



<http://mentaljournal-jspu.uz/index.php/mesmj/index>

TEACHING RECEPTIVE AND PRODUCTIVE SKILLS FOR NON- LINGUISTIC LEARNERS

Murotova Gulnoz
Jizzakh State Pedagogical University
E-mail address: murotova@jspu.uz

ABOUT ARTICLE

Key words: approach, foreign language, receptive and productive skills, motivate, project, non-linguistic universities, interactive discussion, information and communication technologies

Received: 20.04.23

Accepted: 30.04.23

Published: 01.05.23

Abstract: This research paper reveals the issues of training students of non-linguistic universities in the discipline “Foreign language”. Poor results in foreign language are mediated by two main factors: insufficient time for practical work by the lack of language environment and low motivation to study the subject, as well as an imbalance between independent and classroom work. The aim of the study is to develop a methodology that takes into account the specifics of technical university and aimed at combining independent and practical work.

INTRODUCTION

Expansion of international contacts and cooperation at all levels, the integrating into the European and world community means that all spheres of our life, including educational, must correspond international standards that require ownership of at least two foreign languages of international communication [1, 6].

The knowledge of foreign languages becomes very important, a skill in the field of personal and professional communication of a person and contributes to the formation of an internationally oriented personality. In modern education, participants in the educational process have a large selection of means, forms and technologies that allow them to form students have the necessary qualities.

Modern society presents high requirements for a specialist and knowledge of a foreign language is essential for modern specialists. Nowadays, students who study in information technology and technical universities are demanded to know foreign language professionally. The requirements for a graduate student of non-linguistic universities are high, it allows him to be competitive in the labor market. Learning a foreign language in non-linguistic faculties of universities is constituent parts of vocational training for future specialist [5]. A foreign language has a huge educational and upbringing potential, successful knowledge, it contributes to the formation of competent, mobilized, competitive professionals capable of working at the world level standards. However, the majority of graduates of a technical university do not have sufficient level of a foreign language that necessary for professional written and oral communication. Implementation for the training of young specialists is reflected in the system of higher professional education.

MATERIALS AND METHODS

When teaching the second for a foreign language based on the first foreign language, it is important to investigate the main problems that students face in the process of mastering several foreign languages at the same time, as well as define the way that overcoming these difficulties. Obviously, the study of a second foreign language should be carried out taking into account not only the native language, but also of the first foreign language. It is also necessary to take into account the proximity of the studied languages and the tendencies of their interpenetration [7].

One of the ways to solve this problem can be the independent work of students. The independent work of students in foreign language in non-linguistic university is a special form of education. It has a multifunctional character: it helps to master foreign language as a necessary professional component of a modern specialists, contributes to the formation of skills autonomous acquisition of knowledge and development information culture. An example of the independent work of students of technical universities can serve as cards with differentiated tasks, and it can also be group work, for example, preparation for an intra-university conference in the foreign language. By cutting this problem can be served by both independent differentiated

work and work of integrated nature in groups. It is the shaping formation that is integral an element of a competence-based approach focused on the development of planned results of narrowing in combination with the criteria their achievements and control methods, as well as the same for systematic monitoring and correction of the discussion [1, 3].

If teachers of foreign language are interested in instilling self-learning skills, then he needs to avoid exercises that are not associated with active thinking actions (for example, all kinds of substitutions, transformations in the sentence by image, etc.). Such monotonous work dulls attention develops a formal attitude to tasks, lowers interest in the subject. Assignments for foreign language should be directed to overcome feasible difficulties and achieve tangible results (bilateral translation, answers to questions about the text, drawing up an annotation, summary, abstract, etc.) [2]. The problem of lack of motivation is associated with priority in technical universities that items of a technical orientation. Perhaps the lack of motivation is due to objective assessment of students' work. For encouraging learning foreign language among non-linguistic students, there are beneficial methods in teaching English language [3].

RESULTS AND DISCUSSIONS

Media-Based Interactive Discussion, ICT allows teachers not only to diversify the course of training, but also implements a set of methodological, pedagogical and didactic tasks. One of the main tasks of teacher is to activate the activities of each student, create the situations for their creative activity. It is absolutely obvious that the use of a computer and multimedia does not only help to realize a person-centered approach to narrowing down, but also providing individualisations and differentiation with the level of knowledge shrinking. Main purpose of presentation by Media and ICT is a visualization of material. Multimedia presentation is a qualitatively new approach to the study of foreign language. To prepare such a presentation, the student must carry out the necessary research work, use a large number of sources of information, which allows to avoid blunders and turn every work into a product of individual creativity. Presentations can be classified in the following way:

- 1) illustrative (usually down to demonstrating a new already material);
- 2) interactive (this type of presentation allows students to actively participate in the discussion of already existing material: express own point of view on the given topic, conduct group discussions, etc.; to consolidate knowledge and skills on the topics already covered (for example, by performing lexical and grammatical tasks, both in a group and individually) [6].

