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INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION

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ABOUT ARTICLE

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Abstract: This article aims at developing interactive methods for teaching foreign languages to undergraduates of the universities situated in Asia to develop skills and abilities in accordance with the requirements of new generation federal state educational standards.

INTRODUCTION

Today, interactive teaching methods are related to active learning technologies, which are based on the organization and conduct of the educational process in the form of active educational and cognitive activity of students using pedagogical and organizational and managerial means. From this point of view, the teacher is not only a "source and transmitter" of knowledge, but acts as a "manager" who organizes and manages the educational process, creating special conditions for students, modeling the situation and adjusting the methods of conducting classes depending on the educational tasks set. Within the framework of classroom studies, a university teacher activates the processes of interaction between a student and a teacher, a student and a student, a student and an interactive computer program. Among the interactive teaching methods are: creative tasks, work in small groups, educational games, extracurricular activities, distance learning, online testing, discussions, etc.

MATERIAL AND RESEARCH METHODS

One of the requirements for modern specialists is the knowledge of a foreign language, in particular professional vocabulary, and the ability to apply it in practice when working in an international team to solve highly specialized tasks.

The federal state educational standards of higher education of the new generation are developed on the basis of a competency-based approach, that is, they are aimed at developing in students the key competencies necessary for future professional activities. Each area of training for undergraduate, graduate and postgraduate studies has its own set of general cultural (OK), universal (UK), general professional (OPK) and professional (PC) competencies. The structure and content of the curricula and work programs of the disciplines of the educational program are developed based on the competencies that must be formed in the learning process.

Examples of competencies that are defined for disciplines in foreign languages for various areas of master's degree training are given in the table. An analysis of the competencies selected for various engineering areas of the master's program allows us to highlight the main requirements for the level of language proficiency. Based on these requirements, modern institutions of higher education should train specialists in the field of engineering technologies:

- able to use a foreign language for professional and business communication in written and oral forms;
- able to analyze information and make independent decisions using creative potential, ready for self-development and self-realization;
- capable of conducting pedagogical activities in their field of study using international sources of information;
- able to represent themselves and their organization in the international arena;
- able to take into account the cultural and ethnic characteristics of people when working in an international environment.

Training a future specialist with such a wide range of skills and knowledge in the field of a foreign language becomes impossible without the use of interactive teaching methods. The curricula of educational programs for the preparation of a master's degree prescribe the number of classroom hours, which should be conducted in an interactive form. For example, for direction 18.04.01 "Chemical technology" out of 72 classroom hours, 36 hours are devoted to interactive teaching methods, which is 50% of the total. Direction of training 13.04.01 "Heat power engineering and heat engineering" for interactive methods of teaching a foreign language gives the entire classroom fund - 27 hours.

Since a small number of classroom hours are currently allocated for teaching foreign languages, interactive teaching methods can help the teacher intensify the educational process in the classroom, while enhancing students' independent preparation for each lesson. Further, the formation of the above skills is considered from the point of view of various interactive methods that are used in teaching foreign languages to undergraduates in engineering areas of training at the Department of Foreign Languages in University.

RESEARCH RESULTS AND DISCUSSION

Teaching a professionally oriented foreign language has become the main task of preparing masters to develop the skills and ability to use a foreign language to solve professional problems. The main component of this process is the study of lexical material, which is specially selected for each area of master's degree training. For example, for undergraduates in the petrochemical field, terminology is required to describe the technological processes and equipment of the petrochemical complex: processes of atmospheric and vacuum distillation, cracking, reforming, isomerization, equipment for distillation of multicomponent hydrocarbon mixtures, reactors, etc. For the training of food industry specialists, knowledge of foreign terminology in the field of production, transportation and storage of food, as well as the processes of pasteurization, canning, winemaking and cheesemaking is necessary. Traditionally, for the introduction of highly specialized vocabulary into the educational process, the translation of scientific articles from a foreign language into Russian is used, which are selected by the students themselves in their field of study. This option is the most common, but is designed more for self-training and subsequent individual control of the work performed. To intensify the learning process and cover the required range of a highly specialized lexical minimum, linguist teachers, together with specialists in engineering disciplines, select the necessary lexical material, which is introduced and consolidated in the lesson. Game forms of learning are used to consolidate new lexical material and

repeat what has already been covered in the classroom. In addition, computer programs such as Quizlet can be used to introduce new vocabulary, memorize it and control it, making the process of learning new words interesting and less tiring.

To develop creative abilities and skills to analyze the situation and make independent decisions, it is recommended to use role-playing games that immerse students in real life situations and require active participation throughout the entire game process. One of the tasks that develop the skills and abilities of presenting oneself and one's organization in the international arena is the creation of an advertisement for one's university, faculty and department in a foreign language. Such creative work is popular because in it students can use all their technical capabilities to record information on a video camera and edit video material. In the process of preparing advertising, undergraduates interview their teachers, heads of departments, deans. The task must be completed in a foreign language, so students often act as foreign language teachers for university professors, which also causes special interest and makes the process more exciting.

The search for the necessary information in a foreign language, the analysis of international sources and the use of the necessary material in their field of study for conducting professional and pedagogical activities is becoming one of the most important aspects included in the process of teaching foreign languages.

CONCLUSION

Interest in interactive teaching methods among teachers of higher educational institutions is increasing every year. The introduction of interactive methods of teaching foreign languages makes it possible to intensify classroom activities and intensify the independent work of students, to make the learning process more entertaining, which ultimately leads to an increase in the quality of the educational process as a whole. In addition, a new generation that has grown up in the era of computerization requires new methods and approaches to learning. Based on the analysis of the requirements of the Educational Standard of Higher Education for various engineering areas of master's training at university, various interactive methods of teaching foreign languages were developed and applied. The proposed methods make it possible to form the necessary foreign language communicative competencies necessary for the future professional activity of master's degree graduates.

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