

# ASPECTS OF TEACHING FOREIGN LANGUAGES AT A TECHNICAL UNIVERSITY

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**Abstract**---Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education. It is assumed that a media literate teacher will be able to:

- encourage and develop students' desire to ask well-founded problematic questions related to the media;
- use a research methodology in teaching, when students can independently search for (media) information to answer various questions, apply the knowledge gained in the training course to new areas.
- help pupils / students to develop the ability to use a variety of primary sources (media) of information to explore problems and then draw general conclusions;
- organize discussions, where students learn to listen to others tolerantly and tactfully express their own opinions, including about media texts;
- support open discussions where there are no definitive answers to many questions;
- encourage students to reflect on their own media experiences and act on the basis of understanding.

**Keywords**---Media education, pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.

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## I. INTRODUCTION

The classification of teaching methods of IJ is a difficult question, since their names were based on a variety of signs. In modern conditions, much attention needs to be paid to the development of methods and techniques of teaching IN. Teaching methods and techniques are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to realize the goals and objectives of teaching your subject planned by the teacher. Each teacher should be able to correctly use the methods and techniques in the learning process.

The subject of the research is media resources, media tools and media technologies.

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The goal is to study the development of various methods and techniques in foreign and domestic methods, to identify modern methods. To achieve this goal, it was necessary to solve the following tasks:

- to study and summarize the research available on the given problem in the teaching methods of IJ
  - to reveal the essence of the methods and techniques of teaching IJ
  - identify the most effective teaching methods and techniques
  - develop a set of exercises based on these methods
- By using experienced training to prove the effectiveness of these methods and techniques.

The tasks were solved using the following methods:

- analysis of the literature on the issue
- observation of the pedagogical process

This work consists of: introduction, 2 chapters, conclusion and list of references. The first chapter reveals the essence of the concepts of methods and techniques of teaching IJ, sets out the history of the emergence of methods of teaching IJ in foreign and domestic methods in chronological order. The history of the teaching methods of IJ is most fully investigated and described by I.V. Rakhmanov. The history of the methodology was also dealt with by K. A. Ganshina, I. A. Gruzinskaya, F. Aronshtein, V. E. Rauschenbakh, and others. The second chapter of this study focuses on the review of modern methods and techniques of teaching IJ, the development of which such scientists were engaged in, like G.A. Kitaygorodskaya, G. Lozanov, E.I. Passes and others. The list of literature contains a list of scientific works of various periodicals devoted to general and special issues of the selected topic.

## II. MATERIALS AND METHODS

Education is a complex process, it involves, first of all, the activities of the teacher and the activities of students. In modern conditions, much attention needs to be paid to the development of students' creative abilities, their cognitive needs and interests. Learning as a guide involves the presentation, communication by the teacher of certain knowledge and the management of the process of their mastery by all students in the class. Therefore, the teacher not only presents information on his subject, but also plans, organizes and supervises the student's educational activities, develops academic work skills, thinking, abilities, and the ability to put knowledge into practice.

A special place in solving these problems belongs to teaching methods and techniques, which every teacher should be able to correctly use. Without methods and techniques, it is impossible to achieve the goal, to realize the intended content, to fill learning with cognitive activity.

The essence and content of teaching methods and techniques

The concept of a teaching method is very complex. However, despite the various definitions that are given to this concept by individual didacts, something common can be noted that brings their points of view together. Most authors are inclined to consider the teaching method as a way of organizing educational and cognitive activities of students.

The word "method" in Greek means "research, method, path to achieving the goal." The etymology of this word also affects its interpretation as a scientific category. "A method - in the most general sense - is a way to achieve a goal, a certain orderly activity," the philosophical dictionary says. Obviously, in the learning process, the method acts as an ordered way of the interconnected activity of the teacher and students to achieve certain educational goals. From this point of view, each teaching method organically includes the teacher's teaching work (explanation of new material) and the organization of active educational and cognitive activity of students.

The teacher, on the one hand, explains the material himself, and on the other, seeks to stimulate the educational and cognitive activities of students (encourages them to think, formulate conclusions independently, etc.). Sometimes the teacher himself does not explain the new material, but only defines its topic, conducts an introductory conversation, instructs students for the upcoming educational activities (teaching work), and then invites them to comprehend and learn the material from the textbook. It combines the teaching work of a teacher and the active educational and cognitive activity of students organized by him. All this allows us to conclude: by the methods of teaching should be understood the methods of teaching the teacher and the organization of educational and cognitive activities of students to solve various didactic tasks aimed at mastering the material studied.

The teaching method organically includes the teacher's teaching work (teaching) and the organization of educational and cognitive activity of students (learning) in their relationship, as well as the specifics of their work to achieve educational, developmental and educational goals of teaching. The essential features reflected in these definitions are that: firstly, it is an activity whose goal is to educate an individual and solve educational problems, and secondly, it is always a joint activity of a teacher and a trainee. It follows that the basis of the concept of "teaching method" is the activity of subjects of the educational process. The teaching method almost always involves the active activity of the teacher, accompanying the student. It is worth considering that the more complex the activity, the more diverse the methods should be. And training is one of the most complex types of activities and therefore has a number of different methods.

