

**PROBLEMS OF TEACHING FOREIGN LANGUAGES TO NON-PHILOLOGY STUDENTS  
OF HIGHER EDUCATIONAL INSTITUTIONS**

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**ANNOTATION**

This article is about the fact that it is one of the most important tasks of not only foreign language specialists, but also all future personnel studying in higher educational institutions who do not specialize in languages, to learn foreign languages and freely exchange ideas in them.

**Keywords:** CEFR, globalized, resource, HEI or ITI, non-specialized, pan-European.

Every citizen of the independent Republic of Uzbekistan should be able to read the original copy of literature in a foreign language related to his profession, understand the read text and be able to apply it in his profession. In addition, he should be able to freely exchange ideas with the interlocutor in a foreign language on the given topic. After all, learning foreign languages is a requirement of today's globalized era.

In our country, with the honor of independence, special attention is paid to the teaching of foreign languages. The fact that thousands of foreign language teachers have been trained, all the conditions have been created for personnel to improve their qualifications in our motherland and abroad, multimedia textbooks on English, German, French, electronic resources for learning English, and the establishment of modern language rooms in educational institutions are a clear proof of this. On the basis of training the young generation in foreign languages and improving the training of specialists who can speak these languages freely, the main goal is to create conditions for the development of international cooperation and communication, the achievements of world civilization and the use of information resources of the world by young people. The famous German scientist Y.V. As von Goethe said: "He who does not know foreign languages does not know his own." For this reason, not only foreign language specialists, but also all future personnel studying in higher education institutions that do not specialize in languages, learning foreign languages and freely exchanging ideas in them is considered one of the most important tasks. There is a proverb in our people: "He who knows the language knows". In fact, a person who knows a foreign language will have many opportunities and advantages. One of the main requirements for personnel today is excellent knowledge of foreign languages.

It is important to ensure the priority of the educational system in the processes of training specialists in all fields, including the introduction of new technology-mechanisms of teaching foreign languages. After all, communication between peoples, spiritual and other communication is manifested through language.

In the world, researches are being carried out in the following priority directions on teaching foreign languages to students of higher education institutions that do not specialize in languages: improvement of pedagogical mechanisms of teaching foreign languages to students based on the requirements of the European CEFR; teaching content, educational technologies,

strengthening the objectivity of control, organizing independent education in the classroom and outside the classroom.

Serious attention is being paid to the problems of teaching foreign languages to students of non-philology majors of higher educational institutions at the world level, especially in the conditions of Uzbekistan. The state educational standards, curriculum and plan set great requirements for the foreign language ability of a highly qualified specialist. Specialists must acquire the skills to learn information written in foreign languages in their field and use it in their work, and skills and qualifications are the professional competence of a highly educated specialist and its components

Defectological education, the field of higher pedagogical education, the system of personnel training for carrying out educational work with children with mental and physical developmental disabilities is mainly implemented at Nizamiy Tashkent State Pedagogical University. In the bachelor's degree of the educational institution, defectologist, and in the master's degree - oligophrenopedagogue and speech therapist. It can be said that the entire scientific potential of our republic in the field of special education is concentrated in the faculty of defectology, which is the only one in our republic, in the departments of "Correctional pedagogy" and "Special education methodology". 2 doctors of science, 14 candidates of science work here. The faculty prepares personnel for 86 special schools and boarding schools, as well as more than 500 preschool educational institutions in our country. It should be said that the quality of the education system for children with developmental disabilities, the further socialization of this category of children directly depends on the competence of graduates of this faculty: bachelor's and master's degrees, their professional skills. The above examples indicate the need to increase the effectiveness of introducing new, scientifically based methods of training of speech-language pathologists (bachelor and master). The development and implementation methodology of group or individual projects aimed at solving specific theoretical and practical problems by students has not been put into practice. However, in this approach to education, a student (or group of students) is tasked with identifying a problem and finding ways to solve it, and then making a presentation to "defend their project" in front of leading experts. Such projects can later be formalized as a graduation thesis or master's thesis. In the general system of the educational process, independent cognitive activity of students is so important that without it, it is practically impossible to form the professional competence of a specialist.

There is no practice of providing the student with the opportunity to independently choose a teacher, a leading expert in the field of specialization of his choice, including an employee of another HEI or ITI. However, there are special consulting centers abroad that deal with this activity. It would be appropriate to expand the cooperation between higher education institutions in the republic, to form databases of experts

This makes it possible for students to attend lectures of other higher education institutions teachers on the areas and topics they are interested in. This becomes even more important in the context of development of academic subjects through mutual enrichment. A graduate of a modern university should be ready to work in related specialties, freely adapt to new technologies, improve his qualifications, and change his specialization if necessary.

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