

THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATION SYSTEM

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Annotation: *One of the real problems of today is language skills. The amount of specialist information in foreign languages is large and constantly evolving. The most dynamic in terms of international integration and data exchange are the economic sectors, law, industry, provision, and supply of the market economy and others, the rapid development of which requires specialists with foreign language skills by branch.*

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Modern society places high demands on a specialist of any profile, among which competence in composing and knowledge of foreign languages is required of modern specialists. In addition, not only reproductive skills are important, but also productive ones. It turns out that encyclopedic knowledge takes a back seat, and the ability to apply knowledge, skills, and abilities to solve the tasks takes precedence. In addition, information technology and the Internet enable students at universities of applied sciences to obtain job-related information in a foreign language. The requirements for a university graduate are high but justified because they are competitive in the job market. Studying a foreign language at non-linguistic faculties of universities is an integral part of the professional training of a future specialist. A foreign language has enormous educational and educational potential, and successful knowledge of it contributes to the development of competent, mobile, and competitive professionals capable of working at the world level. Today, the development of the modern IT industry provides the latest interactive resources for learning English: the latest generation of computers, the Internet, television programs, newspapers, and magazines. It is very important to put all this into practice. This helps to stimulate students' interest in the history, culture, and traditions of the country of the language being studied and develop skills that will be necessary for the future. Education is an active interaction between teacher and student and must not be one-sided. It depends on the teacher how successful the learning process will be. Every teacher bases his selection of working methods and techniques on his personal experiences. But based on the results of experimental work, it can be argued that using a variety of techniques within the framework of communicative, inductive, and deductive methods gives a positive result



and undoubtedly helps to increase the effectiveness of grammar training. The problem of linguistic knowledge is currently highly topical. The amount of specialist information in foreign languages is huge and continues to grow. The most dynamic in terms of international integration and information exchange are economic, legal, industrial, supply, trade, and market relations and others, the rapid development of which makes it necessary for every specialist in the branch to master foreign languages. The classic approaches to foreign language teaching, which used to be used as independent methods, are now losing their effectiveness. As the information load increases, student learning becomes more difficult, educational culture changes, and methods of teaching language skills and monitoring individual progress improve. The methods of ESP learning are very popular - methods of learning a technical language or a language for special purposes, the development of methods for teaching ESP, and ongoing research.

The researchers' experience proves the effectiveness of structuring a training program by industry and offers the improvement of curricula and plans for language teaching. The importance of English subject teaching at a university: - Mastery of a foreign language is an integral part of the professional education of all university students. - The English-language course is multi-level and is developed as part of further education. - Learning English is interdisciplinary and integrated. - English-language education aims at the comprehensive development of communicative, cognitive, informational, socio-cultural, technical, and general cultural skills of the students. Today, a variety of interactive, automated methods are widely used: - multimedia manuals; - Online communication with the teacher; -

Thematic communication in the language to be studied in various social networks, and in forums; - video tutorials, listening; - Electronic communicative means of communication: e-mail, telephone conference, etc. The use of interactive/electronic tools in language learning can be described as a combination of natural, cognitive, and content-oriented methods of audio linguistics. This combination greatly increases the effectiveness of language learning. Approaches to organizing the educational process of studying English at a technical university considered in this article have demonstrated their applicability and effectiveness, which is confirmed by increased student interest in language learning and improved academic performance based on surveys and statistical analysis. When modifying ESP methods, the industry focuses and relevant didactic materials should be considered. Due to the rapid development of the technical and material resources of the branch and the expansion of the semantic composition of the language base, the resource and didactic base of the department should be regularly modernized. When preparing students, it is very important to assess the student's starting level of language comprehension and their characteristics. This approach applies to learning any foreign language in any industry but shows the greatest efficiency when used in technical



specialties. One of the ICT tools in a technical university can be presentations. The main purpose of presentations is to visualize training material.

Multimedia presentation is a qualitatively new approach to foreign language teaching. To prepare such a presentation, the student must research, use a variety of sources of information, avoid templates, and make each work a product of individual creativity. The presentation can be classified as 1) illustrative (usually synonymous with a demonstration of new teaching material); 2) interactive (this type of presentation allows students to actively participate in the discussion of the educational material: to express their point of view on a particular topic, to conduct group discussions, etc.; to consolidate knowledge and skills on already discussed topics (B. lexical and grammatical tasks, both in groups and individually).The presentation allows students to form communicative competencies among students at a technical university, which are the basis for teaching foreign languages.The most versatile technical training tool to date is the electronic interactive whiteboard SMART Board.Electronic interactive whiteboards are an effective way to introduce electronic content of learning materials and multimedia materials into the learning process.Learning materials are displayed on the interactive whiteboard screen, targeting active, fruitful activities ab, learners and testing exercises, various types of color pictures, material from the English language multimedia discs, and audio and video materials intended for the introduction or activation of the subject matter, for repetition or deepening of lexical units and the grammatical structure of the language, for review and self-control of knowledge. With the interactive whiteboard, you can work without a keyboard, mouse or computer monitor. All the necessary actions can be performed directly on the screen using a special marker. Teachers are not distracted from class to make the necessary manipulations on the computer. This has a positive effect on the quality of the teaching material. Teachers teaching students to learn English as a second language are often confronted with a variety of common and student-specific problems. Teaching the English language involves building a reading and speaking vocabulary and understanding written and spoken English. To create a positive learning atmosphere for students and encourage them to practice the language and continue learning, teachers should find ways to address these common issues and reinforce the core information students need to communicate effectively in English. Foreign language teachers may be the first to notice that their lesson plans change as the class progresses.

Lessons may progress slowly despite your efforts. Students learning a second language often learn at different speeds and generally learn the material differently. Encourage students to use skills learned in class and build in listening exercises, e.g. B. Learning poems or parts of a favorite story in the new language outside of class so students can follow your lesson plan a little more slowly. Through tutoring or other complementary activities, you can help those students who need additional instruction in a specific material and stick to the schedule you set. Another noticeable problem for English



teachers is that students have to resort to their native language for conversations. Students can often communicate more easily in their mother tongue than in English. It is usually frustrating for students to think about and rephrase their thoughts in the new language. Diversifying your student groups so that not all students in a group speak the same native language will discourage students from returning to their native language to communicate and will encourage them to use the common language.

The process of foreign language teaching in non-linguistic universities (i.e. a university that does not specialize in a foreign language (English)) primarily reflects the history and process of changing approaches and priorities for teaching a foreign language (English), the most effective and effective are acceptable scientific and methodological activities. However, this process of teaching a foreign language (English) in higher education has to be seen in the broader context of what is happening on the world stage in general and in the field of VET in particular, since the need for modernization and improvement points to the need to adapt the higher education system to the socio-economic Adapt to the needs of society.

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