



TEACHING A FOREIGN LANGUAGE USING EFFECTIVE TEACHING METHODS IN TECHNICAL (NON-LINGUISTIC) UNIVERSITIES

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Abstract

This article analyzes and presents methods for teaching a foreign language in non-linguistic universities, which are widely used in pedagogy to create an effective learning process in the classroom. The article also provides lists of important queries and difficulties encountered by both new and seasoned educators to assist in determining what constitutes a practicum's necessary components.

Keywords: Method, efficiency, key concepts, foreign language teaching, contemporary teaching, techniques, non-linguistic (technical) university.

Introduction

Teaching a foreign language in technical (non-linguistic) universities is a complex process that requires constant work and regular and creative activity.

It should be mentioned that, because of the accomplishments of contemporary educators, methodologists, and didacticians, the question of the peculiarities of the design of foreign language classes in a non-language university has never lost its relevance and is still relevant in contemporary teaching methodologies. The issue is that studying any foreign language falls under the category of linguistic or humanitarian disciplines, which are among the general disciplines at non-linguistic (technical) universities.

The question of the peculiarities of setting up foreign language courses at a non-linguistic university has always been faced by teachers, both novice and seasoned; because of the accomplishments of contemporary educators, the question has not lost its relevance and is still the most pertinent in terms of contemporary teaching techniques. Any foreign language study falls within the humanities, which are among the general developmental disciplines in a non-linguistic institution. As a



result, teaching the aforementioned topic in technical universities frequently calls for extra care.

Discussions and Methods

Since learning a foreign language is by no means optional in the paradigm of contemporary global education and the global labour market, it is important to keep in mind that learning a foreign language is not only a scientific or non-core academic subject, but also a crucial component of the educational system that determines the future specialist's level of competitiveness in the global labour market. Therefore, his degree of mastery and ability in a foreign language will determine his chances of realizing himself in the career he has chosen. It is important to keep in mind that the teacher and his teaching strategies have a direct impact on the students' degree of content mastery.

Initiative, the capacity for creative problem-solving and original thought, the ability to select the appropriate career route, and the willingness to learn new skills during one's professional career are still considered the most crucial personality traits in the modern world. As a result, a modern instructor needs to assist the student in developing his independence, creativity, and self-confidence in addition to imparting knowledge.

Simultaneously, there is an increasing need in society for education and successful individuals who speak fluently in another language for their professional endeavors. One of the primary issues in teaching English to students is the low level of speech activity. This results from inadequate language use in everyday situations.

Due to the ease with which people can now travel and interact with people of different nationalities, the issue of inadequate speech activity is one that affects society at large as well as students in higher education. English proficiency is necessary for this, but so is the capacity to put that proficiency to use. Even proficient English speakers frequently worry about making mistakes in their answers in class. Without a doubt, a language barrier develops. A language barrier exists to conquer, which is to get rid of a psychological issue that goes away when one's self-assurance increases when interacting with others.



Approaches and methods for teaching foreign languages have always piqued the curiosity of foreign language instructors. Although there are many ways available today, the following eight are the most frequently employed in practice:

- 1. Grammar Translation Method: The most popular approach is the grammar-translation method. This approach focuses on teaching pupils how to read and translate written material. Teachers that use this strategy create texts to practice and automate specific grammar principles and structures.
- 2. Direct Method: This approach starts teaching foreign languages at an early age. During class, you are not permitted to speak in your mother tongue.
- 3. Audio-Lingual Method - this method is based on listening, which consists of students listening to recordings to practice foreign language speech. The purpose of the method is to develop students' perception of foreign language speech.
- 4. The Silent Way: this is a silent method in which the teacher assumes the position of a listener.
- 5. Suggestopedia - when using this method, classes consist of several stages, students are given new material, then it is practiced and consolidated, various exercises are used, active and passive, and classes can also take place in a game form.
- 6. Community Language Learning: Also known as communicative learning, this approach consists of a plethora of interactive exercises, including role-playing games, theatrical performances, surveys, group and pair work, and more.
- 7. Total Physical Response Method: First-stage students passively take in the information without applying it to their spoken foreign language. They have to physically react to some lexical things in the next step.
- 8. The Communicative Approach: One of the most popular and favoured teaching strategies used by contemporary educators is the communicative approach.

In this article, we examined the tasks and responsibilities of the instructor in foreign language programs and determined the elements that comprise this learning experience. The efficacy of a practical lesson is contingent upon the teacher's professional and personal instruction in organizing the complete educational process, irrespective of the teaching technique or approach employed.



Conclusion

In summary, it should be mentioned that foreign language instruction in technical universities should move "from simple to complex." The field of foreign language education encompasses a wide range of approaches, strategies, and contemporary tools for instructing and evaluating learners. The teacher, who must rely on trustworthy resources and contemporary literary sources, determines the student's degree of understanding.

Since it is assumed that the effectiveness of the teaching method or approach to teaching is not just a question of how effective the teaching method or approach is, the practical component of this paper is to analyze the activities and role of the teacher in foreign language classes at technical universities and to compile a list of necessary issues and problems faced by the teacher. This will help both new and experienced teachers determine how effective the teaching process is in their classes and identify the components that make up this teaching process in order to improve it, regardless of the teaching method or approach, but also an issue of how effective the teaching strategy or method is.

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