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**INTEGRATED APPROACH TO FOREIGN LANGUAGE
LEARNING AT TECHNICAL UNIVERSITY**

**КОМПЛЕКСНЫЙ ПОДХОД К ОБУЧЕНИЮ
ИНОСТРАННОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ**

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Abstract. The article deals with the problem of the use of the suitable ways of students' foreign language fluency and proficiency development by means of ICT through a university English teaching course. The article is based on the idea of using modern technologies and digital educational resources in teaching a foreign language.

Аннотация. В статье рассматривается проблема использования подходящих способов развития свободного владения иностранным языком у студентов средствами ИКТ в рамках курса обучения английскому языку в вузе. В основу статьи положена идея использования современных технологий и цифровых образовательных ресурсов в обучении иностранному языку.

The contemporary generation of students is characterized by their confidence of media, their technological multitasking capabilities, and their tendency toward all possession new. Virtual communication and connections are playing substantial roles in people's interactions has enters each position of life, one of them is education. In the period of globalization, the Internet becomes a prevalent factor for adapting to the modern environment. There are many recourses opened now for learning and teaching languages. Nowadays, in the education system charges certain requirements for the training of professionally educated students, taking into account, that every student is different from the other. Furthermore, they affect how the student responds to different types of teaching and approaches in the lesson as well as how or otherwise successful they are at learning the language. Some of these differences are the motivation of the student, the student's personality, language level, learning style, learning strategies, previous background with language and age.

Knowledge of foreign languages is an imperative for any professional qualifications. Learning foreign languages acknowledges a person to expand their communication capabilities, vision, improve the level of culture. English is still leading, which is related with the creation of the world economic, informational, cultural space.

According to the principal requirement of professionally-oriented foreign language teaching is the need to bring the content and methods of its teaching closer to the practical needs of students. This requires a thorough study of the assignments and goals facing a certain contingent of students, obligatory consideration of interests and motivation. First of all this applies to the choice of material, its critical understanding, taking into account the professional specifics of students and the level of language competence.

Teaching a professionally-oriented foreign language we can determine visual, auditory, kinaesthetic, group, individual, reflective, impulsive learning styles that are very common for professionally-oriented foreign language lessons. Students who have different learning styles learn in various ways and therefore must be taught in various ways. It is important to keep in mind however, that students might not fall into any specific category of learning style. Different cultures might use some learning styles less than others might and students may always change or develop their learning styles.

According to our research, all the first-year students are different from each other and learn in different ways. In order to teach teenagers and adults rather than children, some student characteristics like past language learning experience and learning strategies are more relevant. It is best to discover our first-year students' characteristics by asking them or observing them.

In our professionally-oriented practice, we use a communicative approach which is based on the teaching model of appropriate social language through communication in real-life situations. It includes such parameters as motivation, purpose, informative value, novelty, pragmatism, functionality, and the nature of the interaction between a teacher and a student, as well as the system of speech means. The syllabus involves flexibility and diversity of learning tools, their consistency with the ultimate goal of training as well as the student's social and personal needs.

In our professionally-oriented English learning practice for first-year students at Vitebsk state technological university, we can distinguish a few learning strategies. Repeating words that are new to the students repeatedly in their head until they commit them to memory. Guessing the meaning of words that are unknown to the students. Asking someone who speaks the language to repeat what they have said; making a recording of yourself speaking, then listening to it and analyzing and correcting your speaking and pronunciation; experimenting and taking risks by using the language that the students have just learnt in conversations with others. Making the decision to use the foreign language as much as you can by talking to tourists. Asking the teachers or your friends or classmates to give you their opinions about how well you use your language. Recognizing which area of vocabulary that you need to learn or practice and then learning it. Making the decision to write all the new words, the students come across in every lesson on a separate card.

We must admit that different students use dissimilar strategies. According to our research, the strategies that are used by first-year students most successfully are dependent on the student's personality and learning style. Therefore, it means that there are no strategies to be considered 'best'. However, our research shows clearly that use

of strategies is sure to make the learning more successful and that first-year students can be trained to use them.

We consider that all first-year students differ from each other and learn in different ways. In order to teach teenagers and adults rather than children, some student characteristics like past language learning experience and learning strategies are more relevant. It is best to discover our first-year students' characteristics by asking them or observing them. We gave them questionnaires at the end of a lesson asking whether they like the activities that we did in the class and why. They could also ask them what methods they did not like and what they did. Since the characteristics of learners may not be fixed, the lecturer must not make the mistake of thinking that the student can learn only in a specific way. This is limiting the student. It is possible to train the students to try using dissimilar learning strategies and to be aware of them. A lecturer who is teaching a large group cannot always meet the learner characteristics of each student. Therefore, lecturers can try to change their teaching methods and vary them. In this way, they can match the learner characteristics of a range of first-year students.

Due to our research, we find out, that first-year students developing positive disposition in the direction of technology will build a relationship between them and fluent speaking, which will allow them to increase their opportunities and become immersed in the process of learning. As more and longer students use computers as information sources and cognitive tools, their learning achievements will depend on the influence of the technology support. Thus, the aim of our research is to find out the suitable ways of students' foreign language fluency and proficiency development by means of ICT through a university English teaching course.

We applied the way to develop university students' English fluency and proficiency through content of language-integrated learning with ICT is the application of a high-level internet-based project in the learning process. This project aims to provide students with the opportunity to examine a serious issue in depth. It is possible to work beforehand on some of the language areas useful for the activity, for example, giving opinions, agreeing and disagreeing. However, this will depend on the level of your students. A good command of language is ideal for groups. In our university, we practice it with students of pre-intermediate level groups and above. For this project, we usually have three lessons. During the first and probably the second of the suggested three classes it is necessary to have an access to the Internet, optionally, an access to the video recording equipment for the third lesson. During the first stage, you should make your students benefit with their research in the topic and for the subsequent discussion of their findings, if time is available. In the second lesson, we divided the students into four groups, working on a special TV debate on the issue of brilliant scientists: 1. TV debate presenters; 2. Awarded scientists; 3. Scientists fans; 4. TV studio audience. As during the final third lesson, we had an actual debate, so the students had to prepare their speech for the debate. It is convenient to use prompt cards with instructions for each group. For example, brainstorm what your students know about world known scientists.

As a conclusion, it is important that both the lecturer and students see the use of ICT as an intrinsic part of the learning process rather than as an essential component that has nothing to do with their regular study programme. We would therefore recommend that, if you plan to use the Internet, you should talk to your students and explore the reasons for using this resource with them. This can be done at lower levels in their own language or in English with higher-level students. It is necessary to talk to your students about why the Internet content may be useful to them and discuss their attitudes to ICT in general – when they use the Internet, and what for. It is important to show them how the course book and other materials can be enhanced by extra material from the Internet. Above all, do your best to make clear that this is not an entertainment, not something that you are just using to fill in the time.

ICT is a great resource to make university English lessons diverse and accessible. It gives a great chance to implement authentic material into the learning process and create real-life environment for foreign language communication.

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**MODERN INFORMATION AND COMMUNICATION
TECHNOLOGIES IN TEACHING FOREIGN
LANGUAGES**

**СОВРЕМЕННЫЕ ИНФОРМАЦИОННО-
КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ В
ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ**

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Abstract. The use of information and communication technologies in teaching of foreign languages is necessary for effective learning. It is given a brief description of some information and communication technologies and the features of their application are described.

Аннотация. Показана необходимость внедрения в образовательный процесс вуза информационно-коммуникационных технологий, способствующих эффективному решению ряда дидактических задач в процессе преподавания иностранных языков. Дана краткая характеристика и рассмотрены