Specific Features of Teaching English in the Higher Education

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ABSTRACT

This article highlights the specific features of teaching English to students of higher education institutions. It is also aimed at increasing students' interest in learning English and the pedagogical foundations of this process are revealed.

KEYWORDS: *Foreign language, competence, communication, teacher – student, quality of education, innovative approach.*

In educational practice, educational technology, which allows students to learn foreign languages in small groups, in particular, to get a joint, collaborative education, is explained by such concepts as" interaction education "or" language learning in interaction". If we express our opinion more clearly, mutual cooperation provides students with the opportunity to study in small groups or in pairs together and to effectively master a particular science or foreign language through this cooperation.

Students will be able to understand the opportunities for the formation, development of their knowledge, skills and skills through the addition of their sense of responsibility in the process of working in the group, in the achievement of the group, due to the task assigned to him in the process of working in the group.

This means that "interaction education" is an activity aimed at interaction in the study of foreign languages, in addition to obtaining independent knowledge, organizing its activities, forming self-management skills, creating an atmosphere of creativity in the educational process for the creation of an atmosphere of interaction between the "teacher-reader", "reader-reader", "teacher-teacher", "reader-teacher"; organization of students' activities

In modern society, specialists with abilities and skills that allow a professional to be more maneuverable and successful in present conditions of market relations, carrying out effectively lots of labor activity, being at the same time quite socially adapted, is in great demand. In the article the need to determine the scientific and practical importance of the professional competence of the student and teacher as direct interacting initiators and participants within the educational process, its development, in turn, is a prerequisite for the further professional formation of a future specialist. Prospects for the development of education are due to both the use of innovative methods and technologies in the meaningfulness of the educational process, and the growth of the teacher's professional competence.

All of them studied a foreign language at school, college and lyceums. On the other hand, not everyone learned English, and it is this language at the beginning of the XXI century that is one of the leading means of intercultural communication in various fields. In addition, the level of language training of many graduates remains quite low today. And finally, even well - trained English graduates of higher education experience difficulties in real situations of social and professional interaction on it, since in educational institutions they received mainly language knowledge. To work with foreigners, a high level of development of speech skills is required, which are the main

component of the communicative competence of a modern person. In the modern world, it is very important not only to have certain linguistic knowledge, but also to be able to correctly apply them in various situations of intercultural communication to solve specific communicative problems.

Foreign language skills of employees are an important factor for employers, that is, it is part of its intellectual capital. In our pedagogy of higher education, in our time actively searching for ways to improve the linguistic training of students of a non-linguistic profile is actively being conducted, however, the issues of advanced training of specialists who have already graduated from high schools are not fully covered. An effective way to increase the level of communicative competence of employees is corporate training in a foreign language. This type of training is becoming more and more popular in our country and in many large companies it is an obligatory component of employees' activities.

Today, training is included in the list of services of almost all language lessons and courses. Most of them issue their own certificate of completion of courses, which, however, is a formality.

Many teachers, of course, exaggerate the success of students, since these grades are not official in nature, and their objectivity is not verified by anyone. If the teacher will constantly evaluate students, leaders who are well aware of their goals, having seen these reports, might think that the problem is in him, since the students have no progress from his studies. From the point of view of communicative competence, the ability to correctly challenge someone else's point of view, to disagree is extremely important.

Students perceive the activities of the teacher quite critically. They immediately become noticeable if the teacher "prepares for the lesson during the lesson." It should also be noted that students who want to work in large companies, in view of their high status and financial situation are used to the highest quality service, educational services are no exception to them. Given that classes are held in very small groups, the teacher must quickly adapt to the interests of each student and select material that is relevant to him both from a professional and personal point of view.

Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, aptitudes, etc. Forms of working with computer training programs in foreign language lessons include:

➢ learning vocabulary;

➢ practice pronunciation;

➢ teaching dialogic and monological speech;

➢ learning to write;

➢ Working out grammatical phenomena.

The use of the Internet in a communicative approach is highly motivated: its goal is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside of classes, for example, during visits to the country of the language being studied, during the reception of foreign guests at home, during correspondence, when exchanging audio and video cassettes, task results, and so on. At the same time, the term communication should not be understood narrowly, purely pragmatically.

Communication is not limited only to establishing social contacts with the help of speech, to

mastering the tourist language. This is the introduction of the individual to the spiritual values of other cultures - through personal communication and through reading. This approach, implemented on the Internet, attracts trainees by focusing on topics of interest to them and allowing them to choose texts and tasks to achieve the goals of the program. The primary importance is given to understanding, transmitting content and expressing meaning, and the study of the structure and vocabulary of a foreign language serves this purpose.

