DEVELOPING EFFECTIVE METHODS AND QUALITY STANDARDS IN TEACHING FOREIGN LANGUAGES TO UNIVERSITY STUDENTS SPECIALISING IN HUMANITIES

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Abstract: The demand for approvingly qualified specialists capable of establishing business contacts and partnerships with foreign companions, and specialists who speak a foreign language at a professional level, is reflected in the active curricula of universities of humanitarian specialties. A foreign language today is not just a part of the culture of a particular nation, but it is also the key to conquest, a future prosperous career for a young specialist. In the context of improving the quality of teaching in higher education institutions, a teacher needs to know the most delinquent methods of teaching a foreign language, unique teaching techniques, and strategies to optimally select one or another teaching method following the level of knowledge, requirements, and interests of students. Teaching methods are not simple algorithmic units. Their rational and motivated use of foreign language lessons requires an original approach on the part of the teacher. Pedagogy is a science and an art simultaneously, so the path to choosing teaching methods should be based on the teacher's creativity, knowledge, and experience.

Keywords: Foreign languages, Higher School, Humanities, Improvement of teaching techniques, Teaching methods.

1 Introduction

Achieving a high level of foreign language proficiency is only possible with fundamental language training in higher education. Teaching methods and their development are ordered ways of activity of the teacher and students in the light of the evolution of the educational system, aimed at the effective development of the obligations of academic tasks [2]. The teaching method acts as an instrument of the teacher's activity to perform the leading function – schooling [26]. The teaching method is implemented through some teaching methods, various approaches, and working techniques. Teaching methods are specific learning situations that contribute to achieving a particular method's intermediate (auxiliary) goal. In teaching practice, foreign language teachers often use time-tested standard teaching methods. Sometimes, teaching a language is a somewhat modernized version of the grammar-translation method.

The requirements for a foreign language lesson change over time and the latest teaching methods are being developed [12]. At the present stage of the development of science, the times when the ability to translate adapted, inauthentic texts from a foreign language and vice versa have already passed. Today, the educational process in universities is being reformed under the pan-European requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, establishing cooperation between universities and European academic institutions in the field of educational and scientific activities, international student exchanges, the possibility of obtaining a second higher education and studying for master's programs abroad. In reforming higher education, educational technologies for teaching foreign languages should also change.

Language education is also being gradually modernized through introduction of a modular-rating system for teaching foreign languages, interdisciplinary integration, democratization, and economization of education, bringing to life innovations in teaching foreign languages [30]. All this puts new requirements for teaching and training a foreign language in universities.

The purpose of conducting a foreign language in higher education at the present stage is to master students' communicative competencies, allowing them to realize their knowledge, skills, and abilities to solve specific communicative tasks in real-life situations. A foreign language acts as a means of communication with representatives of other nations so that in education, the culturological or intercultural approach to teaching continues to develop in the future within the framework of the concept of a dialogue of cultures, to form polymeric literacy of students.

In this regard, the universities are responsible for the quality provision of students with the required language knowledge and skills. Therefore, the educational institution should systematically create conditions for improving the qualifications of its teaching staff to provide the institution with an appropriate material and technical base.

2 Literature Review

High-quality language training for students is only possible with modern educational technologies. Modern technologies in education are professionally-oriented teaching of a foreign language, employment in teaching, the use of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in teaching foreign languages, creation, use of Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (design of a bank of diagnostic materials for the course of the subject "Foreign Language" for computer testing in order to control the knowledge, skills, and abilities of students) [33]. At this stage of methodological science development, communicative and constructivist methods are the primary techniques.

A considerable number of articles published today are devoted to the problem of teaching a foreign language [1, 3, 5, 29]. It is known that the primary goal of teaching a foreign language at the present stage is the development of the communicative abilities of the individual, and speaking, as the most popular form of communication, requires special attention [4]. A specialist with higher education must be able to speak a foreign language because the state educational standard of higher professional education defines the language skills that a university graduate should master – namely, knowledge of one of the foreign languages at a level that ensures effective professional activity.

