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Research Full Article

UDC 378

DOI: <http://doi.org/10.15350/2409-7616.2024.1.55>**MODERN METHODS OF TEACHING A FOREIGN LANGUAGE IN
THE FRAME OF A NON-LINGUISTIC UNIVERSITY**

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Abstract. *In modern realities, a foreign language remains in demand in various fields of activity, as well as for successful employment and promotion. Its study contributes to the development of thinking, broadening one's horizons, and mastering new communication tools. The realities are such that the methodological apparatus today must be improved, be accessible, understandable, and create motivation for students. In this vein, we offer a number of new methods of studying a foreign language for its high-quality mastery by students of non-linguistic areas. These include distance learning aspects, the digital format itself, complete immersion in the environment, the use of applications, the flipped classroom methodology, blended learning, and scribing. We are confident that the use of this arsenal will allow students to truly immerse themselves in the language, become interested in foreign language communication, and understand complex issues of grammar, phraseology and syntax. The relevance of the work lies in the urgent need to introduce new methodological tools, modern and high-quality, to improve the academic process in the context of a foreign language. The subject of the research is modern methods of teaching a foreign language. The novelty of the work lies in the recommendations for teachers and methodologists in the context of these methods. The practical significance of the study is represented by the possibility of using the material and recommendations specified in the work in the educational process and linguistic research practices.*

Keywords: *teaching methodology, communication, improvement, flipped classroom, blended learning.*

For citation: *Likhacheva O.N., Tymchuk E.V., Pasevich D.K. Modern methods of teaching a foreign language in the frame of a non-linguistic university. CITISE, 2024, no. 1, pp. 627-634. DOI: <http://doi.org/10.15350/2409-7616.2024.1.55>*

Научная статья

УДК 378

СОВРЕМЕННЫЕ МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В УСЛОВИЯХ НЕЯЗЫКОВОГО ВУЗА

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Аннотация. *Иностранный язык в современных реалиях остается востребованным в различных сферах деятельности, а также для успешного трудоустройства и продвижения. Его изучение способствует развитию мышления, расширению кругозора, овладению новыми инструментами коммуникации. Реалии таковы, что и методический аппарат на сегодняшний день должен совершенствоваться, быть доступным, понятным, создавать мотивацию обучаемых. В данном ключе мы предлагаем ряд новых методик изучения иностранного языка для качественного его освоения студентами нелингвистических направлений. Это и дистанционные аспекты, и непосредственно цифровой формат, и полное погружение в среду, и использование приложений, и методика перевернутого класса, и смешанное обучение, и скрайбинг. Мы уверены, что использование указанного арсенала позволит студентам по-настоящему погрузиться в язык, заинтересоваться иноязычным*

общением, понять сложные вопросы грамматики, фразеологии и синтаксиса. Актуальность работы заключается в настоятельной необходимости внедрения нового методического инструментария, современного и качественного для улучшения академического процесса в контексте иностранного языка. Предметом исследования являются современные методики обучения иностранному языку. Новизна работы заключается в рекомендациях для преподавателей и методистов в контексте указанных методик. Практическая значимость исследования представлена возможностью использования материала и рекомендаций, указанных в работе, в учебном процессе и исследовательских лингвистических практиках.

Ключевые слова: методика преподавания, коммуникация, совершенствование, перевернутый класс, смешанное обучение.

Библиографическая ссылка: Лихачева О.Н., Тымчук Е.В., Пасевич Д.К. Современные методики преподавания иностранного языка в условиях неязыкового вуза // ЦИТИСЭ. 2024. № 1. С. 627-634. DOI: <http://doi.org/10.15350/2409-7616.2024.1.55>

INTRODUCTION

Currently, the issue of learning a foreign language is highly relevant, as the future activities of a professional and their well-being are directly linked to at least an Intermediate level of foreign language communicative competence. Modern students must understand that a skilled and high-quality specialist cannot do without knowledge of the English language, the ability to engage in adequate communication, a specialized focus, and a business segment. Effective communication will also be challenging without these skills.

However, in contemporary universities, students' knowledge of a foreign language is often fragmentary and unsystematic, lacking a fundamental basis, theoretical understanding, and practical application. Accordingly, educators must employ methods and approaches that simplify many processes, instill motivation in students, help restore lost skills, and develop them in practice, contributing to overcoming language barriers.

