



Principles of teaching english in non-linguistic higher education institutions on the basis of non-traditional methods

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ABSTRACT

This article explores the principles of teaching english in non-linguistic higher education institutions on the basis of non-traditional methods. Currently, the problem of teaching a foreign language in universities is particularly relevant. This is due to the fact that there have been significant changes in the nature of education. Teaching is more and more clearly focused on the “free development of a person”, on the development of creative activity, independence and, not least, worthy competitiveness. Lessons using non-traditional methods allow the student to improve the level of knowledge of the English language.

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Noan'anaviy usullar asosida ingliz tilini nolingvistik oliy ta'lim muassasalarida o'qitish

ANNOTATSIYA

Kalit so'zlar:

Noan'anaviy usullar,
ingliz tili,
eksperiment,
o'yin usuli,
audiovizual usul.

Ushbu maqolada noan'anaviy usullar asosida ingliz tilini nolingvistik oliy ta'lim muassasalarida o'qitish prinsiplari ko'rib chiqiladi. Hozirgi vaqtda universitetlarda chet tilini o'qitish muammosi, ayniqsa, dolzarbdir. Bu ta'lim tizimida sezilarli darajada o'zgarishlar ro'y berganligi bilan bog'liqdir. Ta'lim berish jarayonida “shaxsning erkin rivojlanishi”, ijodiy faollikni, mustaqillikni va, eng muhimi, munosib raqobatbardoshlikni rivojlantirishga tobora ko'proq e'tibor qaratilmoqda. Noan'anaviy usullardan foydalangan holda o'tkaziladigan darslar talabaning ingliz tilini bilish darajasini oshirish imkonini beradi.

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Принципы преподавания английского языка в неязыковых вузах на базе нетрадиционных методов

АННОТАЦИЯ

Ключевые слова:

Нетрадиционные методы,
английский язык,
эксперимент,
игровой метод,
аудиовизуальный метод.

В данной статье изучены принципы преподавания английского языка в неязыковых вузах на базе нетрадиционных методов. В настоящее время проблема преподавания иностранного языка в вузах особенно актуальна. Это происходит за счёт того, что произошли существенные изменения в характере образования. Преподавание всё более явно ориентируется на «свободное развитие человека», на развитие творческой активности, самостоятельности и, что не мало важно, достойную конкурентоспособность. Уроки с использованием нетрадиционных методов позволяют учащемуся повышать уровень знаний английского языка.

Today, in the era of globalization, when the role of interpersonal communication, including interethnic, is increasing day by day, knowledge of a foreign language is not becoming a luxury, but the norm; key to the successful development of society.

In addition, a foreign language plays a significant role in shaping a person's personal qualities (after all, with its help it becomes possible to get direct access to the cultural heritage of another country), in raising the level of education. It is not surprising that recently in our country interest in foreign language education has increased significantly, more and more courses are being opened, mainly aimed at improving the level of English proficiency and developing communicative competence. Persons who have graduated from secondary and higher educational institutions, as a minimum, must reach the threshold level of foreign language proficiency. Why isn't this happening? You can list quite a few factors that could be the cause of such a situation, but in the conditions of modern standards, when the self-educational potential of the individual is brought to the fore (when the teacher acts as a "conductor", showing students the direction, the path that they, with the help of the teacher, must independently master), mainly, with from our point of view, there is a factor of lack of motivation, which can be increased through non-traditional forms of education.

Nowadays, the methodology of teaching English as a foreign language is steadily changing due to global changes in all spheres of life in modern society, caused by the emergence of new information technologies and general computerization. In accordance with the State Educational Standard of the Republic of Uzbekistan, the modern educational process is characterized by a high degree of individualization, since the educational needs and interests of students should be taken into account, and teaching them creative thinking and problem solving. In addition, a prerequisite is the use of educational digital resources and technologies in the learning process. In order to keep up with the times, teachers and students must meet the education requirements of modern society. In this regard, teachers and lecturers need to apply new teaching methods, and students need to acquire new learning skills [1].

Based on the analysis of studies on non-traditional methods of teaching English and the effectiveness of their use, the relevance of this study in their further study becomes obvious. The aim of the study is to study the technology of applying non-traditional methods in teaching a foreign language.

The object of the research is teaching a foreign language to non-linguistic university students. The subject of the research is modern non-traditional methods of teaching a foreign language. The novelty of the research lies in the consideration of specific ways of integrating non-traditional teaching methods into the system of higher education on the basis of the material offered to students and used in the classroom.