On the one hand, specialists who speak at least one foreign language at a reasonable level are in demand in the labor market [11]. But on the other hand, the education system also supplies university graduates with a low level of knowledge, translating with the help of a dictionary.

To define the scope of the designated problem, let us start with the methodological foundations. Modern didactics involves various teaching methods in preparing students of humanitarian specialties in the discipline of "Foreign Language." The term "form of organization of learning" refers to a specific type of this lesson. The complete forms of organization of educational activities of students are presented in the works of domestic and foreign researchers [23]. The authors agree that it is in organizational structures that interaction between teaching and learning takes place [2, 17, 24].

The features of interactive forms of learning include a single semantic space, the active inclusion of the student in this space (immersion in the language environment), the unity of means and methods for implementing the solution of tasks, entering into such an emotional state that allows getting closer to real situations of verbal communication [14].

All this is achieved through such forms of interactive learning as role-playing and business games, discussions, brainstorming, case analysis, solving situational problems, presentations,

conferences, and debates, i.e., forms of work that develop and actively use speaking skills to a greater extent.

3 Materials and Methods

The *fundamental method* of teaching a foreign language is the oldest and most traditional method. It is also called classical. It is seriously relied upon in language universities. Studying according to the classical approach, students learn to look at the world through the eyes of a native speaker [6]. The classical course is aimed at students of different ages and often involves learning the language from scratch.

In the *classical method*, all language components (oral and written speech, listening, etc.) must be developed by students systematically and harmoniously. This integrated approach aims to develop students' ability to understand and create discourse. A teacher who is not a native speaker can analyze and compare two language systems, compare constructions, communicate information better, explain grammatical rules, and prevent possible errors. The Western world has appreciated the priority of bilingualism (knowledge of two languages) [19]. The most significant value in the modern world is represented by teachers who can think in the context of two cultures and convey to students the appropriate set of knowledge.

The *linguistic socio-cultural method* is one of the most severe methods of learning a foreign language, involving an appeal to such a component as the social and cultural environment. Proponents of this method are sure that the language loses its life when teachers and students aim to master only lexico-grammar forms. Previously, they monitored the correctness of speech. Now, in addition to this, they seek to increase its content. The meaning of the transmitted information is essential, that is, the communicative level, because, in any case, the ultimate goal of communication is to be understood. In the West, language is understood as a system of communication consisting of specific fragments and a set of rules used for communication [13]. The linguistic socio-cultural method combines linguistic structures with extralinguistic factors. The purpose of learning a language using this method is to facilitate understanding of the interlocutor and the formation of perception on an intuitive level.

The *communicative method* is aimed precisely at the possibility of communication. At the same time, increased attention is paid to speaking and listening comprehension [15].

The *simulation method* can be successfully applied in teaching a foreign language to students of humanitarian specialties of universities. In cybernetics, this term is used to model and simulate reality. In training, we are talking about various simulation business games that allow students to develop their skills and apply knowledge to solve a particular problem in the so-called "safe environment," which simulates real situations, for example, in business or work in a company. The simulation provides an opportunity for students to try themselves in a specific role (manager, president of the company) and to explore this enterprise's system of work. The participants in the game are given specific tasks – to increase the company's profit, conclude an agreement, profitably sell the company's shares, and the like. Simulations are characterized by a high degree of interest in the participants. They are completely immersed in the game, embodied in their role, and root for the result of the work since the overall result of the game depends on the team spirit and the speed of decision-making. Thanks to the simulation, students' strategic planning skills are formed, and the ability to work in a team, negotiate and convince a business partner develops. Simulations streamline students' knowledge and prepare them to make quick and motivated business decisions in future activities. There are computer simulations, where participants work with a computer program and manage an imaginary company, and desktop simulations, where participants, companies, and enterprises "exist" in the form of chips and cards.

