

FORMS AND METHODS OF TEACHING FOREIGN LANGUAGES IN TECNICAL UNIVERSITIES

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Nowadays, English has become the dominant language, the huge role of which is obvious. The entire scientific world communicates mainly in this language. 75% of the world's mail and 60% of the world's telephone conversations are carried out in English. However, paradoxically, a university teacher is often faced with the problem of very poor preparation of students, although in our country children learn a foreign language almost from kindergarten. What is the reason for such a low level of knowledge? This can be explained by a number of factors, including: – the student believes that he does not need a foreign language at the university (according to his specialty); - the student has developed a stable “immunity” - “I studied English for many years (about 10 years) and did not learn anything, nor will I learn at university”; – there are students who demand from a teacher something completely different than what the educational program provided for by a given faculty or department requires of him; – insufficient number of hours allocated for discipline.

Thus, the conclusion suggests itself - the existing form of teaching a foreign language does not contribute to motivation, therefore, it is necessary to apply the principle of novelty. The modern requirement to improve the linguistic culture of society and the practical need for proficiency in foreign languages force us to take a fresh look at the methods of teaching them. In recent years, computer technology has penetrated into all areas of human activity, and education is no exception. More recently, multimedia tools, from the point of view of methodology, included colorful textbooks with texts, audio cassettes and video materials; now it is mainly a computer, one device in which all the above-mentioned tools are concentrated. The use of digital and information communication technologies in foreign language classes increases the motivation and cognitive activity of students and broadens their horizons. Training programs provide the opportunity to model certain tasks and problems, as well as to form, control and consolidate knowledge, skills and abilities in all types of speech activity. The introduction of interactive methods into the educational process allows students to overcome a kind of psychological barrier, such as “fear of speaking”, “fear of mistakes”, on the way to free use of a foreign language as a means of communication. At the present stage of technology development, all interactive methods for optimizing the assimilation of material in the process of teaching foreign languages can be classified according to the method of their

implementation in the educational process and according to the goals that need to be achieved when using a particular method. The practical use of interactive methods that can be used in the process of teaching foreign languages can be divided into two groups: - working in offline mode, that is, not requiring a connection to the global Internet: interactive whiteboards and CDs; - working in a quickly accessible online mode, that is, requiring a connection to the global Internet: network resources in the form of various educational and developmental exercises, games, images, videos on the websites of well-known publishers and organization, and interactive test systems.

These tools undoubtedly mark a qualitatively new stage in the theory and practice of teaching foreign languages. Interactive learning is based on methodological innovations that are not associated with passive learning of material, but with the active participation of teachers and students in the educational process itself. At the same time, the term “interactive learning” is interpreted differently by many methodologists and teachers. The concept of “interactive” came to us from English, from the word “interact” (“inter” - mutual, “act” - to act). Therefore, in the broadest sense, “interactive learning” is a special form of organizing cognitive activity with specific and predictable goals, based on the ability for feedback and interaction between the teacher, teaching or learning tool (for example, a computer) and students. In essence, teaching using interactive methods comes down to organizing the learning process in such a way that the teacher and all students will be involved in the learning process.

The obvious increase in the role of communicative competence in the modern engineering professional community has led to an increase in the importance of foreign language training in the university education system. Expanding international cooperation, the need to establish new business contacts and effectively maintain existing ones, require specialists, engineers, managers and technical scientists to actively speak at least one foreign language.

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only 330 academic hours. Consequently, in these conditions, exactly those educational methods and technologies should be used, the use of which will allow the most rational use of classroom teaching hours and the time allocated for independent work of students. Such educational methods can be called the technology of maintaining a language portfolio. A language portfolio is a set of tools for documenting and assessing a student's language skills. It allows the owner to track the process of learning a foreign language, independently assess his level, set individual goals, and also monitor the success of their implementation.

Thus, a language portfolio performs three functions:

- educational – it allows the student to become an active participant in the educational process, namely, it increases his motivation to learn a foreign language, teaches him to organize his independent work, determine rational ways to improve his skills, and also develops the skill of reflection;
- social – demonstrates the abilities and achievements of its owner in the field of a foreign language, but does not replace certificates or diplomas that students receive based on exam results, but is an annex to the latter, providing additional information;
- pedagogical – helps students develop their thinking abilities and skills of self-esteem and self-knowledge, thereby promoting the development of their autonomy in learning a foreign language throughout their lives.

The technology of maintaining a language portfolio can be used as one of the main methods of working with students, since the focus on maintaining a language portfolio precedes the main stage of studying a foreign language course; this work permeates the entire educational process and, in the end, is evidence of the effectiveness of learning, while simultaneously acting means of control at all stages. In addition, the compiled language portfolio remains with students in the future, helping them in their studies in other courses and, more importantly, in finding employment.

A language portfolio allows a foreign language teacher to solve the following tasks:

1. to provide practical orientation and direction of training;
2. to apply interactive and communicative forms of work;
3. to develop students' independent work skills;
4. to ensure differentiation and individualization of the educational process;
5. to carry out and compare student self-assessment, mutual assessment and teacher assessment;
6. to ensure continuity in the learning process.