

## METHODS OF TEACHING ENGLISH FOR NONLINGUISTIC FACULTIES

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**Abstract:** today, the educational technology market has been replete with proposals for a wide variety of methods of teaching English. Question: "What methodology should be used to teach?" becomes more and more relevant among teachers who are faced with a huge amount of linguistic, methodological literature and media manuals. So much new and unknown is being offered that doubts arise about a positive result. Can you trust modern technology? Or give preference to well-established "brands" - "Bonk", "Eckersley", "Headway", which are gradually turning into the category of methodological classics?

Let us turn to the most used methods of teaching foreign languages at the interfaculty department. So this article deals with some fundamental theories about the usage of method of teaching English at non philological faculties.

**Keywords:** education, methods, technology, English, teaching, classic, integrated, non linguistic, philology.

## МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ НЕЯЗЫКОВЫХ ФАКУЛЬТЕТОВ

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**Аннотация:** сегодня рынок образовательных технологий изобилует предложениями самых разных методов обучения английскому языку. Вопрос: «По какой методике учить?» становится все более актуальным среди учителей, которые сталкиваются с огромным количеством лингвистической, методической литературы и медиа-пособий. Предлагается столько нового и неизведанного, что возникают сомнения в положительном результате. Можно ли доверять современным технологиям? Или отдать предпочтение хорошо зарекомендовавшим себя «брендам» - «Бонк», «Экерсли», «Хедвей», постепенно переходящим в разряд методической классики? Обратимся к наиболее часто используемым методикам обучения иностранным языкам на межфакультетской кафедре. Итак, в этой статье рассматриваются некоторые фундаментальные теории об использовании метода обучения английскому языку на нефилологических факультетах.

**Ключевые слова:** обучение, методика, технология, английский язык, обучение, классическое, интегрированное, неязыковое, филология.

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Until now, all priorities were given without a trace to the grammar-translation method, almost mechanical mastery of vocabulary, reading and literary translation. Language acquisition was carried out through long routine work. The use of this method was due to the lack of audio and video recordings. Linguistic communication with native speakers was difficult. Currently, the situation has changed, teaching by this method has become irrational [1].

Nevertheless, teachers prefer to work in the classical direction, explaining this by the fact that the main contingent of students has an extremely low level of knowledge of a foreign language, and such a course is aimed at those who learn the language from scratch. The teacher's tasks include traditional, but important aspects of the pronunciation, the formation of the grammatical base, the elimination of the psychological and language barriers that impede communication. "Classics" did not change the goals, but the methods, due to the new approach, are already different. Perhaps the most famous representative of the classical method of teaching a foreign language is N.A. Bonk. Her English textbooks, written jointly with other authors and have long become classics of the genre and have withstood the competition of recent years. A number of teachers still use the textbooks of this author. However, it should be noted that the use is partial. Educators, as a rule, select only some material, mainly grammar, and combine it with the use of other teaching materials. This classical approach includes all language components: speaking and writing, listening, reading. It should be noted that the classical technique turns language into an end in itself, but this is not always a disadvantage. This integrated approach is

aimed primarily at developing students' ability to understand and create speech. That is why it is used in the initial stages [2].

Now at the peak of popularity, the communicative approach is aimed at the practice of communication, which, according to the curriculum for teaching foreign languages, is the leading goal. This technique, as its name implies, is aimed precisely at the possibility of communication. On the basis of the 4 “whales” on which any language course is based (reading, writing, speaking and listening comprehension), the latter two are given special attention. However, it would be a mistake to think that the communicative method is focused only on developing the skills of light small talk. Students, depending on their specialty, regularly read publications on their topics in foreign publications. Having a sufficient vocabulary, which expands during the two-year course of study, they learn to navigate the text, to maintain a conversation on the same topic. The communicative method is designed primarily to remove the fear of communication. A well-known specialist in the field of linguistics and methods of teaching a foreign language S.G. TerMinasova rightly notes that recent language learning process has become more functional: “Unprecedented request demanded an unprecedented supply” [8]. And the offer is more and more consumer-oriented [3].

Why, for example, would a physics or chemist student acquire knowingly unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? They are not interested in theory or history of the language. They need foreign languages exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries. In this regard, the functions of the teacher in the educational process have changed significantly [4].

A teacher-mentor, a teacher-dictator, is not able to provide students freedom of choice and “freedom of learning” necessary in comprehending such subtle matter as language. Therefore, such negative pedagogical image is gradually becoming the property of history. He was replaced by a teacher-observer, a teacher-mediator and a leader. Although the teacher's personality in this case fades into the background, its influence on the audience not to decrease, but, on the contrary, increases. It is the teacher who organizes the group interaction (a group of 10-15 people is currently considered an ideal team for learning a foreign language, since this is the number of people who can communicate with each other with maximum effect, interest and benefit).

The classes meet all the methodological requirements of today: they have a practical, educational and developmental orientation, in this regard, project methods are widely used, non-traditional classes are held - excursions, dramatizations, presentation classes, etc., exercises of a problematic and creative nature are used. The choice of methods is influenced by the specifics of faculties, therefore, a mixed teaching method is quite common, which, without emphasizing any extremes, includes elements of the above methods and any others that appear in the methodology. In addition, at various faculties and language stages, elements of the Oxford and Cambridge courses are widely used, assuming maximum immersion of the student in the language process and, importantly, focused on the development of not only language knowledge, but also the creativity and general outlook of the student [4].

The teachers of the department compose and publish collections and methodological manuals on foreign languages, which reflect the specifics of the faculty, solve the problem of intersubject connections, thereby proving that a foreign language is not an end in itself, but only a means for expressing thoughts, including professional topics [5].

The teachers of the Department of Foreign Languages have chosen mainly a mixed teaching methodology, including elements of grammar-translation, communicative, linguistic-socio-cultural and other approaches. This choice allows you to achieve the desired result - the mastering by students of basic knowledge of a foreign language, taking into account the specifics of the chosen faculty. The use of a mixed methodology, in addition to achieving the educational goal, contributes to the comprehensive, harmonious development of the personality, which is important in today's community.

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