

## EFFECTIVE METHODS OF INCREASING FOREIGN LANGUAGE PROFICIENCY IN HIGHER EDUCATIONAL ESTABLISHMENTS

**Ganna Shmelkova**

Ph.D., Assistant Professor, Zaporizhzhya National University, Ukraine  
e-mail: shmelanna1205@gmail.com, orcid.org/0000-0003-2475-3739

**Oksana Ubeyvolk**

Ph.D., Assistant Professor, Zaporizhzhya National University, Ukraine  
e-mail: ubvolk@gmail.com, orcid.org/0000-0003-4257-8209

### Summary

In this article, the authors consider the problems of English-language training within the framework of the traditional system of education in technical universities. The article also provides an analysis of the approach to teaching a foreign language, which represents the greatest practical difficulty in organizing the educational process. The purpose of the work is to analyze and justify the need to change the approach to teaching a foreign language to students, demonstrate one of the methods used to teach a foreign language using the example of an electronic course developed in the LMS Moodle system. Considerable attention is also paid to the importance of the presence of authentic materials in the classroom, the main the source of which is today the Internet and e-learning in the LMS Moodle system. Methods used in the study: methods of theoretical research general scientific (analysis and synthesis, induction and deduction), the study of specific literature, as well as a method for analyzing existing methods of teaching a foreign language, teaching techniques using modern achievements of science and technology, allowing the development of foreign language communication, which plays a positive role in intercultural communication.

**Key words:** intercultural communication, goals, techniques and methods of teaching, teaching technologies, education, LMS Moodle system, information, a foreign language.

DOI <https://doi.org/10.23856/5825>

### 1. Introduction

In the modern world, teachers and scientists are increasingly talking about globalization and the need to know and speak a foreign language. As a result, we can observe the changes that the Ukrainian education system is undergoing. It should be noted that these changes are necessary, since modern specialists are forced to speak a foreign language at an advanced level in order to carry out successfully their work.

### 2. The importance of implementation the latest educational technologies in the process of learning foreign languages

The problem of learning a foreign language for the professional direction of students of economic specialties was studied by Justi R.S., Gilbert J.K., Yu. Avsyukevich, O. Bigich, Yu. Degtyareva, T. Karaeva, T. Korzh, Z. Kornyeva, O. Penkova, V. Tytova and others.

Scientists emphasize the importance of implementation the latest educational technologies in the process of learning foreign languages. Some scientists, studying this problem, used educational projects and games forms of education (Lusi Nurhayati, N. Bibik, D. Bubnova, A. Bunina, O. Leontiev, V. Martyniuk, I. Osadchenko, O. Savchenko, S. Trubacheva, J. Richardz etc.), believing that such foreign language learning tools will make it possible to combine educational and cognitive activities with a real professional environment. The use of the latest multimedia technologies in the process of learning a foreign language was studied by N. Klevtsova, T. Kolesova, A. Lazareva, O. Palii, O. Tarnopolsky and others. Scientists suggest applying different approaches to teaching speaking, reading, listening and writing to higher education students educational institutions.

### **3. The level of foreign language proficiency in higher professional education**

Today a lot of universities are increasingly taking measures to implement algorithms that will make it possible to increase the level of foreign language proficiency in higher professional education. To achieve the goal, it is necessary to improve the structure teaching methods and, of course, the very approach to education.

It is relevant to talk about the competency-based approach as one of the most popular, since it can be considered as a characteristic of compliance with the requirements of the future profession of a university graduate. The competence-based approach is aimed at the comprehensive development of knowledge by students and, first of all, their practical application, which contributes to strengthening the direction of education, taking into account the needs of the student; the student acts as a subject who independently obtains interesting and necessary information. Exactly therefore, universities should create such conditions in which the student will see his own growth and achievements, will be able to conduct self-analysis, self-assessment of their activities (*Srinivas H.2012*).

That is why, today, teachers of non-linguistic universities have new opportunities on the way to improving the forms and methods of teaching foreign languages. Knowledge of a foreign language by graduates of non-linguistic universities and the ability to apply it at the receptive and reproductive levels is a feature of the professional competence of a young specialist that meets the requirements of the time.

### **4. The main problems in teaching**

While teaching students a foreign language in non-linguistic universities, the teacher faces the main problems that regulate this process, for example, setting tasks for choosing a teaching method and, accordingly, selecting material. Mastering by students not only the skills and abilities of the language structure, but also providing information about the cultural and historical experience of the country of the language being studied is a significant goal in teaching a foreign language.

