Introduction

One of the necessary conditions of modernization of Russian higher education and education in general is the creation of the lifelong learning system, i.e. the system which involves the continuous improvement of human’s knowledge throughout his or her life. Within this paradigm people can make a choice of educational trajectories corresponding to their individual needs and peculiarities, as well as the needs of the labour market and prospects of development of production and society.

In particular, the inclusion of the teaching community of Russian Universities in the implementation of the educational system requires them to increase their level of academic mobility. The main factor preventing Russian teachers’ movement for a time to foreign educational institutions to acquire foreign culture, teachers can choose courses abroad. Teachers have a variety of countries to choose from: the USA, Great Britain, Australia, Canada and many European countries like Malta, Spain, Greece and many others. It is considered an English-speaking country to be the best choice for those who deal with the English language. But it is impossible for those who did not study English at school and whose level of the language is the beginner. Also economic situation nowadays in budget organizations leaves much to be desired and the best variant for teachers is the attendance of free classes at their universities. Therefore, to solve this problem it was organized two-year courses of English for teachers of non-linguistic specialties in State University of Humanities and Social Studies (Kolomna) in 2014, aimed at increasing proficiency in a foreign language.

Many experts Bonk N.A. [1], Gal’skova N.D. [2], Kitaygorodskaya G.A. [3], Passov E.I.[7], Mil’rud R.P. [6], Solovova E.N. [8] claim that the success of the English language courses depends largely on how clearly and differentially a group was selected. This was one of the main problems we faced in the classroom, as the group consisted of 11 people of different levels from beginner to pre-intermediate level.

Under the level of foreign language communicative competence it should be understood one of the specially selected levels of communicative proficiency, which is characterized by specific characteristics of language, speech and social-cultural human behaviour that can uniquely distinguish the level from other levels of language proficiency as the means of communication within certain methodical classification grades.

During the work of «Common European Framework of Reference for Languages: Learning, Teaching, Assessment» it is distinguished six European levels of language proficiency, which gives a qualitative characteristic of the communicative abilities of the individual, communicative competence. They are:

A – Basic User:
A1 – Survival Level – (Beginner and Elementary)
A2 – Waystage – (Pre-Intermediate)
B – Independent User:
B1 – Threshold – (Intermediate)
B2 – Vantage – (Upper-Intermediate)
C – Proficient User:
C1 – Effective Operational Proficiency – (Advanced)
C2 – Mastery – (Proficiency).

During the first year they mostly achieved the level A2, by the end of the second year almost all students approached the level B1. Despite the fact the teaching and learning in multi-level class is very difficult and non-productive, we can distinguish the following advantages of multi-level classrooms:

• students are able to learn at their own pace;
• students learn to work well in a group;
• students become independent learners;
• students develop strong relationships with their peers;
• students become partners in learning.

Discussion
All classes are mixed ability to one extent or another. In such cases it’s very important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them. For example, the beginners may start to get a grasp of your classroom language while the stronger students may begin to be able to put a new tense into use.

Adapting materials for mixed ability classes can take different forms. One way is to rewrite reading texts and classify the language tasks accordingly for different levels. But it is practically unreal because of the lack of time; a teacher does not have the necessary time to prepare for their classes. This sort of adaptation is extremely time consuming and very dangerous. When you give out different texts to different students, they will instantly realize that they have been labeled as a weak or strong student and, in the case of the weaker students, this will no doubt effect their motivation.

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The intensive work was carried out at the board. There were active students in the group who always wanted to go to the board, but the teacher also sought to cause the constant rotation of students to the role of activists and all students should act in turn. There are some peculiarities to remember when acting as a teacher: teach grammar in context; don’t try too hard to explain things; incorporate grammar into other activities; teaching grammar can be a tricky business; get out of your comfort zone; don’t bore your students to death.

Much attention in the classroom was given to the phonetics and elimination of beginners’ common errors, especially in the process of reading and translation of words. The similarity in spelling often leads to errors. Finding the familiar word from the German language the students read it with a German accent, for example: also [alzo] instead of [olsou], so [zo] instead of [sou], Name [na:me] instead of name [nim], was [vas] instead of [wo:z]. Similar pronunciation of words leads to misinterpretation of the true meanings of English words. For example: nine (in English it is the number nine) – nein (in German it means “no”), come (in English it means the infinitive) – kam (in German it means the past form of the verb “to come”).

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3. Make your students play an active role in conversation in the class and play a more active role in learning the language outside of your classroom.

4. Show the connection between achievements and desires. They must clearly understand the necessity of learning this or that topic.

5. Relate their lives to the content of the learning information to make it more personalised.

6. Enjoy your job and interest levels will go up with the students.

7. Try to be positive and smile as much as possible. Be energetic, no matter how tired you are. Show emotions.

8. Laugh and get them laughing to create friendly atmosphere that will help to raise student interest.

9. Let students make mistakes and correct them with patience, friendliness and compassion. Always compliment the students.

10. Formulate your explanations and tasks clearly. It should be noted that the successful teachers training will be carried out only if the teachers’ active work at the courses will be combined with the systematic independent work of each person for self-education that should be continuously stimulated, directed and controlled.

**Список литературы / References**


**Список литературы на английском / References in English**