

Features Of Teaching Foreign Languages In Pedagogical Universities Non-Philological Faculties

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The article discusses the methods of teaching foreign language in pedagogical universities of non-philological faculties, based on the new requirements for teachers in connection with the introduction of a two-tier system of education. The main purpose of teaching foreign languages in pedagogical universities of non-philological faculties is the formation of a special level of communicative competence necessary for intercultural and professional communication.

Keywords: teaching methods, design technologies, pedagogical universities, communicative competence, non-philological faculties.

The aim of the foreign language course in the pedagogical university of non-philological faculties is the development and deepening of the professionally oriented language competence of students, since graduates of the pedagogical profile currently need a foreign language; learning systems. The main purpose of teaching foreign languages in the non-philological faculties of the university is to form a special level of communicative competence necessary for intercultural and professional communication. One of the effective and optimal methods for solving the assigned tasks is the project technology method, since the project activity perfectly satisfies the requirements of the competence approach to teaching a foreign language, which contributes to the development

of students of three basic qualities: ability to work with various sources of information, ability to work in a group and the ability to work independently.

The effectiveness of using the project method in the practice of learning a foreign language is high in all types of activities: reading speed increases, the quality of text translation improves, oral and writing skills improve, the undergraduates expand their horizons, their communication skills and desire to independently acquire and use new knowledge develops and, of course same, consolidated and expanded professional knowledge, of all, for deeper mastering of the specialty and for practical use in professional activities and everyday business and personal communication. Undergraduates acquire the skills of writing essays, abstracts of articles, prepare scientific reports and presentations in a foreign language, which can be useful in their future research activities and presentations at international scientific conferences. Since the study of a foreign language in the magistracy is the final stage in teaching this subject at the university, issues related to future professional activities and employment become the most relevant. Therefore, in the English classes, undergraduates learn to compose a package of documents (resume, recommendation, and cover letter) for admission to work, become familiar with the rules of conduct at the interview and fix them in role-playing games. Much attention is paid to the preparation of speech for self-presentation to employers. When working on the vocabulary, the specifics of the lexical means of business (its lexical and phrase logical norms, standard language clichés, etc.) and professional (sublanguage of professional communication) languages are also taken into account, which is necessary for reading business correspondence, writing business documents and writing letters in English, and also for conducting business negotiations and drawing up contracts. All this becomes especially relevant due to the expansion of market relations and the processes of globalization and integration, when undergraduates have to work with English-language documentation, translate

and respond to a large number of letters. Language proficiency helps to communicate with foreign colleagues. In this case, the English language serves not only as an object of study, but also as a means of improving professional competencies. New requirements of the program for undergraduates suggest the use of more effective language teaching methods. One of the effective and optimal methods for solving the tasks is, in our opinion, the design technology method. Project activities are the best way to meet the requirements of a competence-based approach to learning a foreign language, which contributes to the development of students of three basic qualities: the ability to work with various sources of information, the ability to work in a group and the ability to work independently. The effectiveness of using the project method in the practice of learning a foreign language is high in all types of activities: reading speed increases, the quality of text translation improves, oral and writing skills improve, the students' horizons expand, their communication skills and the desire to independently acquire and use new knowledge are developed and, of course same, consolidated and expanded professional knowledge. The main purpose of teaching foreign language to students of a non-linguistic university is the achievement by students of the level of practical knowledge of a foreign language, allowing it to be used in their future professional activities and scientific work, including also everyday and professional communication. One of the goals of teaching students a foreign language is to create basic knowledge and skills for the correct understanding, translation and processing of information texts in a foreign language. A specialist with a degree should be widely erudite, possess the methodology of scientific creativity, the latest information technologies, various methods of obtaining, processing and recording scientific information. He should be able to work with a computer and use all its capabilities to work with information. Foreign language skills and computer skills are recorded in the basic European professional competence

