
INNOVATIVE TECHNOLOGIES OF TEACHING ENGLISH LANGUAGE TO ESP STUDENTS

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Abstract:

The article discusses some of the features of the application of the communicative methodology of teaching English, with a special emphasis on the need for active participation of students of a non-linguistic university in the educational process. The relevance of the application of the communicative method, dictated by the requirement of the time, is emphasized. Examples of the use of communicative techniques for the development of communicative competence in English language are given.

Key words:

Communication, communicative competence, English language, monologue, education, dialogue, non-language institutes.

The social order of the society is to prepare in a short time a specialist who is fluent in a foreign language, taking into account the requirements of the curriculum of a non-linguistic institute and the minimum number of hours in the current curriculum. It is possible to achieve this goal - to teach the student to talk about the problems of his specialty and understand the speech of native speakers in this regard, within a limited educational framework - by combining traditional and innovative methods, but with a decisive emphasis on the principle of communicativeness both in teaching and in the construction of used teaching materials and teaching aids. The study of the features of oral scientific speech should take into account the latest data from psychological and methodological science, on the one hand, and the communicative features of the language of the specialty in accordance with the profile of training.

Traditionally, teaching a foreign language in a non-linguistic institute has been focused on reading, understanding and translating special texts, as well as studying the problems of the syntax of the scientific style. Now it is necessary to think about shifting the emphasis in teaching to the development of verbal communication skills on professional topics and conducting scientific discussions, especially since work on them does not interfere with the development of skills, abilities and knowledge, since it is based on them. Oral speech in the educational process should be understood as listening or reading, understanding and reproducing listened or read, both oral (dialogical or monologue) and written speech. Thus, we are talking about the implementation of the speech act of speaking in the process of oral communication between two or more persons. The recording of the listened to and the use of the written text as a source of an oral speech act is easily accomplished in a classroom environment.

The scheme of teaching a foreign language oral speech in a specialty can, in our opinion, be built taking into account the following provisions:

- determination of communicative signs of oral speech and means of expressing these signs;
- determination of communicative features for most types of texts of a given specialty, which are described in linguistic literature, and means of expressing these features, that is, communicative models;
- comparison of these means of expression and selection of models for their passive and active training;
- determination of the most complete list of communicative features and models of oral speech in the studied specialty and development of a system of exercises for their active training;
- analysis of various communicatively oriented types of texts in a given specialty, selection of certain types of texts for educational purposes, determination of their main communicative features, models and development of an effective system of exercises for training selected structural units;
- creation of a «base of preliminary knowledge» for the development of speech skills and abilities, that is, the selection and training of word-formation, lexical and grammatical structures necessary for reading, understanding, listening and speaking;
- development and bringing the student to the degree of automation of educational algorithms for all types of speech activity;
- oral communication from a monologue to a dialogue and, conversely, using problems and games of a problem-seeking nature.

It should be noted that modern didactic principles of visualization, use of audio and multimedia tools, etc. should be widely used in teaching. The basis for learning in a non-linguistic environment will be a text in a foreign language. The teacher must select those types and types of texts in the studied specialty that will help the student to realize the communicative possibilities of speaking. For example, you can distinguish between texts:

- by means of transmission: oral and written;
- by the nature of the presentation: description, message, story, reasoning, consideration and their combinations in special types of texts, such as annotations, reviews;
- according to the degree of specialization and attitude to the addressee: research, such as monographs, scientific articles, training, that is, articles and texts from textbooks, reference books, dictionaries.

Experience shows that one should start with the simplest descriptions and characteristics and the monologue form of their processing at the very initial stage. It is also necessary to select professionally relevant material for work, take into account the student's preliminary knowledge of the language and specialty, his age, the purpose of communication, the type of communication, the level of training, etc. After the selection of word-formation, lexical and grammatical structures necessary for mastering the studied texts, their training begins. ... One should constantly remember about the "dialogical" form of exercises, including when introducing vocabulary. It is also appropriate to train not only the terminological and general scientific vocabulary, but also the official vocabulary of scientific prose and the modal-evaluative vocabulary of the oral form of communication.

You can start work by reading the text, but ideally you should strive to perceive information "from the voice." The use of "intonation reading" of modern intensive techniques can also justify itself here. And, of course, modern audio and multimedia should be used more widely.

The text as the main educational unit in teaching a foreign language should, especially at first and for students with poor knowledge, be voiced and listened to many times and repeated as a whole, in various blocks.

It should be noted that the presentation of a topic in a specialty in a foreign language exam cannot serve as a measure of the knowledge, skills and abilities of students in this area. This, as we saw above, is rather one of the training exercises. Only in a conversation with a teacher or in a "student-student" pair, in posing questions, answering them, in determining the main topic of the

proposed material, annotations on it, and you can find out the degree of preparedness of the student for the further use of a foreign language in the future. Thus, innovative technologies for teaching foreign languages in non-linguistic institutes consist in a combination of traditional and intensive teaching methods based on a functional-communicative linguodidactic model of the language, and the development of an integral system for teaching students to speak communication on professional topics.

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