Fundamental methodology. It is very old, the most traditional technique. The fundamental methodology is seriously relied on in language universities. The translator is never sure of his knowledge of foreign language, he understands perfectly, the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a “native speaker”.

Perhaps the most famous representative of the classical method of teaching foreign language is N.A. Bonk [3]. The English textbooks, became classics of the genre and withstood the competition in recent years. The classic approach to learning foreign language is aimed at students of different ages and most often involves learning the language “from scratch”.

Linguistic socio-cultural method. One of the most serious and comprehensive studying methods for learning foreign language, linguistic socio-cultural involves an appeal to such a component, as a social and cultural environment. Supporters this method is firmly convinced that the language loses life, when teachers and students aim to master only “lifeless” lexical and grammatical forms. Someone remarked that “personality is product of culture”. The linguistic socio-cultural method takes into account the simple fact that 52% of mistakes are made influenced by the native language, and 44% are hidden inside. They used to monitor the correctness of speech; in addition to this, they seek to increase its content. The meaning of the transmitted information is important, because the ultimate goal of communication is to be understood [4].

Communicative approach. The first line in the popularity rating of methods keeps communicative approach, which, as follows from its name is aimed at the

practice of communication. This technique works perfectly in Europe and the USA. The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 “whales” that support any language training (reading, writing, speaking and comprehending speech), special attention is paid to exactly the last two. However, it would be a mistake to think that the communicative method is intended only for light small talk. Communicative method is intended to remove the fear of communication.

Intensive technique. Particular popularity acquires an intensive method of teaching English language. It helps out everyone for whom the phrase “Time is Money” is equivalent. Studying English intensively allows a high degree - this language consists of 25% clichés. By memorizing and practicing a certain range of “fixed expressions” will be able to explain and understand the interlocutor. As for timing, then learning English even at the simplest level “in two weeks” [5].

Emotional and semantic method. At the origins of the emotional-semantic method of learning foreign languages is the Bulgarian psychiatrist Lozanov worked with patients according to his own method - psychocorrection. School of Kitaygorodskaya for 25 years works according to the method of the same name, built on a combination of Lozanov’s developments with a fundamental course, and accepts both adults and children [1,2]. To successfully pass the test, it is best to contact a language school or courses that have been specialized in preparing students to receive certain certificates (someone collaborates with the USA on the TOEFL method; there are colleges that help to get ESOL certificate from University (UK); most courses provide the opportunity to get a CAE or GMAT). Tests are categorized by levels, and the training methodology depends, before everything from the student’s knowledge base.

CONCLUSION

In conclusion, it can be noted that technical universities should prepare competitive specialists for market labor. To become a competent specialist, the graduate needs to go through a period of professional, subject and social adaptation. Teaching a foreign language in a technical university should go “from simple to

complex”. Professional development of a student is not possible without self-esteem and introspection. A foreign language is a widespread, informational, educational environment that involves the using the variety of methods, techniques and modern means of training and learning students.

REFERENCES

- [1]. Galnykina M.A. Working with texts on specialty at the non-linguistic faculties of the university // Technologies for studying foreign languages in non-linguistic universities: VI International scientific-practical conference: collection of scientific works. - Uliyanovsk: 2010. - P. 122 - 126, 214.
- [2]. Kim L.S. Using active methods and information technologies when teaching a foreign language // Countries. Languages. Culture. - Makhachkala: Dagestan State Technical University, 2018. - P. 101–104.
- [3]. Kovalenko A.V. Roles of a multimedia presentation in the classroom on a foreign language at the university // ITO- Tomsk. 2010.
- [4]. Methods of teaching foreign languages: traditions and modernity // Under ed. A. A. Mirolyubova. - Obninsk: Title, 2010. - 464 p.
- [5]. Obratsov P. I. Teaching a foreign language at non-language faculties universities / P.I. Obratsov, O. Yu. Ivanova. - Oryol: OSU, 2005. P. 114-118.
- [6]. Silkina T.G. Instilling self-training skills // Technologies for obuzhivanie foreign languages in non-linguistic universities: Art. UISTU: 2005. 5 p
- [7]. Shtaniko E.V. Discussion modern technical means in the English lesson // Actual tasks of pedagogy: Materials of the international conference - Chita .: 2011.
- [8]. Shtaniko E.V. Methodological issues of implementation ICT at different stages of the development of the English language// Traditions and innovation in teaching native and foreign languages at the university: The materials of the international scientific and practical conference. - Ivanovo: 2011. - P. 97-101.