The teaching method cannot be invented; it is developing gradually. Its development can be compared with the improvement of a mechanical device. Both of them, primitive at the beginning, are gradually improved by the combined efforts of generations. From the point of view of the leadership role of teachers, teaching methods can be assessed as ways of organizing educational and cognitive activities of students and managing this activity. Emphasizing the cognitive orientation of existing methods, they can be defined as the ways in which students, under the guidance of a teacher, go from ignorance to knowledge, from incomplete and inaccurate knowledge to more complete and more accurate knowledge. From the logical and substantive side, teaching methods can be assessed as the applied logical method by which students consciously master knowledge, skills and abilities. Wanting to emphasize the substantive and methodological essence of teaching methods, they can be defined as a form of movement of the content of training.

Each method includes a variety of teaching methods. Each of the techniques is designed to bring students closer to the ultimate goal of learning. Reception is nothing more than an elementary methodological act aimed at solving a specific problem at a certain stage, in other words, a reception is an element of a method, its component, a one-time action, a separate step in the implementation of the method.

Receptions are central to the learning activities of students and have a decisive effect on it. Thanks to a skillful combination of interconnected techniques, the teacher manages to increase the effectiveness of the educational process, to show his methodological skills. Working with isolated lexical units on the board, analyzing the structure of the written sentences, controlling loud pronunciation of words, phrases, naming objects in pictures - these are all examples of tricks that help to solve separately posed problems. But it should be noted that the weak level of formation of techniques is one of the reasons for the difficulties students encounter in learning, especially when doing homework on their own.

In contrast to the technique, the method should be considered as a second and higher power generalization stage.

Each teaching method serves to achieve a specific goal, designed for a specific time, for students of a certain age, with a certain level of development and training, for teachers who can work with this method, and for those conditions that exist in the school and in society as a whole.

A capable teacher who has developed a series of techniques that, in his opinion, seems best for the conditions in which these techniques have appeared, cannot but be skeptical of what he himself created. He knows that the best method is perfection, and man-made perfection is a ghost, and so the best method always remains just a wonderful ideal. The better the teacher knows his discipline, owns the pedagogical, psychological laws of the learning process, the more likely it is that he will choose the most pedagogically effective teaching method.

Any method should always be flexible. Therefore, a method is a certain set of teaching methods aimed at achieving a certain goal during a certain period of time, in the presence of certain teaching aids, taking into account the age, general development of the student, as well as the school and society.

Reception is an integral part or a separate side of a method. For example, in the method of organizing the work of students with a textbook and a book, the following techniques are distinguished: taking notes, drawing up a plan of the abstract, statement of theses, citing, reviewing, writing a dictionary of the topic covered.

Separate receptions can be a part of various methods. So, the technique of drawing up a schematic model can be an element both as a method of working with a textbook or a book, or as an element of another method — the teacher explains the new material when the students draw up a schematic model (supporting summary) of the new lesson material.

The same method of training in some cases can act as an independent method, and in others - as a learning method. For example, explanation is an independent learning method. However, if it is only occasionally used by a teacher in the course of practical work to clarify students' mistakes or to reveal the logic of solving a problem, then in this case the explanation acts only as a teaching method, which is part of the practical work method.

The method and technique may change places. The method and technique may change places. For example: the teacher presents the new material by the method of explanation, during which, for greater clarity and better memorization, draws the attention of students to text or graphic material in the textbook. Such work with a textbook acts as a technique. If during the lesson the method of working with the textbook is used, then the teacher's additional explanation of a term no longer acts as a method, but only as a small additional technique. Thus, various teaching methods can act both as a method and as a learning method.

### **III. Conclusion**

In addition, communication includes the ability to receive information via the Internet, as well as to provide information for others to use, so students on the Internet can be both consumers and producers of information at the same time.

Among the advantages of learning with the help of new media, among other things, one can note the possibility of self-determination of the educational process, freeing it from temporal and spatial boundaries, optimizing visibility using multimedia, as well as modeling. With the inclusion of new media in pedagogical institutions, a revision of the basic educational and psychological provisions is simultaneously taking place.

In addition, there is a close relationship between thematic interest and knowledge acquisition. A well-organized educational work using the media can be unsuccessful if students show little interest in the proposed topics. The use of

media most often brings with it some novelty effect, which can lead to a motivated and interesting presentation (consideration) of the material, but this interest decreases again after a certain time.

The differences between inexperienced users and so-called experts are also important. As modern children and adolescents grow up in a world of strong media influence, the forms of mastering new media technologies should look different than in the case of adults.

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