. Frolov, "technology is a complex developing system of artifacts, and processes, resource sources, subsystems of social consequences of information, management, financing and interaction with other technologies" [19]. In the UNESCO documents, "teaching technology" is considered already as a systematic method of creating, applying and defining the entire process of teaching and assimilating knowledge, taking into account technical and human resources and their interaction.

In our opinion, pedagogical technologies of teaching a foreign language in a non-linguistic university should be understood as a set of forms, methods, teaching techniques and educational tools that are systematically used in the educational process.

Innovations in the field of education are aimed at shaping the personality, its ability to scientific, technical and innovative activities, at updating the content of the educational process. With regard to the pedagogical process, innovation means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of the teacher and the student. Innovation in education means the possibility of including advanced scientific developments in the educational process, and in such a way that they allow training specialists who are able to independently carry out further innovations in the course of their scientific and practical career.

The formation of innovative technologies for teaching foreign languages is caused by the need to overcome the crisis in education, which would contribute to the training of specialists of a new formation. The introduction of new technologies is also extremely important due to the fact that the new 21st century imposes different requirements on university graduates than the technocratic society of the 20th century. The teaching technology of the last century, based on the logic of science, on the principle "from knowledge to skills" should turn into a technology based on the laws of students' cognitive activity, that should be aimed at achieving the heights of professional, creative, spiritual and moral activity by graduates.

In the new educational paradigm, the student is an active subject of cognitive activity, who, with the help of new forms of organizing the educational process, is involved in a dialogue with the teacher. A student today is an active, creative person who must not only possess a certain amount of knowledge, but also be able to learn, search and find the necessary information, use various sources for this, including media sources, and develop continuously [20]. The most important trends in the development of modern society associated with the processes of globalization and informatization are directly reflected in the educational process in general and in the field of foreign language education in particular. At the moment, there remains a need for further development of the issue of introducing modern Internet technologies into the educational process, especially in the field of higher professional education. There is a need to develop specially organized work with information. Today there are a large number of Internet resources. They contain material that can be used for educational purposes. One of the modern technologies that allows to organize in a special way the cognitive activity of students in the context of a continuously growing amount of information and the emergence of available educational Internet resources is the technology of web

quests.

The term WebQuest was first coined in the summer of 1995 by Bernie Dodge, professor of educational technology at the University of San Diego (USA). The author has developed innovative Internet applications for integration into the educational process when teaching various subjects at different levels of education [21].

There are a number of other definitions of a web quest, for example:

1) A web quest is a challenging task based on Internet searches aimed at developing collaboration and research skills. WebQuests consist of a series of related activities that require students to use higher-order critical thinking skills when working with web resources. Actions in a web quest can be performed both individually and by a team during different periods of time [22].

2) A web quest is a continuous, targeted search that may be related to adventure or a game; also serves to designate one of the varieties of computer games [23].

3) It is a tool used to work with a specific content and contributes to the development of research skills of students through the global network [24].

According to B. Dodge, the structure of a web quest should be presented as follows:

–Introduction — a description of the main roles of the participants or the scenario of the quest, a preliminary work plan, an overview of the entire quest.

–Task — the formulation of the problematic task, the form of presentation of the final result.

–Resources — a list of information resources.

–Work plan — a description of the work procedure that must be completed by each participant in the web quest when completing the task independently (stages).

–Evaluation — a description of the criteria and parameters for evaluating the web quest.

–Conclusion — a section that summarizes the experience that will be gained by participants when working on a web quest.

The most effective forms of protecting a quest project in a foreign language are oral presentation with illustrative material based on a Power Point presentation or the creation of a thematic website. The WebQuest architecture uses the principle of Universal Design for Learning, which aims to organize the learning process in such a way that it is suitable for all students with different levels of language proficiency.

Web quest technology has great educational and developmental potential due to the following reasons:

–Is a model built in accordance with the "post-method pedagogy". This model integrates a variety of approaches, technologies, methods and techniques of teaching: problem-project learning, contextual learning, communicative approach, active teaching methods.

–Involves the use of a group form of work, thereby contributing to the development of communication and cooperation skills.

–can be used in an interdisciplinary context, i. e. serve for the implementation of interdisciplinary connections in the educational process.

–promotes the development of critical thinking.

–increases the motivation of students.

