



IMPROVING THE METHODOLOGY OF TEACHING ENGLISH IN THE HIGHER EDUCATION SYSTEM

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ABSTRACT

Now to achieve a high social status requires a lot of diligence, perseverance and daily work. Based on the fundamental methodology of teaching English, teachers today use the linguo-socio-cultural method in teaching. In this article highlights of improving the methodology of teaching English in the higher education system.

KEYWORDS: *teaching methods, English, innovation, classical method, linguosociocultural method.*

DISCUSSION

Language teaching has become applied, whereas previously it was relatively theoretical. Aristotle also brought out the famous triad of teaching ethics, which perfectly correlates with modern requirements: logos - the quality of presentation, pathos-contact with the audience, ethos-attitude to others. This rule is true for the speaker, for the actor, and for the teacher of a foreign language, whose role involves the first two hypostases.

The functions of a teacher in the educational process have changed significantly. The teacher-mentor is not able to give students the freedom of choice and provide the necessary "freedom of learning" in understanding such a subtle matter as language. He was replaced by a teacher-observer, a teacher-mediator, a teacher - "pacifier" and a teacher-leader. Although the personality of the teacher in this case fades into the background, its influence on the audience does not decrease, but, on the contrary, increases.

Progress and fundamental changes in language learning methods are undoubtedly associated with innovations in the field of personality and group psychology. The psychological factor of learning foreign languages is promoted to a leading position. Authenticity of communication, balanced demands and claims, mutual benefit, respect for the

freedom of other individuals-this is a set of rules for building constructive relationships in the "teacher-student" system.

In the classroom, the student is no longer restricted in the choice of speech tools and their own speech behavior. The teacher is also not constrained in the choice, since there are a huge number of teaching methods and techniques - from games and trainings to simultaneous translation, in the organization of classes, in the choice of textbooks and manuals. The teacher can now select, create, combine, and modify learning materials using various methods.

The fundamental method is really the oldest and most traditional method used in learning a foreign language. It allows you to thoroughly know phonetics, understand visual images of syntactic structures, and have a mandatory vocabulary. Studying using the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a native speaker. When using this method, the teacher's tasks include traditional but important aspects of pronunciation, grammar formation, and elimination of psychological and language barriers that hinder communication.

The classical approach is based on the understanding of language as a real and full-fledged



means of communication, which means that all language components - oral and written speech, listening - need to be developed in students systematically and harmoniously. This comprehensive approach is primarily aimed at developing students' ability to understand and create speech. A teacher who is not a native speaker has the ability to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors. The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge.

The next important and comprehensive method of learning a foreign language is linguosociocultural. Proponents of this method firmly believe that a language loses its life when teachers and students aim to master only lexical and grammatical forms. It is believed that a person is a product of culture. Language, too, because it is a powerful social tool that forms the flow of people into an ethnic group, forming a nation through the storage and transmission of culture, traditions, and social consciousness of this speech complex.

In this approach to language, cross-cultural communication is, first of all, an adequate understanding of two interlocutors exchanging information, belonging to different national cultures, a sign of belonging of its speakers to a certain society. This method allows you not only to monitor the correctness of speech, but also to strive to increase its content. This method includes two aspects of communication - language and intercultural].

Therefore, a high level of reading, writing, and translation is not so important for a student, but also linguistic and socio - cultural competence - it is the ability to "dissect" a language under the microscope of culture.

The advantage of modern foreign language teaching is its practical orientation. If in the traditional system of education, the main attention in the classroom was focused on learning the theory of the English language and this was given up to 90% of the time in the classroom, today students read stories, translate them, do written exercises, listen to audio, watch video lessons. The main thing here is the development of conversational skills. Therefore, the role of a teacher who can clearly explain the material, correct and explain students' mistakes, and help them understand something if necessary. This form of training includes a huge amount of conversational practice, which will help you speak English not only in class, but also in your free time, completely immersed in the language. This means that teaching a foreign language today has acquired an applied

character, while previously it was relatively theoretical. The functions of a teacher in the educational process have changed significantly. The teacher-mentor, the teacher-dictator is not able to give students the freedom of choice and provide the necessary freedom of teaching in the comprehension of such a subtle matter as language. He was replaced by a teacher-observer, a teacher-intermediary, a teacher-leader. Although the teacher's personality in this case fades into the background, his influence on the audience does not decrease, but, on the contrary, increases.