### **5. Using various areas of training**

Learning objectives are multifaceted: first of all, they are defined by needs of modern society, based on the achievements and opportunities for the social activity of the country, at the same time, they independently determine the entire system of teaching, including the skills and competencies necessary to improve the educational process of students of non-linguistic universities (*Kelley P.2008*).

Interrelation, transmission and perception through the language of mental activity, which is a link between various processes and forms of the modern world, have changed the approach to teaching a foreign language.

Mastering the theory of a foreign language, the rules for using lexical units of speech, as well as the actual process of using a foreign language, i.e. communication in a foreign language with a native speaker of another culture is nothing but intercultural (cross-cultural) communication. The main characteristics of intercultural communication depend on the level of foreign language proficiency, on the degree of development of foreign language communicative competence. Imperfect knowledge of grammatical constructions does not interfere with intercultural communication fundamentally with a native speaker's language, since he can easily understand the main thing in the statement of a foreigner who is not competent in constructing a sentence, as evidenced by examples of intercultural communication. The validity of this thesis is confirmed by numerous examples from the practice of real intercultural communication.

The communicative competence of students in professional intercultural relations will be formed only if the program material of the "Foreign Language" subject, established by the federal state standards of higher education, is mastered qualitatively. This makes it possible to use various areas of training, both in the formation competence, and in the motivation of interest in learning a foreign language, not only focusing on mastering vocabulary in the specialty, but learning the language more diversified, which will form intercultural communication at a higher level that meets the main goals that determine the focus of the subject "foreign language".

## **6. Modern methods and techniques of teaching foreign languages**

Modern methods and techniques of teaching foreign languages, including the use of multimedia tools in the teaching process – audio and video equipment, educational computer programs, the use of interactive training courses meets the goals in fulfilling the tasks of teaching a foreign language, contributes to the choice of the most modern methods and techniques, using media tools that make it possible to get an idea of the country, its traditions, etc., to communicate with native speakers of the language being studied.

The most effective use of methods, techniques and ways of organizing communicative communication is possible if they are systematized. In the allotted number of hours of classroom and independent work, the student must learn to professionally and autonomously manage learning processes based on didactic material, using modern technical teaching aids.

In the formation of communication in the professional field, knowledge of vocabulary and grammatical forms of the language is important. Offering students authentic texts of a professional orientation for studying the vocabulary and grammatical forms of a foreign language, the curriculum gives them the opportunity to continue study at a master's or postgraduate level, communicate with foreign colleagues in the professional field. At the same time, it is necessary to form students' communication skills.

Some scientists believe that, while developing communication skills, it is necessary to remember the importance of the types of speech interaction, to implement the communicative intentions of the interlocutors in a variant way, not to forget about the tactics and strategies of speech behavior. When teaching intercultural communication, highlighting communicative situations, it is necessary to compare with the types of pragmatic function of speech means, to determine which the corresponding speech intentions and speech acts are used.

She distinguishes the following types of communicative situations: the ability to conduct a conversation and stop it according to ethical standards (in dialogue – maintaining

and disconnecting contact) with one, several or a group of interlocutors, to activate information activity in a business or general cultural setting, the manifestation of feelings in accordance with information, the management of behavioral norms partners, motivation for effective interaction (Justi R.S., Gilbert J.K. 2002).

In non-linguistic universities in programs for the study of foreign language, it is necessary to include systematized educational materials on linguistic and cultural topics, the culture of communication, which help to diversify the communication skills of comprehensively developed specialists.

Unfortunately, there is no continuity between the school and the university, besides, a sufficient number of applicants with poor language skills enter non-linguistic universities, the teacher deals with groups of students with different levels of training, which leads to unequal learning of the material.

Also, programs for the study of a foreign language in non-linguistic universities should contain additional systematized educational materials on linguistic and cultural topics, the culture of communication in order to expand the communication capabilities of future specialists.

## 7. The pros of e-learning

We believe that one of the promising areas is e-education, which will meet the needs and goals of modern education maximally. One of the advantages of e-learning is working with an impressive amount of information, the ability to analyze it in a limited amount of time. We also consider it an indisputable fact that thanks to e-learning, people who interested in obtaining knowledge are already interacting virtually with each other, thereby stimulating the development of distance, mobile education.

As a solution to these tasks, one of the existing modern teaching methods as the development of electronic courses in the Moodle system (Modular Object – Oriented Dynamic Learning Environment (modular object – oriented dynamic learning environment), which is actively and effectively used at the university can be offered. This method has been introduced into the university education system.