The *role-playing game* is an active teaching method that develops the student's communication skills. The role-playing

game is connected with students' interests and is a means of emotional attraction and motivation for educational activities. Role-playing is an active way of teaching practical knowledge of a foreign language. The role-playing game helps to overcome students' language barriers and significantly increases the volume of their speech practice [22].

The *discussion method* teaches students to conduct an unprepared dispute or verbal competition in a foreign language. The discussion's main feature is students' interpersonal interaction and communication with the teacher [29]. The peculiarities of this teaching method include the fact that the dialog allows you to identify various points of view on a particular issue, compare them in direct communication, and, if possible, analyze each of them if the situation requires it. A prerequisite for the discussion is the presence of any controversial issue, the final solution developed during the debate. For its successful conduct, participants must know the subject of discussion, have their own opinion on this issue and master the techniques of influencing partners and managing the conversation. The basis of the compositional development of the debate is evaluation and argumentation.

The merits of the discussion include the following:

- The spontaneity of the statement:
- The ease of the atmosphere:
- The enrichment of information.

The above positions indicate that conducting a discussion in a foreign language requires a high level of development of communication skills. Therefore, the discussion can be used as a final control and at the end of work on a topic or some issues. The following topics can serve as examples of organizing discussions in a humanitarian university: "Advantages and disadvantages of distance learning," "Formation of the language culture of a future specialist," "Advantages and disadvantages of various forms of teaching a foreign language," "Social responsibility of higher educational institutions," etc.

Practice shows that cross-discussion finds an enthusiastic response from students [7]. During the organization of the first such discussion, the teacher explains to the group its principles, and then the students themselves actively use this methodological technique during an unprepared dispute. Previously, all students are divided into several groups. The essence of the cross-discussion is the precise implementation of the rules that the group takes for granted.

One student from the group can participate in the discussion only once. After that, all students in the group are involved in a conversation or argument. Even poorly prepared students work more actively if they feel the group's support. They see a common goal – to convince rivals, to prove their case. In fulfilling this condition, the teacher lays the foundations for team building, which will be in demand in the other professional practice of students.

As part of the discussion, methodologists and practitioners advise actively using six types of questions:

- Verification of knowledge of the material (clarification of the information received);
- Understanding (in the form of retelling);
- Application of the received information (simulation of similar situations, for example, "What would happen if...?");
- Analysis (connection of previous events with subsequent ones);
- Synthesis (creating your material (articles, poems, non-verbal communication) based on the studied material;
- Assessment (search for a solution based on the problem posed, comparison of characters and their actions) [16].

The following non-traditional way of developing students' speaking skills in a foreign language is *brainstorming*, which should have a clear goal, including the stages of the silent

generation of ideas, their random enumeration, clarification of ideas, voting, and ranking ideas to achieve the goal. Types of brain attacks:

- Direct, reverse (begins with criticism of ideas);
- Double (the number of participants exceeds the optimal number by several times with a corresponding increase in the duration of the event);
- Ideas conference (usually for 4-12 people for several days);
- Individual brainstorming (the student is both a generator of ideas and a critic) [17].

Examples of brainstorming are topics of a problematic nature that may need a more straightforward solution: such as global issues as steps to improve the state of the economy in the country, for example. At the end of the brainstorming, depending on the nature of the task of finding the optimal solution/idea, students can be offered to use the principle of a reflective position, namely: to determine whose idea was the most unexpected, philosophical, divorced from reality, academic, most practical and easy to implement, profitable, etc. Reflection is also beneficial when the teacher asks students at the end of the brainstorming session to continue the phrase "I believe that today took place... because..." or "I believe that I achieved/did not achieve my goal, because…"

The types of training that are in demand among students include the *"round table,"* which is an exchange of views on any issue or problem that interests the participants in communication. Participating in the "round table," the student expresses only his point of view. The problems discussed at the "round table" can be very diverse: regional studies, moral and ethical, social, cultural and value, economic, etc. Participation in the "round table" requires the communicants to have a sufficiently high level of language proficiency and the availability of specific knowledge on the problem being discussed [8]. Therefore, as a method of controlling a "round table," it is advisable to use it at an advanced stage of learning and the end of work on a particular topic or several related topics. "Round table" can be used to study various issues, where students share their knowledge already gained in their future professional practice. This work helps integrate the educational process and strengthens interdisciplinary connections.

