Innovative Techniques In Teaching Foreign Languages For Special Purposes

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Abstract: In a modern technical university, the study of foreign language takes an important place and is an important component in the training of specialists for various sectors of the economy. The introduction of innovative methods of teaching Foreign language is becoming relevant and of great practical importance. The skillful combination of traditional teaching methods with modern technology capabilities helps to make the atmosphere in the audience creative and increases the motivation of students. The article provides a brief overview and analysis of modern information and communication technologies (ICT) in the field of teaching foreign languages for special purposes.

Keywords: Foreign language, information and communication technologies, multimedia technologies, higher professional education.

Currently, foreign languages are taught worldwide in various fields. Beginning in the 60s of the last century, when foreign languages was first discussed as a separate area of teaching Foreign language as a foreign language, this aspect of teaching Foreign language has developed significantly and has taken a leading position in teaching foreign language for professional purposes. In the

context of the dynamic development of the process of international integration and information exchange, specialists of any industry, except for traditional training, need a tool that allows for the efficient and effective exchange of professional information. Such a tool is a professionally oriented language or a language for special purposes. Today, there are already monographs on the theory of language teaching[1–5], special teaching methods for teaching FL have been developed [6, 7], various studies are underway [8]. It should be noted that in our country, officials at various levels declare that today university graduates must be fluent in foreign language. [9] However, the level of foreign language proficiency in students of technical universities is very many times - Identifies and often leaves much to be desired.

Developing curricula and plans for teaching foreign languages. Thus, the question of a single program in a foreign language for non-linguistic universities, which would take into account the requirements for the level of foreign language proficiency of modern graduates, has become vitally important. Modernization of higher professional education:

• Proficiency in a foreign language is an integral part of the professional training of all specialists at a university.

• A foreign language course is multilevel and is developed in the context of continuing education.

• Learning a foreign language is based on an interdisciplinary integrated basis.

• Foreign language teaching is aimed at the comprehensive development of communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students. But, even with a single program, it is always necessary to take into account the specifics of each educational institution or its departments, the needs of customers and students themselves.

An important role in education is played by foreign language teachers. They are often asked to develop programs and curricula, organize special foreign language courses for students, etc. As with any other type of training, there are a large number of methods and approaches used depending on the goals of the courses and available resources. Based on the philosophy, they can be divided into three main groups as follows: problem-based education (PBL), autonomous education (AL) and information and communication technology (ICT) education. It is worth noting that all of them are personality-oriented methodologies. Today, when new emphasis has been placed in the interpretation of the goals of language education and certain changes have been made to the process of educational interaction between the teacher and the student, the teacher needs to more clearly understand what is required of him in a foreign language lesson.

When developing a foreign language program, the knowledge potential and language skills of students, as well as the students' motivation to acquire knowledge, should be taken into account.

At first glance, a seemingly simple procedure for determining the content of training and the organization of training should include theoretical principles. Therefore, the curriculum should be adjusted with the general methodology of the course.

The main tasks of the teacher are the selection and organization of training materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting students' motivation, their efforts and efforts. Another important element of group work is providing students with feedback from the teacher, both for organizing the control of the learning process and for organizing student counseling.

When a teacher enters the classroom, first of all, he sets certain goals of the lesson, which help to create favorable learning conditions there, a friendly atmosphere of mutual understanding and mutual assistance.

Choosing one or another teaching material in a foreign language for the content of the course, teachers or course developers thereby express their ideas, views on teaching a foreign language and teaching methods. Setting the goal of the lesson to a greater extent affects the choice of educational material. If the teacher in the lesson sets the goal of reinforcing communication skills, he includes in the lesson various exercises that simulate the practice of communicating in the language: business games; thematic dialogues; drawing up instructions; reports; presentations and discussions. When drawing up the course, it should be borne in mind that the concept of "communicative competence" of students is considered not as the sum of their knowledge, skills, but also as a combination of students' personal qualities (value-semantic orientations, knowledge, skills, abilities) . An evaluation criterion is their ability to solve problems and independently find answers to questions arising in the process of professional, educational, social, cultural and everyday communication in a foreign language.

According to the form of organization of the course, the program can be synthetic, when the language is segmented into separate language elements that are presented at a time, or analytical, when the language does not appear to be fragmented, but as a whole piece at a time and without linguistic control [9].

An important element in training is the teacher's ability to create an atmosphere in the audience for live communication and constructive debate. Students acquire sustainable communication skills only when they have the opportunity to use them in communication with others. Very often, unfortunately, the teacher may be the only person who knows foreign language with whom the students can speak, and the teacher has limited time for communication with each

student in the audience. Therefore, the teacher should develop and use effective methods to develop communication skills in his groups, as well as involve other resources in his work, including online Internet resources, to stimulate communication outside classrooms. People learn a foreign language more easily when they are highly motivated and have the ability to use their knowledge and skills in a language environment that they understand and are interested in. From this point of view, is a powerful tool to realize this opportunity? Students become proficient in using language as they work with materials that they find interesting and relevant, and that they can use in their professional work or further research. It should be noted that the more often students communicate in a language that they hear or in which they read, the more they will be successful in mastering it. On the other hand, the more they are forced to focus on the purely linguistic, grammatical, and other aspects of the language or its individual structures, which seems difficult to them, the less willing they will be to attend classes.

Group discussions and project work are also effective forms of learning to work with foreign languages students. Another current trend in teaching foreign language for professional purposes is debate. Even at the stage of preparing for the debate, students have to mobilize all their knowledge and ability to speak a foreign language, use their critical thinking and develop lateral (unconventional) thinking [5, 6]. Thus, during the debate, students have the opportunity to demonstrate both linguistic and professional competence.

All these methods are also useful for autonomous (independent) training in order to prepare students for research activities, encouraging their motivation to demonstrate work results and gain work experience in a team.

Conclusion, if a teacher strives to succeed in his work with a group, he needs to find and adapt new technologies in order to involve generation in work in

traditional areas with the help of multimedia training tools and digital technologies, online resources and mobile applications.

Foreign languages learning mechanisms are developing faster and faster, and it is absolutely clear that it is not possible to cover all current trends in this short article.

Thus, in spite of the fact that teaching it is oriented towards practical professionally oriented application, like any other aspect of teaching Foreign language, it is based on knowledge of the nature of the language, on knowledge of the basic methods and forms of teaching and learning. A combination of traditional teaching methods and new technologies, including the use of a virtual environment to support students' motivation, today is becoming one of the productive approaches in the field of training. Students' critical understanding of the material being studied contributes to the formation of the skills and abilities necessary for them, and forms linguistic, sociocultural, communicative, as well as professional competencies.

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