For example, M. Luzon, who studied the use of web quests as a means of teaching a foreign language to students of engineering specialties, claims that the use of web quest technology expands the possibilities of using linguistic knowledge and skills, promotes effective communication in the professional sphere, prepares students to learning throughout life (Life Long Learning) and to autonomous learning, helps students become multi-literate and teach them how to process semantic structures so that they can understand and create all the variety of existing texts, including

electronic ones [25].

Web quests meet all the peculiarities of teaching a foreign language at a non-philological university, as they increase the practical focus of classes, help overcome the lack of hours allocated for classroom lessons and contribute to language acquisition in order to obtain professionally meaningful information. Technology such as binary classes is also a great interest. The technique of a binary lesson is that different disciplines are combined in one project.

For example, to disclose the topic "Opening a financial company" requires knowledge and practical skills from various disciplines: economics, management, psychology and a foreign language. Role-playing of a real situation allows students not only to use knowledge from different fields of science, but also to practice practical actions, to gain interaction skills. An educational technology such as a project is based on interdisciplinarity and a synergistic approach. The method behind the project is believed to be William Heard Kilpatrick, a teacher at Teachers College in New York. The project can apply for pedagogical technology in foreign language teaching, since it provides for an effective result. Although any scientifically grounded pedagogical method of teaching with a changed approach, the expansion of social forms of work that go beyond the frontal survey can claim an innovative technology, in practice, innovative technologies are often perceived as technologies using electronic means [26].

Currently, in the practice of teaching students in various disciplines, the project method is widely used, which involves relying on the creativity of students, involving them in research activities, and organizing training in cooperation. Group work on projects allows you to learn the skills of joint work in a team, to argue your choice, that is, to show your "I", evaluate yourself as a person and analyze your actions through the eyes of others. Consequently, one of the main tasks of project activity is the development of students' reflective skills. In the general understanding, reflection is self-observation, self-knowledge [27]. Project activity is defined as search and research activity, which involves not just the achievement of a particular result, formalized in the form of a specific practical output, but also the organization of the process of achieving this result. The project method can become one of the effective ways to form and develop the personality of students, who can navigate in a huge flow of information, capable of making non-standard decisions, disclosing their intellectual, spiritual and creative potential, increasing motivation for educational and cognitive activities. In the process of organizing pedagogical support of students in the study of the subject "Foreign language", project activities can also be carried out in the form of a "case" method. Case technologies (teaching by the example of specific cases) are traditionally used in teaching, when students are offered specific situations from practice. Teachers who use the case study understand its essence in different ways, and it is interpreted as: innovative technology; in a methodological context: a complex system into which other methods of cognition are integrated; the form of organizing students' independent work; project; method of organizing educational material (for example, speaking in a foreign language); type of group work; a means of teaching professionally oriented communication in a foreign language. Methodologists and teachers distinguish certain components in the structure of the case [28].

So, Yu. V. Yarovikova, believes that each case contains exercises that ensure the activation of four components highlighted in the content of teaching foreign language speaking: motivational, procedural, effective and reflective [29]. Exercises can be presented in three groups:

1) Aimed at providing students with an educational and speech situation, topic, problem.
2) Aimed at preparing discussions, projects, brainstorming.
3) Of a control nature.

Another highly effective teaching method is the use of the training "Portfolio" in the learning

process at the university, because it is a means of increasing the level of independence of students in educational activities and their professional and personal self-development [30]. During its compilation, a step-by-step documented recording of the student's achievements takes place. The student is given the opportunity to show not only language skills, but also communication skills, self-reflection. During training, the student is fixed on both the process and the product of labor; high creative and cognitive activity of the student is required: he learns to present the result of his work; the student fulfills a new role for him in relation to himself and his learning partners — the role of an evaluating teacher; the motivation for learning increases, because the student feels like a real participant in the educational process, whose interests are not indifferent to both the teacher and classmates.

Conclusion

The conducted research and work experience shows that the current state of teaching foreign languages at a technical university can be characterized as a state of struggle between traditional teaching and innovation. Of course, the predominance of one type of learning leads to the extreme. If traditions prevail over the new, then stagnation, stagnation of science and practice will result, and if in the pursuit of innovations, we forget traditions, then science will have nothing to rely on [31–33]. Therefore, an optimal balance of traditions and innovations is needed in order to move pedagogical science towards progress and development based on experience. We need technologies that would be effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities.

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