



## TOPICAL ISSUES OF INNOVATIVE AND COMMUNICATIVE METHODS IN TEACHING ENGLISH LANGUAGE TO NON-LANGUAGE UNIVERSITY STUDENTS

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### ANNOTATION

*This article discusses the issues of teaching English in a non-linguistic university*

**KEY WORDS:** *professional sphere, communicative competence, methodology, training, innovation, communicative approach.*

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## АКТУАЛЬНЫЕ ВОПРОСЫ ИННОВАЦИОННО- КОММУНИКАТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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### Аннотация

*В данной статье рассматриваются вопросы методики преподавания английского языка в неязыковом вузе*

**Ключевые слова:** *профессиональная сфера, коммуникативная компетенция, методика, обучение, инновация, коммуникативный подход.*

### DISCUSSION

Proficiency in English at a level sufficient for professional communication in the professional sphere is one of the requirements of modern society for young professionals and is an obligatory component of their professional training. Therefore,

the goal of teaching professionally-oriented English is to develop students' communicative competencies in using the knowledge gained in relation to their profession. It is assumed that a specialist will be able to read newspaper articles from professional magazines in a foreign language, take part in



international conferences, make reports, answer questions, and conduct professional discussions.

Professionally oriented English language teachers are called upon to fulfill the social order of society - to prepare in a short time a specialist who speaks English well within a given professional profile. It is possible to achieve the set task - to teach a student to speak, understand, and extract information of a different nature from original sources within a limited educational framework - by combining traditional and innovative teaching methods, based on the principles of communicative communication.

The conducted research of pedagogical work showed that teaching English today is impossible without an innovative component. In the light of modern requirements for the goals of teaching English, the status of both the learner and the teacher is changing, who are moving from the "teacher-student" scheme to innovative technologies.

Recall that traditional vocational English teaching is focused on reading, understanding and translating special texts, including the study of the grammatical features of the scientific style. Currently, the emphasis has decisively shifted to the development of skills and abilities of oral communication. Oral speech includes listening or reading, understanding and reproductive reproduction of the listened or read, both orally (dialogical or monologue) and in writing. The reorientation of the direction of teaching English in the process of vocational education from teaching to read as a priority goal to teaching communication [1] led to the need to take into account the model of a specialist and formed professional skills, as well as teaching foreign language communication in a specific professional-thematic context.

Thus, innovative technologies for teaching the English language in a non-linguistic university consist in a combination of traditional and intensive teaching methods based on a functional-communicative linguodidactic model of the language and the development of an integral system of teaching speech communication on professional topics [2: 23]. At the same time, the main task of the modern stage of teaching professionally oriented English is the creation of methods that integrate interactive approaches to teaching and accumulate their advantages to solve the main problem of teaching professionally oriented English - teaching not language, but speech, in a broader context. sense - foreign language communication in professional situations.

It seems that the key method in teaching professionally oriented English in modern higher education is the communicative method, which is based on the idea that the language serves for communication, therefore, the goal of teaching a foreign language is communicative competence. We

believe it is important to note that the emergence of the communicative method and the term "communicative competence" itself was influenced by N. Chomsky's concept of linguistic competence, which is understood as the ability of a speaker to generate grammatically correct structures [3].

However, according to supporters of the communicative approach, effective knowledge of a language is more than just knowledge of the rules of grammar, pronunciation and vocabulary. Students need to learn how to use a foreign language in an appropriate social and professional environment.

To do this, teaching foreign language communication should take place in adequate conditions, among which it is necessary to highlight the following: taking into account the individuality of each student, speech orientation of the learning process, learning functionality, situational communication, novelty of the learning process [4].

In addition, as noted by D. Noonan [5], the communicative method is a flexible method, while it has certain characteristics that fundamentally distinguish it from other widely known methods of teaching foreign languages. These characteristics include:

- Emphasis on learning to communicate through interaction in the target language;
- Inclusion of authentic texts in the learning situation;
- Providing trainees with the opportunity to concentrate not only on the language, but also on the learning process itself;
- Inclusion of the trainee's personal experience as an important component of training in the classroom;
- An attempt to link the teaching of English in the classroom with the independent language activity of students.

In this regard, we believe that the main methodological principles of organizing the process of teaching vocationally-oriented English are the following integrative principles: the principle of practice-oriented contextual learning, student-centered learning, learning activity, problematization, communicative-situational learning, interactive orientation of training, the balance of conscious and unconscious in training, the complexity of the approach, the principle of collective interaction, reflection in training.

This implies the use in the learning process of such strategies that will stimulate the cognitive and communicative activities of students, using a variety of communication technologies for teaching English: communication learning technology, information and communication technology, collaborative learning technology, project technology, game technology [6]. An important role is also assigned to the case method, since its use leads to the development,



renewal, increase in the intensity and variety of communications between the subjects of the educational process, since its essential characteristic is the orientation towards interpersonal interaction, the impact on the mental and social structure personality [7].

Innovative communicative techniques are also techniques based on various forms of communication with the involvement of interactive teaching aids, which includes:

- Self-study methods - edu.pglu, print, audio and video materials;
- Pedagogical methods based on one-to-one communication - e-mail, use of social networks;
- Teaching based on one-to-many communication - audio and video lectures, electronic lectures (an electronic lecture may not be a traditional lecture text, but a selection of articles or excerpts from them, as well as educational materials that prepare students for the future discussions);
- Learning based on many-to-many communication - synchronous and asynchronous audiographic, video, audio and computer conferences - for example, forums at edu.pglu, work in social networks, for example, Facebook.

Based on the foregoing, we believe that the use of the proposed teaching methods based on the communicative linguo-didactic model of the language, as well as the development of an integral system of teaching speech communication on professional topics will contribute to the formation of a whole complex of communicative and professionally oriented students in students. competencies.

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