# Teaching English to Students of Higher Educational Establishments through Classified Methods

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*Abstract— An important role in the universities specialized for foreign languages, precisely English, is the study of the English language. The problem of developing and implementing innovative methods of teaching English is becoming urgent. It is important that traditional methods combined with modern technologies and remote monitoring capabilities provide the greatest effectiveness in language learning, also increasing the interest and motivation of students to study the subject. This article provides a brief overview of the methods used in vocational training and their analysis.*

**Keywords**— Innovative methods, language proficiency, technologies, analysis, approaches, education, curriculum, foreign language.

## 1. INTRODUCTION

Classical approaches to teaching a foreign language, previously used as independent methods, are somewhat losing their effectiveness in modern times. Due to the increasing information load, students ' assimilation of the material is becoming more difficult, the culture of education is also changing, and the methods of presenting language knowledge and monitoring individual progress are being improved. ESP learning methods are very popular - methods of learning a professionally-oriented language or a language for special purposes, which is proved by published monographs [4], the development of ESP teaching methods [7], and ongoing scientific research [3]. The experience of foreign colleagues proves the effectiveness of structuring the training program according to the industry orientation and suggests improving the curriculum and plans for language teaching [1], [9].

## 2. MAIN PART

The main provisions recorded in the documents prescribing the modernization of higher professional education can be noted:
• Foreign language proficiency is an integral part of the professional training of all specialists at the university.
• The English course is multi-level and is developed in the context of continuing education.
• The study of English is based on an interdisciplinary integrated basis.
• Teaching English is aimed at the comprehensive development of students' communicative, cognitive, informational, socio-cultural, professional and general cultural competencies.
Yet, even with a single program, it is always necessary to take into account the specifics of the educational institution or its departments, the needs of customers and students themselves. One of the main factors in learning a language is the teachers themselves. When developing curriculum, it is necessary to take into account the variety of methods and approaches used, depending on the purpose of the course and the available resources.
Methods using information and communication technologies (IT) are also most widely used at present.
Based on this, we can distinguish four groups of methods: problem-based learning, autonomous education, learning by abstraction, and learning using IT.
Traditionally, methods of direct language learning are used together with the method of grammatical translation. Listening and image visualization are widely used.
The suggestopedic method, based on learning a language while relieving stress in a calm, relaxing environment, is difficult to apply in universities, due to the specifics of the learning process. In a certain number of educational institutions that have entered into close integration with foreign teachers, the "silent" method is used, i.e. the method of non-verbal teaching, which consists in the fact that the desire to know the language is initially inherent in the person who wants to learn it, and most importantly - not to interfere with students and not to impose the teacher's point of view. Following this method, the teacher initially does not say anything, using graphic illustrations, tables and other didactic materials. The method shows its effectiveness, but its use in a foreign institution is difficult.
Next in popularity is the method of learning by community (group), which consists in motivating the internal work of a group of students learning English through the collective resolution of a number of tasks. The method also demonstrates its pedagogical effectiveness when used in teaching English.
The method of full physical response is more applicable in school, with the age group of children from 8 to 14 years, due to its binding to physical and motor activity.
The communicative method is widely used in high-quality training of professional personnel, based on dialogues and conversational communication with native speakers.

**Summary table of methods**

| Method | Direction | Characteristics |
|---|---|---|
| Grammar Translation method (GTM) | Printed/typed literal texts | Translation from mother toungue into English |
| Direct method | Daily language practice, speaking the language you are learning, using it as a " second native language» | Learning by linking meanings and images directly in the language being studied |
| Audio-lingual method | Speech and sound models | Listening and speaking exercises, coupled with basic practice of writing only in the language being studied |
| Cognitive method | Rule of grammar | Obtaining and reproducing the grammatical rules of the language being studied in the context of understanding and perception |
| The "silent" method (the method of silence) | Student actions are faster than teacher actions | The teacher is silent, so that students are asked about how English "works" |
| Suggestopedic method | Polysemy of texts and an extensive thesaurus | A pleasant atmosphere, with music, encourages subconscious learning of English |
| Method of learning by the community (group) | Student interaction | Understanding of the English language through active interaction of students |
| Communicative method | Interaction, strengthening of interpersonal ties and conducting meaningful Negotiations | Understanding of the English language through active student interaction; role-playing games, games, information gaps |
| Authentic method | Listening skills | The English language does not reach the students until they are prepared; the meaning is refined through actions and visual effects |
| Content-based, task- based, and participation-based methods | Anything that is not a communicative way of transmitting information is not the structure of the English language | The content is based on the students ' attitude to life: topics, tasks, problem solving |
| Prepared learning strategy, collaborative learning, and repeated reflection | Ways of learning | Strategy of training, mutual cooperation. Activities vary depending on different levels of intellectual development |

