



# NEW METHODS IN TEACHING A FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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## ABSTRACT

*The article explores the communicative method of teaching a foreign language as content and language integrated learning (CLIL) that allows students to form linguistic and communicative competence in a non-native language in the same educational context in which they form and develop general educational knowledge and skills.*

**KEYWORDS:** *competence, communicative method, educational non-native language, effective, Internet resources*

## INTRODUCTION

The development of society has a huge impact on the content of foreign language teaching. The quantity and quality of information required by students is steadily increasing. Foreign language is no longer considered as a separate science, but as a necessary element in a complex, multi-level learning structure. Increasingly, the question arises about the need to form a student's professional mobility, that is, the ability to successfully switch to another activity or change the type of work.

With the traditional approach to learning a foreign language, the main focus was on developing skills such as reading and translation, students completed a huge number of grammatical tasks and retold long texts. As a result, the student, having spent a large amount of time memorizing sentences and grammatical rules, did not have the opportunity to apply these skills somewhere. Such educational programs are a thing of the past.

The criterion for the effectiveness of the education system of any state is how much this system fulfills the social order of society. The rapid pace of development of the economy and society as a whole creates a qualitatively new social demand, and the task of any modern educational institution is to meet this demand. The modern labor market imposes new requirements: highly qualified specialists in the field of Economics, Law and other leading fields must be fluent in the language of international communication. The column in the questionnaire "level of English language proficiency" is no longer a

formality, moreover, in many international companies, interviews are conducted in English. Thus, a change in demand leads to a change in the quality of the offer and new approaches to teaching English.

## OBJECTIVES

Teaching any foreign language is a complex process of interaction of two main components: teacher - student. The basis is a working program, on the basis of which this interaction takes place. To get a qualitatively new result, all three components must change.

One of the main problems faced by the teacher is the lack of a proper level of motivation for most students, since, unfortunately, English is perceived by students of non-linguistic educational institutions as a secondary subject. Therefore, one of the tasks is to develop students' motivation to learn English. At the same time, a foreign language acts as a means of developing the communicative component of the information culture of students in the course of their research activities on professional issues using information and communication technologies, participating in economic on-line conferences and projects, developing the ability to work in a group through computer networks.

Nowadays, there are many methods of teaching foreign languages. Ideally, the educational process should be based on a carefully thought-out combination of them. As a rule, the predominant communicative method is the one that best meets the



needs of students and expands the possibilities of communication. It should be noted that the communicative method involves not only the knowledge of basic words and phrases with a standard set of grammatical structures that are necessary for maintaining a conversation, but also the ability to apply language knowledge in their professional activities, navigate in journalistic and scientific publications. Therefore, foreign language training should not be held separately from the formation of professional competence of the future specialist. Foreign language tools are designed to provide a reliable language platform and serve as an incentive for career growth.

### LITERATURE REVIEW

In modern methods of teaching a foreign language, the experience of CLIL (Content and Language Integrated Learning) is increasingly taken as the basis. It allows students to form linguistic and communicative competence in a non-native language in the same educational context in which they are forming and developing General educational knowledge and skills. According to Loktyushina E. A. and Saytimova T. N., this method opens the door to attract an increasing audience of students of foreign languages, builds the confidence of young people in their abilities, and also gives support to those who were not successful enough in learning languages in the traditional form [1, p.325].

The CLIL provides for the management of a number of subjects that are basic for students, in the language of international communication. Thus, the student has a strong motivation to learn a foreign language not only as a means of communication, but also as a necessary tool in mastering a future profession. In addition, many educational institutions practice the use of English at international conferences held within their walls, which causes the need for a sufficiently high level of language proficiency not only for students, but also for teachers.

Unfortunately, at this stage, a number of problems arise when implementing CLIL in the educational process. On the one hand, teachers of a foreign language usually do not have the necessary amount of knowledge to teach a particular subject. In other words, he/she needs a second, special education. On the other hand, the level of foreign language proficiency of subject teachers is usually not high enough. Therefore, today educational institutions, more than ever before, need highly qualified specialists who are able to give lectures and conduct practical classes in two languages. In addition, the level of foreign language proficiency among students themselves remains quite low. Unfortunately, a relatively small percentage of high

school graduates are able to perceive and subsequently issue information in a foreign language. According to Yeremina N. V., Kabanova O. V. and Terekhova G. V., in the current realities, a gradual transition to a new teaching method is necessary, strengthening the links and continuity of education between schools, secondary professional educational institutions and higher educational institutions [2, p. 47].

### METHODOLOGY

At this stage of development of the educational system, one of the main methods in teaching a foreign language is the use of computer technologies: Internet sites, Skype, e-mail, blogs and other resources.

It should be noted that more than 50% of the total number of hours is currently allocated for independent work of students. Properly measured use of Internet resources is, of course, a necessary element of training, and the teacher, in this case, acts as an assistant, whose primary task is to direct the Internet addiction of students in the right direction. Internet sites, on the one hand, expand the horizons of students, increase motivation to learn a foreign language, and, on the other hand, contribute to the development of reading skills, translation, and vocabulary. The advantages of this type of activity is that the student gets the opportunity to organize it independently at a convenient time. Control by the teacher is carried out in the form of "round tables" with demonstrations of presentations and oral discussion of various topics. This type of training is usually popular among students and is highly effective.

One of the options for independent work of students is to search for additional information in newspapers and magazines. Articles can also be used by the teacher when preparing reading and translation tasks. The most popular sites are guardian.co.uk, economist.com, news.bbc.co.uk.

Recently, the use of video lectures from native speakers has become increasingly popular, both in the classroom and in the independent work of students. In the World Wide Web, there are so many of them that any teacher can choose for their students what will contribute to the solution of the tasks set. For example, on the site [videolectures.net](http://videolectures.net) video lectures from conferences and seminars on any subject are presented.

According to Artamonova L. A., and others, one of the ways to dive into the language environment and overcome the language barrier is to communicate with native speakers online, for example, via Skype. Communication with students of the same age is one of the ways to practice listening [3, p. 31]. Nowadays, it is not very difficult to find



someone to talk to online, but it is undoubtedly very useful. Communication with native speakers contributes to the enrichment of students' vocabulary, development and consolidation of basic grammatical structures. Here they can learn modern expressions and language constructions and slang.

In the educational process, it is necessary to use e-mail and blogs. Electronic correspondence has a number of advantages over paper correspondence. It is faster, more convenient and can be carried out with any audience and at any level of language proficiency, helps to establish friendships.

In modern conditions, there are many ways to use blogs in the educational process, that is, the author's (or authors') records, which are arranged in chronological order and provide for comments by readers. Blogs are divided into text, music, photos, and videos; they can be private or collective. Blogs of famous musicians and actors are very popular among students. Working with the blog contributes to the study of the rhythmic-intonation side of speech, allows you to perceive non-verbal means of communication, which are also important in the process of communication [3, p. 32].

## CONCLUSION

In conclusion, it should be noted that despite the advantages listed above, the Internet would certainly never be able to become an alternative to textbooks. Internet resources are one of the tools that help you learn the material in the classroom, the main role of which, of course, belongs to the teacher. But it necessary to note that the use of Internet resources has a positive impact on the learning of the material by students, since they are modern and relevant today. Therefore, a skilful combination of traditional teaching methods with modern ones is more effective and productive today.

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