The methodology for including students in active foreign language activities involves such a form of training as preparing a report and participating in a conference. The conference is a way to improve the skills of monologue statements of students who have not had such an experience [18]. The value of participation in the annual intra-university and inter-university conferences lies in the integration of classroom and extracurricular work. The scientific focus of the conference topics is an incentive to master professional terminology, practice correct pronunciation, clearly express thoughts, be understood by other participants and members of the commission (jury), and overcome stiffness. For each student of the group, participation in the conference can be direct (speech with a report, presentation) or indirect (participation in debates, analysis of the heard material). The preparatory stage consists of the fact that with each speaker who wants to speak at the conference, a detailed presentation plan is individually drawn up, and literature with sources of information is selected. Then, the manner of presenting the material is worked out. Students immediately prepare all parts of the report in a foreign language or translate from other language independently. The teacher's role is to edit the work and recommend correcting deficiencies. Such extracurricular language activity not only expands the boundaries of knowledge in the subject being studied but also activates the student's independent work on analyzing, synthesizing, and evaluating information.

4 Results

Modern pedagogical science is in search of ways to modernize professional education [22]. At the same time, great importance is given to taking into account the world experience of

development in this direction since solving the problem of improving the quality in the field of vocational education requires ensuring the exchange of knowledge, the effect of meta-knowledge, the creation of interactive networks, the mobility of teachers and students, and international research projects.

Appeal to the problem of studying the experience of modernization of vocational education in the international arena resulted from the entry of the domestic professional school into the global educational space and the international market of educational services. Furthermore, the modernization of education determines the choice of modern technologies for teaching foreign languages. This is due to the increasing importance of a foreign language for the professional growth of a specialist.

Modernization of education allows you to turn to the student's personality, building a system of continuous education. For example, the UK and Germany, the most technically advanced countries, have extensive experience teaching foreign languages through the organization of search activities, portfolio technology, and block-modular education. The solution to this problem involves not directly borrowing foreign experience but a thorough study of it to adapt progressive ideas to the specifics of education.

The search for new technologies for teaching foreign languages is due to several circumstances:

1. The methods of teaching a foreign language in domestic universities, according to the traditional system, currently need to meet modern requirements for language proficiency.

2. Teaching a foreign language is mainly focused on developing students' memory and the ability to translate a foreign text in their specialty competently. In contrast, modern pedagogy focuses on the development of thinking and the activation of cognitive activity.

3. The expansion of the country's economic, political and cultural ties with foreign countries has revealed the need to improve the quality of teaching foreign languages in higher education, which should be aimed at developing students' knowledge necessary for communication and work in their specialty abroad [25].

In the field of higher professional education in highly developed countries, the following innovative trends can be distinguished:

- Development of the system of higher professional education according to the scheme "education – science – production";
- Use of a multi-stage learning structure;
- Development of continuous education;
- Improving the forms of postgraduate education;
- Intensification of the educational process by directing it towards the independent work of students.

The modern scientific and technological revolution has transformed the priorities in teaching students, putting forward education, creativity, and the ability to learn independently [9]. But these priorities conflicted with the existing pedagogical system that took shape in the industrial era of the 20th century and focused mainly on memorization, reproduction, and performance. It led to a decrease in the quality of general educational fundamental training of specialists in some leading countries.

Therefore, among the main tasks of higher education in a rapidly changing social environment, the main areas can be distinguished:

- Compliance with the requirements of modernity – the role of higher education in society, its functions, programs, content, and methods of its provision;
- Quality is a multifaceted concept covering all types of activities concerning higher education;

- Internationalization and universalization of higher education content using modern communication systems.

