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## MODERN APPROACH TO TEACHING ENGLISH IN HIGHER EDUCATION

**Abstract:** It is known that the demand for teaching English increases year by year. In particular, the modern approach to teaching English is one of the topical issues of today.

This article highlights the specific features of teaching English to students of higher education institutions. It is also aimed at increasing students' interest in learning English and the pedagogical foundations of this process are revealed.

**Key words:** English language, competence, communication, teacher – student, quality of education, innovative approach.

**Language:** English

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### Introduction

Mastering a foreign language in higher education implies the formation of a number of competencies for students. In particular, graduates should be able to communicate orally and in writing foreign language and solve problems of interpersonal and intercultural interaction. Therefore, students must have certain knowledge (for example, knowledge of language tools) and skills (to use speech communication formulas, formulate their point of view, etc.), as well as be able to relate language tools to specific situations of cross-cultural speech communication.

The solution of this complex, "global" problem occurs during the entire period of foreign language teaching in the higher education and requires the use of rational and effective approaches and technologies, forms and methods of teaching. In this context, it is common to talk about the use of new information and communication technologies, active teaching methods, and a differentiated approach.

In modern society, specialists with abilities and skills that allow a professional to be more maneuverable and successful in present conditions of market relations, carrying out effectively lots of labor activity, being at the same time quite socially adapted, is in great demand. In the article the need to determine

the scientific and practical importance of the professional competence of the student and teacher as direct interacting initiators and participants within the educational process, its development, in turn, is a prerequisite for the further professional formation of a future specialist. Prospects for the development of education are due to both the use of innovative methods and technologies in the meaningfulness of the educational process, and the growth of the teacher's professional competence [1].

All of them studied a foreign language at school, college and lyceums. On the other hand, not everyone learned English, and it is this language at the beginning of the XXI century that is one of the leading means of intercultural communication in various fields [2]. In addition, the level of language training of many graduates remains quite low today. And finally, even well - trained English graduates of higher education experience difficulties in real situations of social and professional interaction on it, since in educational institutions they received mainly language knowledge. To work with foreigners, a high level of development of speech skills is required, which are the main component of the communicative competence of a modern person. In the modern world, it is very important not only to have certain linguistic

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knowledge, but also to be able to correctly apply them in various situations of intercultural communication to solve specific communicative problems.

Foreign language skills of employees are an important factor for employers, that is, it is part of its intellectual capital. In our pedagogy of higher education, in our time actively searching for ways to improve the linguistic training of students of a non-linguistic profile is actively being conducted, however, the issues of advanced training of specialists who have already graduated from high schools are not fully covered. An effective way to increase the level of communicative competence of employees is corporate training in a foreign language. This type of training is becoming more and more popular in our country and in many large companies it is an obligatory component of employees' activities[3].

Today, training is included in the list of services of almost all language lessons and courses. Most of them issue their own certificate of completion of courses, which, however, is a formality.

However, the "basic element" is the methods and techniques of teaching a foreign language, which the teacher uses in the classroom, directly working with students. Students' knowledge and proficiency in language tools and their use in communication depends on how effectively this material was presented, fixed, and worked out. A method that allows you to:

a) motivate students to study the subject,  
b) promotes the development of language and speech competence,

c) contributes to a faster and more durable assimilation of the material, is the game. Is the use of games in the student audience justified? And if so, which games will best contribute to the development of language skills? In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults.

Analysis of the works of these scientists allows us to conclude that it is the game technology that allows the student to be personally involved and involved in the functioning of the studied phenomenon, which gives him the opportunity to simulate real life conditions. K.D.Ushinsky believed that games are partly a person's own creation, which does not pass without a trace, but to a certain extent contributes to the formation of his personality [1].

Modern pedagogical technologies such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a person-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, aptitudes, etc. Forms of working with computer training programs in foreign language lessons include:

- learning vocabulary;

- practice pronunciation;  
- teaching Dialogic and monological speech;  
- learning to write;

- working out grammatical phenomena. The use of the Internet in a communicative approach is highly motivated: its goal is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience. Students should be prepared to use the language for real communication outside of classes, for example, during visits to the country of the language being studied, during the reception of foreign guests at home, during correspondence, when exchanging audio and video cassettes, task results, and so on. At the same time, the term communication should not be understood narrowly, purely pragmatically.

Many rules and meanings of new words are explained by the teacher using familiar vocabulary, grammatical structures and expressions, gestures and facial expressions, drawings and other visual facility. You can also use computers with CD, Internet. All this helps to awaken students' interest in the history, culture, and traditions of the country of the language being studied. The goal is to teach the student to speak a foreign language not only fluently, but also correctly. After all, extracurricular activities have a huge potential for the formation of communicative competence.

Communicative competence includes the following aspects:

- knowledge of how to use the language for different purposes and functions;  
- knowledge of how the language changes in a particular communicative situation;  
- the ability to compose, read and understand texts, to characterize them;  
- ability to maintain a conversation.

How is learning a foreign language?

Communicative competence comprises:

Grammatical competence (the main goal is not to demonstrate the knowledge of grammar rules but a grammatical competence – using a rule in the negotiation of meaning;

Discourse competence (understanding the nature of correlation between certain words or phrases in a text, and the ability to interpret the overall meaning of the text;

Sociolinguistic competence (comprehension of the social context in which language;

Strategic competence.

Practice shows that one way or another, students tend to talk about everyday work affairs and problems, about some situations that occur with them during work. If the teacher is completely unaware of what this company is doing, he will not be able to build and maintain interesting conversations, discussions and dialogs, which, as already noted, play a crucial role in

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the context of the communicative methodology used for training in the corporate sector.

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