The next important element in learning a foreign language is choice. In the classroom, the student is not limited in the choice of speech means and their own speech behavior. The teacher can now select, create, combine and modify educational material. Language universities rely heavily on this fundamental methodology. The translator never confident in their knowledge of a foreign language, he understands the unpredictability of emerging speech situations. Studying using the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker. The teacher's tasks include traditional but important aspects of pronunciation, grammar formation, and elimination of psychological and language barriers that prevent communication. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening-need to be developed in students systematically and harmoniously. This comprehensive approach aims to develop students' ability to understand and create speech.

The teacher can analyze and compare two language systems, compare constructions, and explain grammatical rules. Therefore, today a specialist who speaks two languages is valued. This means that bilingualism (knowledge of two languages) is a priority [2]. The greatest value in the modern world is represented by teachers who are able to think in the context of two cultures and convey to students the appropriate set of knowledge. One of the most comprehensive methods of learning a foreign language is linguosociocultural, which involves an appeal to such a component as the social and cultural environment. Since personality is a product of culture, so is language. The linguosociocultural method allows you to monitor the correctness of speech and aims to increase its content. This method includes two aspects of communication - language and intercultural. In philology today, the concept of "bicultural" has appeared - a person who easily



navigates the national history, culture, customs of two countries and civilizations.

The key positions are taken by designing and implementing a productive educational and language environment, as well as using effective linguodidactic technologies. They will ensure the systematic organization of a productive educational process of an innovative nature that meets the quality standards of higher education. This pedagogical concept makes it possible to change the mutual positions of teachers and students; to use a flexible, highly effective assessment system; to expand the structuring of the learning content; efficiently select adequate methods and techniques of mastering a foreign language, as well as the means and forms of education; provide individualized instruction; to create the most favorable conditions for the development of the individual student through the scalability and flexibility of the teaching content, to adapt the didactic system to the individual needs of the student and the level of basic language training.

An intensively developing area in the methodology of teaching English is the use of information and communication technologies that have a high linguodidactic potential and are characterized by polyfunctionality. Interactive teaching methods not only allow each student's abilities to manifest themselves, but also actively contribute to their formation and improvement.

Communication skills and group work skills largely ensure the psychological and pedagogical competence of the individual and the achievement of life success. In particular, they provide an opportunity to create a situation in which students would independently discover and design teaching technologies. The value of such a developed skill in the process of forming professional competencies and in social practice is beyond doubt. Conventional forms of educational work have somewhat limited opportunities to activate the position of the teacher, since he is always in a state of learning. Non-traditional forms of study, in one case, put him in the position of Director in the other - in the position of teacher in the third - to the position of consultant, in the fourth scientist in the sixth - legislator, etc. The more diverse the roles performed by the student and the position they occupy in the activity, the more diverse the personality of the future specialist develops, his mental activity becomes systematic, a creative, interested approach to activity is formed, and flexibility of thinking and actions is developed.

The importance of using interactive teaching methods in the educational process is primarily to improve the quality of training of future specialists. The choice of methods was determined by the goals of training, the content of educational material, professional motivation, the need to develop

communication skills and skills needed in practice. All these requirements are best met by active teaching methods that are based on a psychological and pedagogical component: reading problem lectures and reports with the active participation of students themselves, conducting educational games, tests, questionnaires, individual conversations and trainings, organizing work in pairs and in teams.

Interactive teaching methods are very effective when conducting seminars. Among them, first of all, we can distinguish the "method of discussion in small groups". The use of interactive teaching methods in the formation of professional competencies in specialized disciplines allows you to attract interest in both core subjects and real processes: to form the need to take a professional active life position; to adapt to complex conditions.

The solution of new tasks of pedagogical activity is associated with the creation and use of the most effective interactive methods and forms of training, which is based on the psychological and pedagogical component.

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