

PECULIARITIES OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATION



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ABSTRACT

The trend toward the development of students' intercultural communicative competences, the use of interactive teaching methods, and the transformation of the teacher into a consultant in the teaching process necessitates highlighting the level of perception, knowledge, and views of teachers on the intercultural approach in teaching. The study demonstrates a favorable view in terms of boosting instructors' intercultural communication abilities. Teachers emphasize the need of using an intercultural approach while teaching foreign languages. The scholarly article demonstrates how developing nations are catching up to advanced countries in terms of using an intercultural approach to teaching foreign languages at the local level.

Keywords: *intercultural competences, feature, study, higher education, pedagogy.*

INTRODUCTION

Global developments in the social and economic system have resulted in a shift in the needs of society, the state, and industry. As a result, the role of foreign-language instruction in higher education institutions is shifting. The priority of the goals and objectives of education have shifted, with a focus on professional English in order to master the hard skills of these experts. Students' curricula are getting more utilitarian all over the world due to the student's, the future specialist's, need to handle professional difficulties. Most higher education institutions prioritize worldwide testing systems above domestic examinations. As a result, curriculum are built on online resources, topic series, and Cambridge guides. Instructional foreign languages in underdeveloped nations is therefore based on conventional, ineffective in current dynamic situations, techniques and teaching methods in conformity with governmental teaching policy. As a result, pupils are undermotivated, which hinders their mastery of foreign languages. Another element complicating matters is the limited use of interactive techniques of teaching a foreign language. The lack of

possibilities for students to actively participate in the teaching process is determined by the fact that the teaching process is "teacher-oriented," when the teacher should function as a consultant and develop a clear aim.

One of the goals of learning a foreign language is to utilize it professionally. Students' lack of awareness of this purpose results in inadequate teaching and low motivation. As a result, pupils are not as self-sufficient in learning foreign languages. Taking into account the most recent worldwide trends in foreign language teaching, such as the development of students' intercultural communicative abilities and the use of interactive teaching techniques, the study of instructors' intercultural competences is an important subject of exploration. Because the teacher is ultimately accountable for the efficacy of foreign language teaching because he chooses the goals, approaches, and teaching techniques, it is prudent to thoroughly research the characteristics of foreign language teaching.

LITERATURE REVIEW

There are several trends in the teaching of foreign languages in higher education institutions. The primary one is the widespread use of information and communication technology. As the number of pupils learning foreign languages rises, so does the number of teachers and curriculum. The rising demand for students' language and communicative competence determines the use of the most effective tools of information and communication technologies for the development of these competencies: e-mail correspondence, online platforms and tools, PowerPoint presentations, CD-ROM training programs, internet resources (Biyalova 2017)

Approaches to the presentation of educational content, assessment and control, the student-teacher interaction, and instructional methods have already altered. The phrase "hybrid learning" arose as a result of the use of information and communication technology in instructional procedures. It refers to the incorporation of foreign-language teaching techniques based on integrated interactive components and modern technology into the traditional learning process (Klimova & Kacatl, 2015).

MATERIALS

The study is founded on the principles of bi-literacy genre-based pedagogy, plurilingualism, and an intercultural approach to teaching foreign languages, with the goal of developing teachers' "intercultural communicative competence".

The research relies on statistical analysis of survey data. The first part of the study (February-March 2020) included an investigation of current techniques to teaching foreign languages based on bibliometric analysis of publications. To assess

the condition of foreign language instruction at higher educational institutions, an analysis of research based on the databases Science Direct and ResearchGate for the period 2006-2020 was employed. Furthermore, separate Eurostat statistics on the level of foreign-language learning among EU students were compared and matched.

Theoretical generalization of significant trends and issues in foreign language instruction has also been enforced. The historicism concept has been applied to assess changes in patterns in foreign language instruction. The methodologies for studying the state of implementation of the intercultural approach in teaching foreign languages at higher educational institutions were chosen at the second stage of the analysis.

Because the survey is a quantitative means of measuring the characteristics of foreign language education, the questionnaire was chosen as a tool to carry out a survey recommended by Sercu (2006). The questionnaire assesses the degree of cognition (beliefs, knowledge, and reasoning) of instructors at higher education institutions about understanding of “intercultural communicative ability”.

RESULTS AND DISCUSSION

Changing the didactic and methodological strategic goals of foreign-language teaching in response to the problems of current reality allows for the teaching of a foreign language outside of the setting of the higher education educational process. However, in the framework of integrative and optimum student personality development methods. It satisfies contemporary standards for skilled expert professional training.

In the current educational process of higher education institutions, the introduction of a new style of foreign-language instruction has limitless potential. The first is that the educational subject "Foreign Language" offers a variety of possible chances for a student's personal and professional growth. And this isn't only an opportunity to hone your verbal and social skills. The teacher's relative freedom in selecting the content of the material for students and exercising lexical or grammatical abilities allows for the enrichment of courses with professional content, supporting professional growth.

Second, the nature of teaching a foreign language necessitates the development of communication skills and entails working in groups and pairs within the context of interactive pedagogical learning technology. Enriching the assignments with professional material for conversations and listening texts will also help to acquire a professional level of foreign language competence while increasing enthusiasm to study a foreign language.

Third, there is an increase in incentive to learn a foreign language that is not limited to the sublevel of survival. Because of the use of not just the competence approach, but also problems and information, integrative, cultural, and other methods at the professional level.

The use of the problematic and information method offers the construction of a specialist in the progressive logical evolution beginning with creative thinking and progressing to a creative personality through creative common activities.

When the material chosen fulfills all professional objectives and demands, the integrative method is intimately tied to the capacity to integrate the educational discipline "Foreign Language." To master language ability at the professional level, an interdisciplinary integration of professionally relevant material of foreign language training is required. It is critical to integrate diverse types of language and educational activities, as well as possibilities for practical language development (video communication, Internet communication, etc.).

In order to prepare for intercultural engagement, a culturological approach is needed. The culturological approach in education entails the exposure of the axiological, activity-oriented, personal, and creative components of culture via the concept of man as a cultural subject.

CONCLUSION

It is founded on data analysis and research findings from European researchers: changes in the social and economic context necessitate new approaches to the organization and provision of foreign language education; a new understanding of the goal of "language learning" leads to the formation of new models of their learning.

In foreign-language instruction, the focus changes from knowledge and accuracy to communication abilities, ensuring a successful result. The new models are designed to prepare professionals who can successfully communicate, listen, and comprehend intercultural speakers, among other things. As a result, the emphasis in education switches from reaching the desired outcome to achieving inspiring successful results, from language acquisition to "language usage".

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