The principal modern pedagogical concepts of teaching a foreign language in a foreign school include:

- Grammar-translation method (deductive): reading literature in the original, translation, emphasis on vocabulary and grammar;
- Direct method: no translation, visual principle, speaking, inductive grammar;
- Audio-lingual method: mechanical use of language, listening;
- Silent teaching method: cognitive approach, use of language for self-expression, language structure, diagrams, silence;
- Suggestopedia: suggestion skill, role-playing games, dialogues, vocabulary, little grammar, translation is acceptable;
- Whole-community method: cognitive environment, teacher-therapist, the atmosphere of openness, small groups;
- Method of total physical return: listening skill, oral anticipation, visualization, the way of learning the native language;
- Communicative approach: motivation, individualization, communicative orientation, functionality, accessibility, activity, visibility.

The most progressive of them was the American communicative theory, which is the basis of the communicative approach to teaching a foreign language abroad [19].

The effectiveness of globalization in modern society would only be so high because of the significant role of language [27], which is a means of communication. We are talking about a foreign language since the general part of the information on the Internet, and all international types of documents, are presented in a foreign (mainly English) language. Furthermore, there is the experience of bilingual education, which is determined by the ability to speak two languages when switching from one language to another, depending on the communication situation. The so-called coordinative type of bilingualism is ideal when the student freely moves from one semantic base to another. That is, the future specialist speaks two languages fluently. An active research search is underway in bilingual education, and the experience of foreign countries is being studied. But the most valuable for us is the example of Germany, which combines the presence of a natural foreign-language environment associated with many emigrants and global integration into the general cultural and business space. Bilingual education has a great future and has some advantages. This type of education is suitable not only for the humanitarian sphere.

Previously, priorities were given to grammar, vocabulary acquisition, reading, and literary translation [26]. Tasks included reading and translating the text, memorizing new words, retelling, and reading, writing, or dictation exercises. Only one function of the language was realized – informative. What is revolutionary is that the language has become accessible to most people. As a result, language learning has become more functional. Specialists in various fields of human activity require English to communicate with people from other countries.

5 Discussion

In training specialists in any humanitarian field, it is imperative to optimize the process of transferring knowledge from teacher to student [31]. Also, it is vital to develop computer technologies that intensify future specialists' professionally oriented foreign language education or to use ready-made materials offered in significant quantities by large publishing houses [20]. The value of methodological developments using computer technologies lies in the fact that they can include tasks that meet the requirements of a specific university program in the Foreign Language discipline and many translation exercises that are not found in textbooks published in native countries. You can also

prepare guidelines for conducting role-playing and business games. These programs exist on the Internet. They can be easily installed on students' home computers, placed on educational resources of universities, and used in media libraries. In addition to translation exercises, the value of these methodological developments lies in the fact that many tasks do not have a freely constructed answer and are automatically checked by the program, demonstrating gaps in knowledge. Thus, students see their omissions, gaps in learning, and weaknesses, can quickly return to previously studied topics using the navigation system, refine the missed or unlearned material and complete the task again, but with great success. If necessary, the procedure is repeated.

Immersion of students in the integrity and value of cultural interaction in foreign language communication is only possible with a reflective position. Therefore, in the guidelines, there is an "evaluation sheet" which determines the level of the material learned. This list includes determination of readiness for the lesson, personal contribution to the discussion, role-playing game, case analysis, debate, effectiveness of participation, the intensity of statements, success in the process of using speech technologies (clarity of presentation, persuasiveness, expression of agreement-disagreement), flexibility of thinking, tolerance in the process of communication, the level of satisfaction from work done.

The axiology of foreign language interaction is reflected in the guidelines for conducting a case study [32]. The topics under consideration relate to differences in approaches to eliminating misunderstandings in intercultural communication and the development of valuable meanings of communication. At the end of each chapter, the student is offered a questionnaire to fill out to develop reflection skills. At the end of the course, the block "Repetition of the material covered" and materials for enhancing oral speech skills are presented. The didactic value lies in the fact that in the process of work, students develop the foundations of communicative competence, which involves the development of the following skills:

- Public speech (presentation);
- Monologue, dialogic and polylogical oral communication in situations typical of business communication;
- Interpersonal communication from the standpoint of respect for another person as an equal person and his culture;
- A unique manifestation of the baggage of knowledge and traditions accumulated by the ethnic group.

