

ACTUAL PROBLEMS OF TEACHING FOREIGN LANGUAGES IN THE NON – PHILOLOGICAL UNIVERSITIES

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Abstract: *In this article, the author considers the vital problems of teaching foreign languages in the non philological universities. According to the author, every language reflects the culture of the people who speak it. Therefore, mastery of a foreign language is inseparable from acquaintance students with the facts of history, culture, social phenomena, social conditions in the country of the language being studied. As the author regards, all teaching problems should be taken into account in the foreign language teaching system in the non-philological universities.*

key words: *abstract, actual, basis, communication, context, development, English, exchange, foreign, general, institution, integration, intensification, language, method, non-philological, skills, teaching*

INTRODUCTION

In modern conditions of expanding international contacts, taking into account the potential, growing needs dynamically developing information space, the problem learning a foreign language as a means of intercultural communication is particularly relevant. Processes of integration and globalization, the social order of society dictate the need to take into account the strategic target, which is to form a foreign language communicative competence of the future specialist, allowing use a foreign language as a means of professional and interpersonal communication. From the point of view of the author of the article, the content of the educational process teaching foreign languages in the non-philological universities is not yet fully meets the actual needs of graduates. The author believes that in the context of modern educational ideology the urgent question of revising traditional views on methodology of foreign language education. Previously, the main task of higher education was transfer of the necessary amount of knowledge in the specialty studied. However acquisition of the necessary knowledge in itself cannot guarantee high-quality training of future specialists. “Traditionally, knowledge of a particular foreign language was described the volume of lexical units of the productive and receptive minimum, studied grammatical structures and phenomena, the number read and listened to texts of various genre topics” [1]. However, now the basis for determining the level of foreign language proficiency lies the competency-based approach, for the implementation of which it is necessary introduce forms of active learning. Intensification of teaching a foreign language in institutions of higher education puts forward new requirements for teaching methods. Under by intensification, the authors of the article understand the optimization of educational process that will realize the general goal of

learning foreign language to the fullest and form a creative personality, capable of self-education, self-improvement and, as a result, ready for a successful future career. Realizing the importance of revising the value-semantic guidelines, foreign language teachers face a number of challenges. This, in first of all, a limited grid of classroom hours allocated for studying of foreign language. "There is also the issue of content. existing training and work programs; transition to active forms learning; organization of controlled independent work of students; lack of a sufficient number of modern textbooks and teaching aids and complexes" [4]. In teaching all types of speech activity, there are also a number of problem questions. To implement the strategic task, the teacher needs to always remember the speech orientation and speech value of the educational classes. Often oral speech in a foreign language when teaching speaking is represented by so-called oral topics or monologue statements that students prepare on the basis of read text, newspaper article and then memorize it and transmit content close to text.

METHODS

During the writing of the article the authors used the following methods and pointed the present statement. Abstracting and annotating is wrong replaced by a retelling of the events described in the text. The requirements of the program imply the development of students' skills conduct a dialogue using appropriate speech formulas. Besides, the student must learn to exchange professional and unprofessional information with a potential partner, participate in a discussion on a topic-problem, defending their point of view with reason. Teaching these skills requires the teacher to reconsider the content educational material, forms and teaching methods foreign language, as well as changing the control system of monologue and dialogic utterance. "Speech activities such as listening and writing teaching a foreign language to students of non-linguistic specialties usually not enough attention is given. Most national and local textbooks, as well as teaching aids prepared by teachers of institutions higher education, do not always have audio accompaniment, voiced native speakers" [2]. And in foreign teaching materials in foreign languages phonograms are a mandatory component. It is also necessary take into account that with the development of the Internet and the expansion of international cooperation increases the role of written communication. Therefore, the most important in teaching writing should be the ability to compose business letter, correctly using the appropriate details and formulas for written communication. In their professional activities, graduates will work with various types of texts: scientific thematic articles, texts agreements, contracts, case histories, instructions for use technical equipment, etc. Developed ability to find the right information, select the most significant, evaluate it, express your point of view is more important than mere reading and translation." Despite the fact that reading instruction is usually given sufficient attention, traditionally educational texts predominate, which is a simplified summary of information from relevant area of expertise"[2]. As a rule, such text serves only for semantization of new vocabulary and grammatical phenomena, as well as for organizing the consolidation of

lexical and grammatical material. Often textbooks for non-linguistic specialties are sample grammar-translation method with texts and training lexical-grammatical exercises, while tasks communicative orientation are few. The consequence of working with such benefits is that students do not have enough discursive competence is formed, i.e. construction knowledge certain types of texts. Thus, we believe that in the presence of common approaches, it is important specify the requirements for each type of speech activities, as well as to develop a system adequate to these requirements control of knowledge and skills of students. In modern conditions, the study of a foreign language should meet the real needs of communication and execution professional tasks. "This will be facilitated practical orientation of the classroom learning process, taking into account specialization, as well as independent work of students, giving them the opportunity to grow professionally in their field scientific interests"[3].