Speaking about the effectiveness of the application, it should be noted first of all that LMS Moodle is a free learning management system, focused primarily on organizing continuous interaction between the teacher and students. Using this electronic course, the teacher can create courses on their own, filling them with content in the form of texts, auxiliary files, presentations, questionnaires, tests, video files etc. To use Moodle, it is enough to have a web browser, which makes using this learning environment convenient for both, the teacher and the students. Thus, the teacher can track not only the students' performance of tasks, but also give grades and give comments. So, Moodle is also the center for creating educational material and provides interactive interaction between participants in the educational process.

This system has a convenient intuitive interface. The teacher can create an electronic course independently and then manage its work: insert tables, diagrams, graphics, video, download additional educational and methodological literature for students etc. We also consider that a huge advantage of this course is that it includes such elements as lecture, task, forum, glossary, wiki, chat etc. The modern learning management system Moodle also has a large set of communication tools: e-mail and exchange of attachments between the teacher and students, forum, chat, private messaging, blogging both in Ukrainian and in a foreign language, holding web-conferences with participants in the educational process.

## 8. The discipline "Professional-oriented workshop in a foreign language"

Since the discipline "Professional-oriented workshop in a foreign language" for teaching masters is practical, the developed electronic course presented below plays the role of support for the implemented discipline, in order to provide students with additional educational and methodological materials for independent work, to work out practical exercises and improve their knowledge, skills and abilities.

Work with the course for students begins with a description of the electronic course. There is also a large section devoted to the methodological support of the course, which includes a complete set of documents on this discipline: the work program of the discipline, the training plan, methodological recommendations to the study of the discipline, the system of assessment by discipline. On the main page you can also find educational and methodological materials on the discipline, additional literature, where all the necessary teaching aids, materials and dictionaries are located, required for students to master this course and perform both practical tasks and independent work.

In the sections, the student can find a complete description of tasks, methodological recommendations and explanations for performing a particular type of task.

## 9. Conclusions

Thus, we can conclude that the qualitative assimilation of the English language in non-linguistic universities should be conditioned by the general tasks of the content, methods, means, as well as educational activities in the field of language practice and harmonious joint work in the educational team. Students should develop an interest in independent work, the ability to self-control, the ability to evaluate their own activities in the learning process and at the end.

Studying program material, using different types of teacher's control, provide students and teachers with materials from various information sources: Internet resources, information from home and international sources – the latest methodological developments, encyclopedias, dictionaries on various topics, from sites with professional content on the language, to develop socio-cultural knowledge. All these methods will help to fulfill the goals and objectives presented by the social order of the society to the future specialists, including the platform of the electronic course.

## References

1. Kovalenko Yu. V. (2010) *Efektivnist suchasnykh pidkhodiv u protsesi vvychennia inozemnoi movy za profesiinym spriamuvanniam u VNZ*. Retrieved from: [http://www.rusnauka.com/1\\_KAND\\_2010/Pedagogica/5\\_57388.doc.htm](http://www.rusnauka.com/1_KAND_2010/Pedagogica/5_57388.doc.htm) 9
2. Al Ibrahim, Ibrahim Abderrazaq. (2002) *Education in the Age of Globalization: Educational Basics to Interact with Life Process*. Education 140. Hamdan, Mohammed Zayd, p. 139.
3. Kelley P. (2008) *Making Minds: Whats wrong with education – and what should we do about it?* Routledge, 200 pp.
4. Myers J. *Cooperative Learning / John Myers*. Vol. 11. No. 4. 1991. Retrieved from: <http://www.londonmet.ac.uk/deliberations/collaborativelearning/panitz-paper.cfm>
5. Srinivas H. *Collaborative Learning*. (2019) *Collaborative Learning Structures and Techniques*. Texas: Teaching Resource Center. Retrieved from: <http://www.gdrc.org/kmgmt/c-learn/methods.html>

6. *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2007). Cambridge: Cambridge University Press, (9th printing). 260 p. Retrieved from: [https://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf) (accessed: 22.09.2017) [in English].
7. *Educational Excellence Everywhere* (2016). Presented to Parliament by the Secretary of State for Education by Command of Her Majesty. L.: Department for Education, P. 123 [in English].
8. Justi R.S., Gilbert J.K. (2002) *Modelling, teachers' views on the nature of modelling, and implications for the education of modellers*. *International Journal of Science Education*. № 24–4, pp. 369–387. Retrieved from: <http://dx.doi.org/10.1080/09500690110110142> [in English]
9. Lusi Nurhayati, M.App.Ling. (2008). (TESOL), Nury Supriyanti *TEFL Methodology Teaching English as Foreign Language Methodology / Lusi Nurhayati, M.App.Ling. (TESOL), Nury Supriyanti. Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta*. P. 50 [in English].