MATERIALS AND METHODS

Modern methodology offers a range of variations aimed at students' qualitative acquisition of foreign language communicative competence [1]. However, it is important to emphasize that learners must have a conscious understanding of the significance of the foreign language and a desire to work qualitatively.

Therefore, we recommend methodologies that will help modern students master a foreign language more efficiently and quickly in the context of today's realities. Modern methodology is communicative-oriented, meaning that the primary goal of education is communicative-oriented learning. The four main methodological concepts are represented by the following components: communicative methodology, project methodology, intensive methodology, and activity-based methodology.

AUTHORS' APPROACHES

Communicative methodology is currently considered the foundation. It involves not only mastering the foreign language but also the foreign culture, encompassing cognitive, educational, developmental, and educational aspects [9]. It is essential to emphasize that students not only engage in the practical acquisition of the language but also absorb elements of a foreign culture, explore similarities and differences with their native language, and Russian cultural heritage. This methodology aims to satisfy the personal interests of learners, positively influencing their motivation to study a foreign language.

Additionally, a fundamental component of learning under this methodology is communication. It is through communication in the foreign language that all types of speech activities are mastered. Foreign language communication allows students to immerse themselves in the nuances of the language, experience another avenue of self-expression, construct thoughts, reason differently, and practice the logic of presenting material. In this context, communication serves the functions of teaching, cognition, development, and upbringing.

Another notable feature of communicative methodology is the use of situational functions. The emphasis is placed on the relationships between communication participants, their roles, behavior, and non-verbal aspects. The essence lies not just in memorizing dialogues or roles but in the naturalness of communication between learners. Discussions, activity, elements of foreign culture – these are all components of foreign language communicative competence acquired through communication methodically structured correctly and appropriately.

It's important to highlight the unique nature of exercises used in communicative teaching methodology. These exercises are mostly conditionally speech-based, becoming more complex as students progress. The need for conditionally speech-based exercises will gradually decrease as students become capable of independently constructing statements and actively participating in communication situations [2].

Project methodology is also highly interesting and relevant in the modern educational system. Each topic or section can be approached as a project by a group of students, thoroughly examined from various perspectives and considering different sources. Moreover, creating a project allows students to think creatively, explore linguistic realities or phenomena in depth. Students can predict the outcomes of their activities, compare them with the work of their peers, learn to work in a team, and take responsibility for collective efforts. It's worth noting that project methodology aligns well with intellectual-emotional topics and fosters a mindset for their exploration.

In project methodology, learners essentially build their own learning, not limited in choosing topics, as long as the theme aligns with the curriculum. Students are not restricted in the breadth and depth of coverage of educational material either. They can unleash their hidden abilities and qualities qualitatively and creatively, thereby developing not only professional but also cultural and general competencies, analyzing interdisciplinary and metasubject connections. Through systematic work on projects, a solid language foundation is established, significantly enhancing students' proficiency in foreign language communicative competence. In this context, the teacher serves as a mentor, instructor, consultant, and friend. With this approach, psychological barriers are removed, gradually nullifying the language barrier.

RESULTS

Intensive methodology is based on suggestion, which involves mental influence, altering thinking processes, feelings, and reactions. In this case, the learner is often unaware of the impact. Suggestion effectively removes psychological barriers [3]. The educator, in turn, tailors the teaching approach to the psychological characteristics of each student. To emotionally impact students, music, art, and literature are employed. An atmosphere is created that contributes to a more qualitative assimilation of the material. Incorporating emotional factors into the learning process significantly activates the material assimilation process, and only positive emotions function in the academic process. This methodology also stands out for its use of a wide range of games – role-playing, business games, and case studies.

It is also essential to highlight the frequency of classes in the intensive methodology, which involves frequent sessions, immersion in foreign language materials, and the incorporation of linguistic and cultural realities. At the initial stage, daily, intensive sessions are scheduled to facilitate a more qualitative mastery of the material and its reinforcement. This methodology encourages language learning through psychological and pedagogical influence by creating a comfortable climate and immersing students in the foreign language process.