In addition to their communication needs, trainees need to learn how to work on the Internet in order to be more responsible for their own learning. They need to develop the ability to cope with situations where their language resources are not adequate; have good learning skills; the ability to evaluate their own speech and progress, and the ability to identify and resolve learning problems. The development of learner autonomy through the global network is a gradual process that should be constantly encouraged. Perhaps the most important task facing a language teacher is to find the best ways to lead students to gradually increasing independence. One of the new requirements for teaching foreign languages using Internet resources is to create interaction in the classroom, which is commonly called interactivity in the methodology. Moreover, the Internet develops skills that are important not only for a foreign language. This is primarily related to mental operations: analysis, synthesis, abstraction, identification, comparison, juxtaposition, verbal and semantic forecasting and anticipation, and so on. Thus, the skills and abilities that are formed with the help of Internet technologies go beyond the limits of foreign language competence, even within the "language" aspect. The Internet develops social and psychological qualities of students: their self-confidence and their ability to work in a team; creates a favorable learning environment, acting as a means of interactive approach. Interactivity not only creates real life situations, but also forces students to respond adequately to them through a foreign language.

The most effective way to motivate a student to self-development is through active teaching methods, which are based on the principles of joint creative activity of students and teachers, effective exchange of experience, correction of learning, and establishment of business relationships. The most common methods are problem-based learning, using elements of research and creativity, project activities, brainstorming, organizing discussion groups, and various types of role-playing and business games. At the same time, it is assumed to use such a system of methods, which is mainly aimed at students' independent mastering of new educational material in the process of active cognitive activity.

Thus, active learning methods represent learning through activity. In such training, students' activity is supported by a certain system of motivation, which includes the use of such motives as:

a) Interest in the future profession;

b) The creative nature of educational and cognitive activities;

c) Competition, the use of elements of the game in the classroom. The use of active methods has a significant impact on the preparation of students for future professional activities, equip them with basic knowledge, form the skills and abilities necessary for a qualified specialist. It should be noted that the activation of the educational process involves the acquisition of professionally significant knowledge by independent or carried out under the guidance of the teacher search for means and ways to solve important theoretical and practical problems.

In the center of the educational process of interaction education, it is possible to create an educational environment that provides active participation of students from the educational environment based on the provision of information to the teacher or just in the form of a lecture, oriented towards the personality of the reader. Because, unlike traditional educational technology, which allows only a

few students to work with the help of this technology, simultaneously, in small groups, to increase the activity of all students in the educational process.

In addition, all active methods are aimed not only at mastering specific knowledge, but also at improving certain skills of specialists: strengthening the ability to analyze, make responsible decisions in difficult conditions, and the ability to react quickly. As for interactive teaching methods, they most correspond to a person-oriented approach, since they involve co-learning (learning in collaboration), while the subjects of the educational process are both the trainee and the trainee. In this case, the teacher only organizes the learning process, creating conditions for students' initiative. Teaching using interactive educational technologies involves a different logic of the educational process from the traditional one, namely: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application.

Thus, improving the learning process through the introduction of active and interactive educational technologies leads to an increase in the students' own activity and their motivation for educational and cognitive activities. The information technologies included in this process allow students to move from passive learning to active application of knowledge.

However, teachers and course managers were faced with the problem of creating a variety of multi-purpose programs and came to the conclusion that it is impossible to create a single ideal program related to the training of specialists in professional English for special purposes. Each course reflects the specific goals and objectives of the course and a basic professional glossary with the most appropriate vocabulary and a set of language tools and exercises.

At first, the communicative method was rejected, but now it again occupies a leading position along with the traditional grammatical and translation method. Most teachers of modern universities prefer these two methods, and they are often used in combination. The direct method is rarely used in higher education institutions, partly due to the lack of real native speakers among teachers, and partly because the level of training of students after school is too low. Audio-visual and audio-lingual methods are not used at all, but many teachers of universities and institutes from time to time conduct classes based on such methods. This allows you to diversify the General education program and interest students.

It is also important that students take into account the individual abilities and capabilities of each other and understand their own responsibility when teaching language with the help of methods, exercises and assignments based on the technology of interaction. The neglect of one of the members of the group, or the inability of one person to take the initiative into his own hands for the whole group, as well as distrust in the remaining members of the group, leads to lack of responsibility and indifference. When performing exercises and assignments that take into account individual abilities and abilities, it is necessary to pay attention to the following:

➢ at the time when a problem is being studied in the group, each member of the group must perform the task individually or make a statement of opinion in writing;

➢ to give answers to the questions posed in the assignment by the group members in order;

➢ it is necessary to ensure that each member of the group knows, understands and responsibly fulfills the task given within the framework of duties.

As a result of the formation and development of these skills, along with the study of foreign language in students, social skills and skills such as leadership, decision-making, mutual trust, competence and conflict management are also formed in them.

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