The seemingly simple procedure for determining the content of training and the organization of training should include theoretical provisions. Therefore, the curriculum should be adjusted to the overall course methodology.

In modern times, a variety of interactive, automated methods are widely used:

• Multimedia manuals;
• Online communication with the teacher;
• Thematic communication in the studied language in various social networks, forums;
• Video tutorials, listening skills;
• Electronic communication types: e-mail, conference calls, etc.

The use of interactive/media / electronic aids in language learning can be characterized as a combination of natural, cognitive and content - oriented methods using audio-lingualism. This combination significantly increases the effectiveness of language learning, using the set of advantages of the methods used, but nevertheless the use of information technologies in the study of English is not so widespread due to the unjustified overcomplication of the course. [5] The integration of the method of grammatical translation, coupled with the use of thematic content in group study and active communication skills of students in the classroom, shows itself to be the most optimal in terms of statistics of data processing of students' academic performance.

In relation to the study of English in the first year, it can be noted that the most well-behaved complex method combines audio-lingualism, the use of mind-map multimedia method and exercises to actualize the perception of language through the worldview (see-describe, feel-remember). [9] In this way, the transition from the perception of the language environment by a former

schoolboy to the perception of the industry orientation is carried out. The necessary skills of cognitive perception are laid down through the audio-visual channel, thinking is translated to the perception of language constructions and abstractions, and a thesaurus is laid. Particularly effective at this stage is the use of infographics as a way of presenting information.

For second-year students, the most effective approach is an inclusive learning approach: in addition to expanding the thesaurus and training pronunciation, tasks for translating and composing industry-specific texts are added. At this stage, it is possible to exclude the multimedia channel of information delivery due to the formation of the skill of perception of the language environment as a whole and to focus on the formation of the skill of understanding and perception of industry topics. Thus, the formed soft neural connections are reoriented to the target use of the skill. It is advisable to encourage the student to draw up perception maps of already targeted information.

In the third year, the effectiveness of the approach using cognitive and communicative methods is demonstrated. This allows students to form their own language environment, which they can adjust independently, which strengthens communication skills and allows them to dive more deeply into the professional communication environment.

It shows the student's acquisition of a skill, in this case - knowledge of the English language. In the first year, the student acquires 25-30% of the foreign language proficiency in general, as a basis, expanding this skill in the second year, through discussions and practices, also forming an industry branch of the skill, consolidating this skill in the third year by transferring the skill to other students.

## 3. CONCLUSION

The approaches considered in this article to the organization of the educational process in the study of English at a universities of foreign languages have shown their applicability and effectiveness, which is confirmed by an increase in students' interest in learning the language and improving academic performance based on surveys and statistical analysis. When modifying ESP methods, you should take into account the industry orientation and current didactic materials. [2] The resource and didactic base of the department should regularly undergo modernization, due to the rapid development of technical and material industry resources and the expansion of the semantic composition of the language base. When preparing students, it is very important to evaluate the initial level of the student's language understanding and its individual characteristics. This approach is applicable to the study of any foreign language in any industry, but it shows the greatest effectiveness when it is used in language specialties. The main methods used in the implementation of this approach are considered, and the psychological and psychophysiological features of information perception and memorization are briefly described. The method of presentation of the material and interaction with students is derived.

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