Activity-based methodology is no less significant than those mentioned above. Initially designed for adult learners, students are the most favorable environment for its application. It involves learners consciously and actively approaching the learning process, focusing on their conceptual and logical thinking. A crucial aspect of this approach is the division between the preliminary mastery of language tools and the training of formatting skills, i.e., a phased acquisition of the material. This methodology distinguishes language speech-communicative units. Simple identification of speech status is not enough; it must be combined with freedom of choice in speech. Training in communication involves all its functions – regulatory, cognitive, value-oriented, and etiquette. It is also noteworthy that this methodology employs conditional translation, where learners use not only what they have already mastered but also what they are being taught at the current stage.

Scribing is a technology for visualizing information using graphic symbols that reveal its content and internal connections. It was invented by British artist Andrew Park and subsequently began to be widely used in the process of learning foreign languages in American schools [4].

University education requires a variety of methods and technologies, since students in the context of a foreign language show different levels of knowledge, taking into account the fact that a foreign language is not a core discipline for them. We need effective methods and technologies that would allow high-quality and effortless mastery of a foreign language in the context of everyday, business and professional communication [5].

Scribing is a process that occurs in real time in parallel with speech. This is reflected in a high degree of perception and assimilation of the material. Scribing can be manual, computer and application.

With manual scribing, a voice-over says something, and a hand on the screen displays a drawing of what the announcer is saying. This technology uses an interactive whiteboard, markers, paints, and appliqué elements.

Computer scribing can be created using specialized programs that allow you to select the color and background, font, as well as an option for the image of a hand holding a pencil or brush.

Application scribing involves overlaying ready-made images that correspond to the spoken text onto the background in the frame [6].

Magnetic scribing uses magnets to attach images to a magnetic presentation board.

The duration of the video plot depends on the imagination of the author, but according to the rules it should be no more than 10 minutes, since according to the canons of psychology, maximum concentration of attention is possible within this time frame.

The advantages of this method for higher education can be the following aspects. Firstly, visualization of new material helps students correctly and quickly perceive and analyze information. Secondly, it is possible to track the material that is fed systemically in blocks [7]. Such a presentation allows you to recall previous material, as well as provide for future presentation of information. Thirdly, visualization helps to concentrate on the main thing, as well as provide a set of additional materials on the topic, which will allow students to master it comprehensively and efficiently. Fourthly, this technology allows you to develop critical and creative thinking. Fifthly, various receptors make it possible to more thoroughly perceive and assimilate material, even the most complex and difficult to logic. Sixthly, such a relaxed form of presenting material and communication allows you to develop communication and cooperation skills, teamwork skills, and the distribution of responsibilities during group work [8].

The disadvantages of scribing include long-term preparation of the teacher for classes, since the video clip must be filmed and edited with high quality, aimed at mastering a specific topic, and this is time-consuming. We also note that manual scribing, for example, is more focused on schoolchildren; for students who are well versed in computers, programs and gadgets, such technology will be ineffective, but rather primitive, and will not allow obtaining the desired result.

The topics of video clips during scribing are varied. These can be everyday every day situations, as well as business communication, business negotiations, professional communication, including the technical part, which causes enormous difficulties for students due to a significant amount of specialized, complex vocabulary to memorize [9]. This technology will make it possible to virtually take students to a factory or laboratory, immerse them in real communication in a technical foreign language, and show that everything can be mastered in situations and dialogues [10].

In addition, scribing allows you to film the plots of works of art that are interesting to a certain age group, connect their favorite TV series, but in a foreign language. In this way, it is possible to explain new grammatical material using plots, consolidate vocabulary, while immersing students in the language environment, motivating them.

It is also possible to scroll through part of the video, but the completion can be assigned to students to determine or predict. Students will start talking, motivation will do its job. You can also give the trainees the task of filming their own video and dubbing it in a foreign language on a certain topic, given that this is a trend among young people. They love to show off their achievements and present themselves, so their language skills will also develop at the same time. It is possible to arrange something like a competition for the best video clip, which will also help develop students' motivation and force them to speak the language without any barriers or difficulties.

You can also use scribing directly by students themselves when practicing a particular type of activity. For example, when listening, you can call a couple of students to the board, and they will begin to depict what they are talking about.

CONCLUSION

In conclusion, we observe that modern approaches are aimed at the qualitative and effective acquisition of foreign language communicative competence in the context of non-linguistic higher education institutions. We believe that these methodologies should be used in combination, as a complex system, and should vary depending on the level and motivation of the students.

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Submitted: 27 April 2024

Accepted: 27 March 2024

Published: 28 March 2024