The various tasks included in the manuals develop students' communication skills. Each section ends with a case study that requires a written solution.

As part of the intensification and practicality of using study time, we consider it necessary to use computer testing. Tests may include tasks designed to test three types of speech activity: reading, writing, and listening. To carry out the current control of students' knowledge, the teacher can make any necessary number of tests from the proposed bank of test tasks. The materials prepared by the group of authors of this collection can be used both as control and measuring materials and for final testing.

At the same time, the undoubted advantage of this collection is that the tasks are differentiated in complexity. With each teacher using this type of testing, students' language skills and abilities can independently choose the material that meets the level of preparation of a group or individual student. In addition, the materials proposed in these tests can be discussed orally in a group after completing all other types of tasks. Both the teacher and the students themselves can prepare problematic questions for them. This will again allow the group to "speak" the linguistic material, discuss the information received, and develop oral speech skills based on interactive learning.

Tests help to quickly check the quality of mastering the material [21]. Still, the teacher needs to see the integrity of the picture of

the educational process, namely: to master the technologies that help comprehensively assess students' foreign language knowledge, skills, and abilities. For these purposes, the method of peer review can be used, which helps to determine (with a small error) the quality of assimilation of the content of theoretical and practical knowledge of students. With the help of this method, students' creative works are checked, the implementation of which involves an independent or in-depth study of a topic or its separate direction. The reliability of expert assessments is achieved due to the consistency of expert opinions. If any two experts (who are both teachers and students of the group) equally evaluate the same work or student's answer, their views are considered to be consistent. Furthermore, since creative works consist of two parts (theoretical and practical), they are evaluated by the sum of points for each part.

6 Conclusion

One can rely on the methods used in the study to assess the results of the formation of foreign language skills and abilities. Theoretical knowledge will help evaluate the completeness and strength of knowledge and the coefficient of the fullness of assimilation of the content of academic knowledge. The assessment of the criterion correlates with the overall evaluation of the student's foreign language training in identifying specific areas:

- Knowledge of professional concepts in a foreign language;
- The ability to conduct a dialogue;
- Vocabulary range;
- The accuracy of the use of language units;
- Fluency;
- The degree of interaction with the interlocutor;
- Connectivity of speech.

The use of the above criteria in the process of assessing the knowledge, skills, and abilities of students helps the teacher evaluate the results of his work in the context of improving the quality of teaching in higher education institutions, as well as more accurately determine the level of foreign language proficiency of students. This will help to avoid errors and subjectivity in the assessment. In addition, these methods will help in selecting relevant educational material and preparing a program for a discipline, an elective course, or an elective.

As a result of the objectified approach, one can expect an increase in the degree of student's motivation to learn a foreign language in the aspect of professionally oriented tasks. It is well known that a test that includes all types of speech activity helps to determine not only the level of a student's preparation but also the level of organization of the educational process. It shows how skillfully the curriculum is built, whether the material presented is practical and adequate, whether the teacher's professional training is high enough, and how students develop the ability to combine group work with individual work.

It is important to note that as a result of using improved techniques and methods in combination with measuring tools of knowledge, skills, and abilities of students (test systems, peer review method), it is possible to:

- Successfully solve the problems of training a modern competitive specialist;
- Develop in students the experience of cooperation and cooperation, the ability to work in a team;
- Activate students' initiative and motivation for learning activities;
- Form critical thinking and social behavior skills;
- Activate the desire of students to master general cultural competencies (knowledge of the fundamental values of world culture, readiness to rely on these values in personal and general cultural development, knowledge of a foreign language at a level that ensures professional activity).

The proposed techniques will help create an English-speaking environment where humanities students should function to achieve high results.

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