

PROBLEMS ARISING IN THE PROCESS OF FOREIGN LANGUAGE TEACHING AND THEIR SOLUTION

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Annotation: Language Teaching is the crucial research aid for language gurus imparting a wealthy and specialist overview of research in the area of second-language educating and learning. It offers indispensable survey articles of recent look up on precise topics, second and foreign languages and countries, and invites original research articles reporting on replication studies and meta-analyses.

Keywords: issues with language learning, English Language Teaching, Educational technologies, challenges, solutions.

Researchers of the troubles of training admit that over the past years it has been experiencing a state of crisis, which manifests itself in the discrepancy between the effects of schooling and the needs of society and precise individuals. The idea of the need to modernize schooling on the foundation of humanization and innovative applied sciences is turning into more widespread. A widespread role in the humanization of higher schooling and the formation of a expert in a new formation belongs to overseas language education. Leading experts in the discipline of language and intercultural conversation consider language training as an important reserve of socioeconomic transformations in the country; the principal device for successful human life in a multicultural; component of cultural and mental development and upbringing of an man or woman possessing planetary thinking; observe the want to convey language coverage to the new realities of society, the

importance of creating a new educational technology. In this regard, the problem of improving the quality of teaching a foreign language in the educational system of a greater technical faculty is of precise interest. Currently, a social order has been formed for a deep expertise of a foreign language by means of residents of our republic, there are such stated traits in overseas language schooling as the increase of the reputation of a foreign language (primarily English), the strengthening of the motivation for its study, the useful focal point of language learning.

The state instructional wellknown of higher expert education requires taking into account professional specifics when teaching a foreign language, its focus on the implementation of the tasks of the future expert recreation of graduates. Nevertheless, language educating taking into account the professional orientation still remains unsatisfactory, and the stage of expert foreign competence of graduates is low, no longer in line with cutting-edge requirements of society and the labor market, as evidenced via the outcomes of studies of the kingdom of educating a overseas language in non-language universities, data from production, an acute scarcity of professionals who have a positive register of foreign-language know-how crucial for expert communication. The predominant reasons for the insufficiently excessive pleasant of teaching a overseas language, taking into account the professional specifics of a non-linguistic university, are no longer only a small variety of hours allotted for studying a overseas language, the lack of different training for foreign language instructors for non-linguistic faculties of universities, the low level of language training in secondary schools, however additionally the insufficient development of the methodology of teaching a foreign language in integrative connection with vocational training. A expert have to recognize the language (s) at a stage that permits him to actively and freely use it in the field of expert activity. To acquire a nice result, it is very essential that the study of the language be now not just in-depth, but acquires a professional status.

In the practice of instructing in a non-linguistic university, the thinking of "professional foreign language" (a overseas language for special purposes) is increasingly used, new techniques and teaching applied sciences are being developed. The effectiveness of coaching is mostly determined via the scientific rationale for innovation. The work of a range of ESP courses presented through many foreign language faculties are aimed at instructing expert English. The most important elements characterizing one of a kind courses as a structure of coaching are uniformity of the scholar population; creating a coaching software based on an evaluation of the communicative needs of students; limiting getting to know dreams to the pragmatic desires of students; short-term and intensive training. Such publications are geared up for men and women with practical experience or undergoing education in one specialty. The path combines man or woman lessons and exercise in small groups. Sometimes, by means of agreement, a entire crew of students comes to find out about - personnel of one business enterprise (the so- called "closed group"). The main provisions encompass the following: orientation to international necessities and standards, expert orientation, improvement of independence, self-education skills, and the use of active strategies in the formation of overseas language communicative competence, the use of facts technological know-how and training, k the provision of extra instructional services.

Leading experts in the field of language and intercultural communication consider language education as an important reserve of socio-economic transformations in the country; the main tool for successful human life in a multicultural and multilingual community of people; factor of cultural and intellectual development and upbringing of an individual possessing planetary thinking; note the need to bring language policy to the new realities of society, the importance of developing a new educational technology. In this regard, the problem of improving the quality of teaching a foreign language in the educational system of a higher technical school is of particular

interest.

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