documents as functional skills necessary for each specialist. The use of modern information technologies is today one of the most effective means of increasing the success of pedagogical work at a higher education institution and the quality of teaching foreign languages. The need to use new information technologies in the educational process is conditioned both by the requirements of modern times for the level of students' training, and by the continuous increase in the amount of information necessary for studying and processing during the training. The main content of independent work with the use of information technology in teaching a foreign language in the bachelor's degree is the performance of various tasks related to searching for information on the Internet. For self-preparation of reports and presentations in a foreign language, students should be able to use materials from specialized Web-sites where subject articles are published and current issues of modern science are discussed. Processing of the received foreign language information is also performed using the capabilities of a personal computer. One of the traditional types of tasks performed by students is the individual reading of articles in the main specialty. The primary task of this type of educational activity is to teach students to read texts in their specialty, to understand them and to correctly extract professionally relevant information. Individual reading is an extensive reading, which involves the ability to read a large amount of text independently at high speed, while focusing on the content side of the read. To perform tasks on individual reading, students need to select the required volume of texts directly in their specialty. These should be scientific articles written by native speakers of the target language and published over the past decade. One of the important components of the text logical field of study is the abstracting, annotating of the scientific text in the specialty and translation. In the daily practice of many specialists, there is always a need for an oral or written presentation in their native language of the summary content of foreign language materials containing valuable

information. The practice of publishing scientific articles in journals and thematic collections in their native language with an abstract presentation of their main content in a foreign language is also widespread.

Making an essay in English on the basis of Uzbek literature will prepare the student both for possible presentations at scientific conferences in other countries, for communication with foreign colleagues, and for interviewing in English in the process of searching for a future job. To this end, the most appropriate is the task of referencing, as the presentation by the student of the summary content of his dissertation in the foreign language being studied. The abstract translation of professionally-oriented articles for preparing students for writing their dissertations in the Uzbek language is also relevant for this level of education. Abstract translation is an abbreviated translation of texts, built on the semantic compression of the presented material. Literate folding of factual information while retaining the most significant content aspects is the main goal of this type of translation, which has now become very common. The characteristic feature of the essay is its objectivity, which arises from careful preliminary processing of the original material to highlight text fragments that are important in the semantic context. If we turn to the history of the development of the translation method, we will see its complete dominion in the methodology of teaching foreign languages and its complete negation.

The purpose of teaching in these years was the recognition of the readable text and the ability to translate it, and not the development of independent speech skills.

Learning a foreign language is an effective way to ensure mutual understanding between people belonging to different cultures. ” So, translation can be a good helper when learning a foreign language. No foreign language course can be started without the help of translation. Having received a complex text for “comprehension”, the student seeks, first of all, to translate this text into his

native language, since he does not think in a foreign language. Consequently, an explicit or hidden translation into the native language is always present at the first stage of education. Instilling the same skills and abilities that contribute to the realization of this goal is the task of the teacher. Translation is estimated by many authorities as an important and necessary form of study. It is the basis of a consciously-comparative approach to learning foreign language vocabulary and grammar and justifies the metered use of the native language in the study of a foreign language. Practice shows that effective methods are not only the analysis and translation into the native language of the original texts, but also their reverse translation with subsequent analysis of errors and deviations from the English-English sociocultural standards of written speech in the field of scientific and business communication style. Also useful are the tasks for editing ready-made scientific texts, made either by machine translation, or by foreigners who do not sufficiently speak English. The scope of bilateral translation is very extensive. These are, first of all, interviews, various conversations and meetings, official negotiations, press conferences, dissertation defense in a foreign language, etc. Bilateral translation can be used as a reliable means of teaching various aspects of the language. With the help of two-way translation, you can consolidate lexical, phonetic and grammatical skills. Such tasks allow students to save time, learn the material faster. In addition, students learn to analyze the translation and compare the language tools used in foreign and Uzbek languages. These tasks allow the teacher to give texts and dialogues of different levels of complexity, regardless of the material studied, which contributes to the diversity used in the educational process, which, in turn, not only arouses interest in students to learn the language, but also expands their areas of knowledge. Although professional-level translation training is not the main goal of the course, we consider it as a necessary component of student training. There are several reasons for ensuring that the perception and understanding of a

foreign language text is not thought of without translation, which should be considered as the main means of developing understanding.

This is a lack of time in the undergraduate development course of a skill without a translation understanding of professional information and a weaker contingent entering the student compared to previous years when specialists with red diplomas entered the student.

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