

transforming higher education, but they differ in their assessments of appropriate responses, tolerance for ambiguity, and priorities among competing concerns. Effective institutional approaches must take seriously these different perspectives, creating spaces for dialogue and negotiation rather than imposing solutions that ignore legitimate stakeholder interests and concerns.

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METHODS USED FOR FOREIGN STUDENTS IN TRAINING ENGLISH

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Abstract. The paper deals with presenting the didactic and practical methods of teaching the English language to the Turkish students obtaining their education in one of the Universities of Ukraine. The basic aim is to teach to communicate English not only in different live situations but also in their future professional sphere.

Keywords: visual technique, audio methods, task, oral speech, speech memory.

Introduction.

The integration processes that precede full globalization pose not only economic, geopolitical, and cultural challenges for nations, but also linguistic ones. Clearly, humanity, united by a shared vision of prosperity and mutual assistance, requires other means of understanding and cooperation, namely, language, which can serve as another link in this kind of unification. Many nations have already concluded that English, with its analytical presentation of content and its simple (but not primitive, conveying profound subtext) and convenient narrative form, deserves the honor of becoming the language of international communication [1]

Student groups at Ukrainian universities are formed not only by Ukrainian citizens, but also by foreign nationals seeking an affordable yet fundamental education.

In this case, it becomes necessary to provide training for foreign students in language communication with instructors during future lectures and practical classes, as many of these activities are conducted in English.

Goals and tasks of the research

The purpose of the given work is to describe the methods which are to be used in teaching English the foreign students.

Results of the research and their discussion

The goals and objectives set for foreign language teachers at non-linguistic universities—developing communicative skills in the areas of professional and situational communication, as well as practical proficiency in professional language through discussion, and developing speaking and writing skills—provide a fundamental, general focus that is absolutely essential for strategic planning, as well as solving many tactical problems.

Setting such goals is entirely logical if prospective students arrive at university with a wealth of knowledge and some level of foreign language proficiency. In this case, they simply need to develop and expand what can serve as the foundation for developing the communicative and pragmatic competencies necessary for completing tasks related to study and work.

However, the situation is quite different if the foreign language is being studied by students who not only lack previously acquired knowledge and skills, but are also foreigners who will be expected to study (i.e., communicate, attend lectures, and complete practical assignments) in a foreign (non-native) language.

Here, in reality, the learning process is based not on theoretical questions or practical methods, but on direct, interactive communication between teacher and student, on the minute-by-minute, constant, painstaking creation of a foundation for future speaking and writing skills. Here, every step is calculated, every word is weighed, because any mistake or miscalculation forces the teacher to return to the starting point and begin the learning process all over again.

The following necessary steps are outlined for teachers to achieve effective learning outcomes for future foreign language specialists. The first step involves using the same simple words, phrases, and constructions. These should be repeated as frequently as possible. Introducing these common language units requires clear pronunciation with good articulation, a slow speech rate, and plenty of pauses to allow the student to absorb

the material [2, 3]. Pauses are also used when the teacher notices nonverbal cues of misunderstanding from the audience and when it is necessary to repeat a new construction or even replace it with a more familiar one, using simpler, already known words. Here, the goal of teaching itself must be taken into account—not the acquisition of complex language units, but the development of information transfer skills. After the teacher is confident that the meaning of what was said has become clear to the foreign language student, the new construction or vocabulary is repeated after a while to ensure that any difficulty has been absorbed and can be applied in practical speech.

To enhance the effectiveness of information delivery, visual aids are used to quickly and effectively explain the material being studied. Furthermore, these aids facilitate the process of checking the assimilation of the material and allow for the use of written assessment methods (e.g., vocabulary dictation). This not only enriches vocabulary verbally but also gradually develops spelling literacy.

In addition to visual methods used to develop and expand vocabulary, audio methods are introduced, specifically, students listening to and reproducing the information presented.

Following steps involve more complex tasks, such as exploring conversational topics. A proven and successful method is the use of various types of diagrams, which helps develop the skill of visualizing and systematizing the vocabulary being studied.

The study of such an important and complex section of oral communication as grammar begins with the introduction of mind mapping techniques, i.e., a memory map or diagram of grammatical relationships. This helps memorize complex grammatical constructions and also develops linguistic and verbal memory.

Finally, it's impossible not to mention such a powerful tool for individualized learning, which takes into account the knowledge level and memorization abilities of each foreign student: internet resources. The use of internet resources, on the other hand, is closely linked to the preparation and presentation of various conversational topics, as mentioned above.

Therefore, the use of the presented steps for teaching foreign students spoken, written, and audio speech can be relevant and useful not only in technical universities but also in liberal arts universities and colleges.

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