

изученности вопросов, связанных с реализацией программ повышения квалификации для научно-педагогических работников вузов, проведен анализ диссертаций из фондов РГБ за последние 20 лет. Полученные результаты свидетельствуют о значительном интересе исследователей к данной теме, при этом большое внимание уделяется программам повышения информационной культуры, вопросам самообразования, использованию информационно-коммуникационных технологий в образовательном процессе, сетевому взаимодействию.

Авторы также отмечают, что стремление российских вузов войти в международное научно-образовательное пространство становится причиной повышения требований к уровню владения иностранным языком среди научно-педагогических работников вузов. Данный факт свидетельствует о необходимости организации программ языковой подготовки, однако, на сегодняшний день данный вопрос разработан недостаточно.

В заключение подводятся итоги, предлагаются пути решения рассматриваемой проблемы.

## MODERN METHODS OF LANGUAGE LEARNING

*Andreev N.S., Sokolova E.Ya.*

*National Research Tomsk Polytechnic University*

Training programs in schools and other educational institutions (other than special ones where all teaching is focused on the language itself) do not help learners speak freely or chat using a foreign language with someone, watch movies without translation, read literature and other textbooks that a person who really knows the language can do.

These programs (at schools and universities) most introduce the language and the way of language learning, but do not teach the language itself. There are just the foundational concepts, which are not enough even for speaking foreign language at intermediate level.

But in fact, the most serious disadvantage of school and university programs is that they deal with many things and embrace a wide range of themes. It is believed that it is better to bring down a ton of unnecessary information on a student, when it is done "the plan is executed."

At the same time the conscience of the teacher is clean as well as clean trainee's skull - in terms of language acquisition. But there are so many different and most importantly effective techniques.

Methods of learning foreign languages evolved along with society,

and now you can learn a foreign language quickly and efficiently as possible. The most common and effective methods at the moment will be revealed in this report, and namely: Grammar-translation method, Silent way, total physical response, lingvo-social and cultural and immersion methods. If the first one is more general and necessary for all types of lessons, the other can be used as a full-fledged and independent method. Most importantly, it will be easy and understandable, and the learners will be interested in the language learning in general. All disadvantages of general educational system are taken into account and almost eliminated using the above mentioned methods of language learning.

### **References:**

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## **PRIMARY CHALLENGES IN LEARNING ENGLISH**

*A.S. Stupnikov, D. L. Matukhin*

*National research Tomsk polytechnic university*

Today, English is one of the most common and frequently used languages in the world. However, very often the process of learning the English language may cause difficulties and problems associated with one or other mistakes. The reason for difficulties may be not only students' mistakes but also teachers'. We will consider the most common difficulties and challenges that sufficiently large numbers of students suffer from in the learning process.

Too inflated self-criticism. Many students themselves add challenges, posing a very high and sometimes unattainable bar. Teachers in practice often encounter a mistake when the student is trying to achieve the highest possible results in a relatively short period of time. For example, he wants to learn to write or speak English fluently without hitches and accent. But in practice this may not only be difficult, but simply impossible. Experiencing difficulties, the student often gives up and drops out.

Another mistake is thinking in their native language and a translation into a foreign language in mind. This is a very common mistake, which, however, brings a lot of difficulties and problems in the course of the study. Its essence lies in the fact that a man thinks in his native language, and only then translates it into a foreign one. The difficulties lie in the fact that he also thinks about the correctness of the grammatical component of his speech,