The most famous traditional methods are the grammar-translation method, as well as natural. The grammar-translation method is most often used when working with students in the framework of the program of non-linguistic universities. This method includes the development of vocabulary and grammar based on clearly formulated rules explained by the teacher, as well as the translation of texts using previously studied material. The natural method is a method of teaching a foreign language, the main concept of which is to recreate the natural way a child acquires speech in his native language in order to develop oral speech in students. This method is used in private universities with in-depth study of foreign languages [2].

In addition to traditional methods, there are many non-traditional methods of teaching English, but within the framework of this study, we will take a closer look at audiovisual and game methods. The audiovisual method implies the use of audio and video materials in English lessons for the purpose of its further development. Videos, films and series are used, as well as excerpts from radio programs in English. This method works out the understanding of foreign speech by ear, the communicative aspect is expressed during discussions of the viewed or listened to material. Students are interested and highly motivated. They easily perceive phrases used by native speakers. This paper discusses the audiovisual method of teaching a foreign language not in its traditional performance, but in the modern sense associated with digital means of teaching a foreign language. This means that it is possible to enrich audiovisual materials through intercultural communication by means of modern technologies [3].

The game method is also of great interest, but it is not recommended to use it separately. This method coexists with others, helping to dilute and in a playful way to consolidate the material covered before. The game method is widespread in teaching English in non-linguistic universities and in private schools, but it is also common when working as adult students in courses or in offices. There are many types of games for practicing any topic, phonetic, grammatical rules, etc. [4]. Modern games are games that make you think, they are aimed at finding information and developing the student. It can be a quiz, a competition or an individual quiz. Games can be adapted to the abilities, preferences and interests of each student [5].

As part of the experimental work, we conducted a series of classes for 1st year students of the Kokand University. As noted earlier, the game method is not used in isolation, therefore, we considered the audiovisual method as a basis when using the main textbook for practicing lexical skills. Let's turn to some exercises of various types that we use in the classroom:

1) Watching video materials in the language being studied, which implies an audiovisual method. Listening comprehension, memorizing new vocabulary and mastering intonation patterns used by native speakers.

2) The game "Guess the word" refers to the game method. This game allows you to work out and consolidate the newly introduced vocabulary. Students explain words and phrases with the help of other words and structures, thereby developing speech. There are many ways to implement it: starting with the well-known game "Crocodile" and

ending with the explanation of vocabulary using verbal means (for example, a student turns his back to the blackboard on which a new lexical unit is written, and other students in English try to explain its meaning with the help of prompts and leading questions).

3) The game “What’s the problem?” is another example of a game method. This game develops the monologue and dialogic speech of students, forcing them to use phrases that they have not used before. On pre-prepared cards, specific problems associated with the topic being studied are described. Students should explain the problem to their playmate without showing them the card.

During the classes, students showed interest in the playful form of learning vocabulary. Throughout the lesson, students had the opportunity to practice English speech in a monologue and dialogic form. At the final lesson, a questionnaire and testing were conducted based on the results of the classes, which showed the following results:

- thanks to the game method, students remembered more unfamiliar words and expressions;
- students noted productive interaction with the teacher and with each other, as well as a pleasant atmosphere conducive to the assimilation of new vocabulary;
- the use of video and games in the lesson contributes to the ease of memorizing new lexical units;
- students showed a rather high percentage of vocabulary acquisition – from 45 to 70%;
- the number of students who accepted with interest the task of explaining new lexical units with previously used words and phrases is 82%;
- 45% percent of the recipients highly appreciated the task of clarifying problematic situations based on the use of new vocabulary.

At the same time, watching the video did not show much interest among students, because such tasks are common and not uncommon. Modern realities dictate a certain model of behavior for students who can easily find and study any information in video or audio format at home.

It should also be noted that one should not be limited only to non-traditional methods of teaching a foreign language, because the purpose of the lesson is not entertaining, but educational and educational. The teacher in modern realities should use both traditional and non-traditional methods, competently combining and combining them.

Thus, audiovisual and gaming methods bring the educational process to a qualitatively new level, opening up opportunities for optimizing the teaching of English as a foreign language in higher education. The introduction of "game" elements into the English language course will help students overcome the language barrier, increase motivation, and, consequently, academic performance. By immersing the educational material in the context of real life, it is able to make learning English more attractive, understandable and productive for both students and teachers.

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