RESULTS

2.The main goal of teaching foreign languages is teaching fluent orientation in a foreign language environment and the ability to adequately respond to various situations, that is, communication. Every language reflects the culture of the people who speak it. Therefore, mastery of a foreign language is inseparable from acquaintance students with the facts of history, culture, social phenomena, social conditions in the country of the language being studied. Accounting for these factors is supplemented by the fact that the development of language and the motives of its studies are largely determined by economic and social development society. "At present, the conversation about the search for new pedagogical technologies, methods and means of teaching, which would corresponded to the updated content and standards of education"[3]. Before the methodology of a foreign language in sovereign Uzbekistan stood up new tasks that are determined by the social order of society: the content of the training should correspond to the international status. New times, new conditions require immediate and radical revision both general methodology and specific teaching methods and techniques foreign languages. "The problem of managing educational activities is multifaceted, diverse, has philosophical, psychological, pedagogical, methodical and other aspects. economic, political, sociocultural processes formed the basis for the development of the modern system language education"[4]. At the university, a special place is occupied by such forms of education, which ensure active participation in the classes of each student, increase knowledge and individual responsibility of students for the results educational work. These tasks can be successfully solved with the help of pedagogical technologies. The main goal of teaching foreign languages is formation and development of the student's communicative culture, training practical mastery of foreign languages. The task is to create conditions for practical mastering language for each student, choose teaching methods that would allow each student to show their activity, their creativity, to activate the cognitive activity of the student in the learning process foreign languages. Learning a foreign language is an effective means of socialization personality, intellectual

development of the student, development of new standards of various forms of activity, focused on the global practice. This fact is of particular importance in the study foreign language for special purposes. This course helps to form communicative competence, namely the ability and readiness to carry out interpersonal and intercultural communication with native speakers. Learning a foreign language for special purposes contributes to social adaptation of university students to the conditions of a constantly changing multicultural, multilingual world.

DISCUSSION

When teaching a foreign language, intensive technologies in the educational process is closely related to the use of effective techniques and methods teaching, active inclusion of students in the educational process.” The use of interactive teaching methods was objective necessity, dictated by the laws of any learning as such. The creation of foreign language communication in the classroom sets the student to prepare for participation in the communication process. At the heart of the intensive method learning is the learning process, which is a model of the process communication”[5]. Thus, the intensive teaching method foreign language using interactive methods becomes explanatory principle of building the learning process. When teaching a foreign language at the present stage is mastery of students with correct speech skills, taking into account its phonetic, grammatical, lexical and stylistic aspects. In the modern education system are increasingly being introduced use of information technology and computer telecommunications. Powerful computer hardware, community development Internet networks, contributes to equipping educational institutions. “The use of interactive methods is closely related to methodological innovation. Interactive method means ability interact or is in the mode of conversation, dialogue. From this the learning and control process becomes more productive. Students in during interactive learning make a thoughtful decision, learn think critically”[5]. Thus, interactive learning is a special form of organization of cognitive activity, which has very specific and predictable goals, monitoring learning outcomes carried out with the help of innovative technologies, which is applicable to predicted expected results. Information technology education is understood as all technologies using special technical means (multimedia equipment). In particular, when studying its theoretical basis intensification of the educational process using interactive teaching methods, it is necessary to rely on information technology. “Management of the learning process for the types of speech activity of the language personality occupies one of the most important places and most strongly tied to the specific conditions of its occurrence and use. This type of work allowed to improve the skills monologue speech, the ability to find the right information, analyze her and draw conclusions”[6]. Discussion of messages develops not only skills logical presentation of other people's, but also their own thoughts. It teaches to argue listen and convince the interlocutor. Among the main forms of development of oral speech skills are discussions, round tables, press conferences, and also the development of problem situations for socio-political, country studies and

