TEACHING FOREIGN LANGUAGE IN NON-PHILOLOGICAL STUDENTS STEP BY STEP

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ABSTRACT

This article is dedicated to show how to teach foreign language to non-philological students step by step. In this article, the English language was consider as the object of study. Teaching non-linguists how to learn a language is the subject of work. Different articles and monographs were used in this article as a source of information. Some linguistic sites are no exception.

Keywords: teaching English language, native language, development, non- philology students, theoretical, practical, knowledge

ПОШАГОВОЕ ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ ДЛЯ НЕ ФИЛОЛОГОВ.

АННОТАЦИЯ

Эта статья посвящена тому, чтобы шаг за шагом показать, как преподавать иностранный язык студентам, не являющимся филологами. В данной статье в качестве объекта изучения рассматривается английский язык. Предметом работы является обучение не лингвистов тому, как выучить язык. В качестве источника информации в данной статье использованы различные статьи и монографии. Некоторые лингвистические сайты не являются   исключением.

Ключевые слова: обучение английскому языку, родной язык, развитие, студенты-не филологи, теоретическое, практическое, знание

NOFILOLOGIK TA'LIM YO'NILISHI O'QUVCHILARIGA CHET TILINI QADAM BA QADAM O'RGATISH.

ANNOTATSIYA

Ushbu maqolaning maqsadi yo'nalishi ingliz tili bo'lmagan o'quvchilarga ingliz tilini qadam ba qadam o'rgatish. Ushbu maqolada ingliz tili o'rganish subyeiti sifatida olingan. Turli hil maqolalar va monograflar maqolada ma'lumotlar bazasi sifatida olingan. Ba'zi lingvistik saytlar ham bundan mustasno emas.

Kalit so'zlar: oliy ta'lim, yuqori malaka,muloqot, og'zaki, nazariy, amaliy, umumiy, rivojlantiruvchi, ona tili.

INTRODUCTION

Learning foreign languages is a requirement of today's globalized era. We can not imagine our modern world without English language and it's influence for different cultures and nationality. The main goal is to improve the education of the younger generation in foreign languages and

training specialist who are fluent in this language. English is one of the world's major languages. As a carrier of rich cultural values , it is also language of peace in all spheres of international relations political, economic and socio- cultural heritage. Because it reflects real, public need for communication between citizens of various countries of the entire world. One of the current issues is to educate. The goals of teaching a foreign language are determined by the needs of society, social order, conditions, policies. The goals of foreign language teaching depend on the development and progress of the society.

LITERATURE ANALYSIS AND METHODOLOGY

From my point of view, pedagogical technologies of teaching a foreign language in a non-linguistic university or in other educational places should be understood as a set of forms, methods, teaching techniques and educational tools that are systematically used in the educational process. The formation of innovative technologies for teaching foreign language is caused by the need to overcome the crisis in education, which would contribute to the training of specialist of a new formation. Innovation in education means the possibility of including advanced scientific developments in the educational process. In such way that they allow training specialist who are able to independently carry out further innovations and informations in the course of their scientific and practical career. The most important trends in the development of modern teaching with the process of globalization and information are directly reflected in the educational process in general and in the field of foreign language education in particular. At the moment, there remains need for further development of the technology of introducing modern teaching methods and techniques into the educational process, especially in the field of higher education system. There is a need to develop specially organized work with different kinds of information and sources. In our rapidly developing world, there are a large number of internet resources also. They contain material that can be used for educational purposes. One of the modern technologies that allows to organize in a special way the cognitive activity of students in the context of a continuously growing amount of information and the emergence of available educational internet resources is the technology of web sites.

MODERN METHODS OF TEACHING FOREIGN LANGUAGE

Continuously, the whole structure of classes and methods used, must correspond to the real situation of communication and training must take place in the conditions of student interaction. The system of work of a teacher to ensure the following technologies: 1) technology of communicative learning 2) technology of understanding the communicative meaning of a text
3) game technologies
4) cooperation learning technologies in different ways
5) project technologies, etc.
Nowadays, when the economic and social conditions of life dictate the priorities of using a foreign language as a means of communication tool, the question of changing the methodology of teaching a foreign language in higher education and in other types of education are becoming more urgent. In order to meet the state requirements put forward to the content and level of training of graduates of higher educational institutions, there is a need for almost free heritage

of oral and written foreign language speech. However, a limited number of study hours ensured for the study of a foreign language are a serious issue. The study of foreign languages in the university aims to practical mastery of the language, the specificity of which is determined by the subsequent professional activity and in the same time professional teachers and new teaching methods.

«In modern methods, the problem of teaching a foreign language for communication purposes is given quite a lot of attention . Meanwhile, insufficient attention has been given to the problem of teaching the grammar of a foreign language at a non-linguistic institution. The development of grammatical skills in foreign-language communication can lead to a high level of student training, which will ensure them in the future the opportunity to competently participate in business meetings, presentations, maintain contact during a conversation, telephone conversations, etc. Study of grammar in the framework of the communicative approach led to the conclusion that grammatical phenomena are studied and acquired not as separated forms and structures but as a complex of means for expressing certain thoughts, attitudes, communicative intentions when the linguistic and communicative competence is interrelated in the speech act. Since the basic purpose of language learning is communication with native speakers ,the studied grammatical phenomena are limited to different situational analysis that take into account social, semantic and discursive factors. Formation of communicative competence, which has an internal structure and assumes a relationship between its components, includes the formation of a linguistic competence containing numerous aspects of linguistic knowledge, including grammatical competence. Study of traditional systems of training, distribution based on the ideas of the simplicity and complexity of certain structures for trainees, it seems to be unauthentic and unrealistic from the point of view of the communicative approach, because grammatical structures tend to accumulate together into certain blocks in certain types of communication.

CONCLUSION AND RECOMMENDATIONS

It is founded on datum analysis and research findings from different researchers: changes in the social and economic context necessary new approaches to the organization and provision of foreign language education; a new understanding of the goal of « language learning» leads to the formation of new models of their learning.

As a result, the emphasis in and various other types of education switches from reaching the valuable outcome to achieving, inspiring , successful results for the unique future, from language acquisition to «language usage».

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