domestic subjects. Problem situations encourage students not only to use ready-made knowledge, skills and skills, but also require them to creatively use the accumulated knowledge, develop the ability to conduct a reasoned dispute, the ability to use acquired knowledge of a foreign language in a dispute. Special attention deserves the use of technical means as a factor of intensification of the process of teaching a foreign language. Their use opens up completely new, as yet unexplored technological learning options associated with unique capabilities of modern computers and telecommunications. So, the use of various multimedia means of computer technology in system of new information technologies makes it possible individual approach to the organization of educational activities of each student. This is also dictated by the fact that, due to their psychophysiological students have different abilities and inclinations. "To achieve the same results in learning a foreign language different students need different amounts of time, exercises for that or other grammatical or lexical material. First of all, the possibility of repeated playback exemplary pronunciation of individual sounds, words, and later sentences in the classroom and outside of class time provides auditory visibility and allows students through conscious imitation to develop the necessary pronunciation and intonation skills"[6]. Also noteworthy is the role video materials in a foreign language. As we see it, the future is computer technologies in the education system, which will allow comprehensively change and modernize the educational process, taking into account needs of today, to bring them closer to the requirements modernity. Active use of computer technology does not mean replacing the teacher, his guide and coordinating functions, and its release from routine activities in educational process, the transition of the teacher and student to a new creative activity level. Proper organization of independent actions student in a new information environment using a computer technology allows you to successfully implement the principles of self-learning and self-government. "The modern technique of a foreign language involves the use of individual intensive techniques in the traditional system learning. Intensive does not mean accelerated learning, but a special an organized educational process aimed at achieving and maintaining the maximum activity of students, acquiring skills and skills of foreign language communication through situations that simulate the real communicative activity"[8]. Many exercises and tasks work well if they motivated, connected with the communicative needs of students and able to arouse interest and cognitive activity. Significant help is also provided by communication with native speakers." Computer technologies in teaching a foreign language - an effective tool that allows you to comprehensively change and modernize the educational process, taking into account the needs of today, bring them closer to the requirements of the present. multimedia tools allow the use of diverse approaches to presenting information"[8]. On practice, this means that the teacher and the student themselves can set the speed of learning, the amount of material and the degree of its difficulty in in accordance with the set requirements and conditions, with their requests and opportunities. Thus, further improvement of oral and

written speech of students, the formation of their ability to think in foreign language, developing a deeper sense of the language being studied is one of the main challenges today. The unrelenting interest in learning a foreign language makes us to take a fresh approach to solving some of the urgent problems of its teaching. Learning a foreign language for special purposes involves the further development of speech behavior skills in various situations of communication, taking into account the peculiarities of the national mentality. "Learning a foreign language requires a fairly high the level of motivation of students' personal activities, their awareness the need to learn this particular language, as well as a clear understanding of the difficulties that they will face in the learning process"[9]. A growing number of students are realizing the need to own foreign languages for the successful implementation of their professional, creative, sociocultural aspirations. Teaching process foreign languages acquires a functional orientation and includes the formation of foreign language communicative competencies.

CONCLUSION

A foreign language is objectively a social value, therefore its inclusion in the non philological university's curriculum is a social order of society. Now, more than ever, it is necessary that people speak foreign languages. Therefore, today, when the need for learning foreign languages has increased, when international communication has become widespread, the goal of training is formulated as "learning to communicate in a foreign language". In connection with the transition to communicative education, the possibilities of a foreign language have increased in solving the urgent problems of modern society in the field of educating the younger generation and increasing the educational, educational and developmental potential of the subject "foreign language". Therefore, much attention should be paid to the structure of the lesson, its logic, the nature of the tasks and the organization of the entire work of the teacher and students, which is increasingly acquiring the features of genuine communication. Consequently, the activity of students is activated. The activity of their position in the lesson, their position is not as an object of learning, but as a subject of educational activity. I divided all the identified problems into 3 categories: psychological, technological, educational and practical. The next group of problems is technological. These are external problems, they include: Insufficient number of hours devoted to learning a foreign language. With such a grid of hours (4 hours a week of English in the non philological universities), it is hardly possible to implement a differentiated, especially individual approach, to create a favorable educational and educational environment for them. . In addition, there are disruptions in the schedule, when due to quarantine, holidays, falling out during the school week, etc. the item has been off the schedule for several weeks. Insufficient level of technical equipment of classrooms. Insufficient level of technical equipment of classrooms with teaching aids, disks with training programs, as well as updating and replacing outdated computer equipment with new ones, lack of Internet in the classroom, interactive whiteboard, etc. The richest information resources of the Internet, with their skillful use, have a positive

impact on the process of mastering knowledge. The study of a foreign language and foreign culture in comparison with the native language and native culture is one of the characteristics of modern language education. Therefore, teachers of foreign languages need to create situations for network interaction between students and native speakers. Real and virtual travels contribute to a deeper study of a foreign language, foreign culture and knowledge of one's own culture, but, unfortunately, not all schools and not every foreign language classroom is fully equipped technically. This reduces the effectiveness of training.

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