DEFINITION OF EFFECTIVE ENGLISH TEACHING TECHNOLOGIES AS A MEANS OF THE ENGLISH LANGUAGE TEACHING PROCESS IMPROVEMENT FOR NON-PHILOLOGICAL SPECIALTIES STUDENTS

Abdullayeva Nargiza Sobirzhonovna
Teacher of Andijan Branch of Tashkent State Agrarian University

ABSTRACT

Importance of the effective pedagogical technologies identification for improving of English teaching process in the non-philological universities of Uzbekistan is clarified in the article. There are defined the principles of the lesson composition, are made the inferences about the ways of lessons composition with the usage of technologies.

Keywords: Teaching of foreign languages, communicative competence, pedagogical technologies, students, principles, inferences.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In recent years, the scope of the using foreign languages has expanded significantly in various fields: public, political, economic, scientific, educational and cultural life of Uzbekistan.

The reform of the educational process in universities in accordance with European standards, multilateral cooperation with foreign countries in the exchange of teaching staff and students, the implementation of international scientific pedagogical projects reinforces the need for highly qualified specialists who are able to dialogue with foreign partners at a professional level. Knowledge of a foreign language (especially English) today is an indispensable component of a successful career as a specialist of any profile.

Decree of the President of the Republic of Uzbekistan dated 07.02.2017 № UP-4947 Strategy for action on five priority areas for the development of the Republic of Uzbekistan in 2017-2021 (Appendix 1) [1], Resolution of the President of the Republic of Uzbekistan № PP-2909 dated 04/20/2017 " On measures for the further development of the higher education system"[2] are aimed at further improving the educational process, curricula and higher education programs based on the widespread use of the latest pedagogical technologies and teaching methods, quality updating and implementation of modern forms of organization of the scientific and educational process. Based on the critical analysis, special attention is drawn to the steady increase in the level and quality of professionally oriented foreign language learning in accordance with the modern needs of the labor market.

Considering foreign languages as a means of real communication with people from other countries, it can be argued that mastering them is today one of the most important production tools in various fields of human activity, a means of increasing the competitiveness of specialists in the world market.

The increasing need for high-quality and fast mastery of the English language is today, in fact, not only a professional, but also a social problem, covering all citizens, from the PEI to the high-ranking officials of our state.

Since the 90s of the last century, the communicative approach to teaching a foreign (English) language and the related concept of communicative competence have been recognized as the most appropriate and effective. This provision has established itself as fundamental in the methodology of teaching English for non-linguistic specialties, meaning that along with proficiency in programmatic grammar material and the ability to translate professional texts, the main goal is to achieve students' high level of knowledge of conversation skills for certain topics of the curriculum as daily and business nature [9, c.251].

Using pedagogical technologies plays a significant role in optimizing the process of teaching English to university students. However, their use in the educational process is carried out spontaneously, teachers don't own the whole range of well-known technologies, the main thing is that their choice is often made unreasonably, without any good arguments. Obviously, the actual need for the modern process of teaching English is the selection and testing of technologies with which it is possible to achieve the most successful learning outcomes.

In connection with these circumstances, the main task of pedagogical science and, accordingly, the learning process, is to find and achieve the maximum teaching result. The modern means of achieving this result are pedagogical technologies, and the condition is the identification of those that alone or in combination with others contributes to the maximum effectiveness of English classes at the university.

Modern educational technologies that are used to form a student's foreign-language communicative competence are the most productive for creating an educational environment that provides personality-oriented interaction between all participants in the educational process. We agree with the opinion of N.K. Ravshanova that the use of any single teaching technology, no matter how perfect it may be, will not create the most effective conditions for the disclosure and development of students' abilities and creative search for a teacher [7, p. 28].

The concept of "teaching technology" is not new today, but, at the same time, its unequivocal and generally accepted definition is absent in traditional pedagogy. Pedagogical technology operates in various ways of presenting and changing educational information, and also contains methods for effectively influencing students, actively using modern technical and information training tools. Today, the effectiveness of the learning process largely depends on how the teacher owns the entire arsenal of educational technologies and how he uses them in his activities (analyzes, researches, introduces creative elements, etc.).

In the table. 1 given technologies known in pedagogical science and practice [3,4,5,6,8] and the use of which alone or in combination can provide high learning results for students in the English language, but many of which are not used in the educational process (The contents of the table do not exhaust the entire volume of existing technologies). A piloting experiment of a ascertaining and practical nature showed the significant potential of portfolio technology, paracentric technology, the emotional-semantic method, the common structure of modular training and paracentric technology, training in collaboration with the tandem method and, therefore, the possibility of their joint application.

Based on the previous provisions, guidelines were made findings for the next stage of work on the problem:

    1. The use of pedagogical technologies in an English class should be based on thorough preparation of the teacher to determine his goals, objectives, structure and content, as well as

confidence in the need to use one or another pedagogical technology when working on a specific topic of the course.

2. In the classroom, it is advisable to use not one pedagogical technology, but a complex of various pedagogical technologies (interactive, psychological-oriented and practice-oriented), combined or supplemented by traditional teaching methods.

3. Leading technologies should be personality-oriented, developing, individualized, differentiated learning, providing activation of internal mechanisms of students' development.

Table 1: Foreign Language Teaching Technologies

TECHNOLOGIES			
Often mentioned and used	**Not common enough**	**Intensive non-traditional teaching methods with suggestive pedagogy elements**	**Information and Communication Technologies**
Training in collaboration - a collective solution to a learning problem	**Portfolio (language portfolio) -** a package of educational materials and student achievements	**Suggestopedic method (G. Lozanov) -** activation of the psychological reserves of the learner's personality, collective interaction, creativity	**Training Materials -** Authentic Videos courses, multimedia teaching aids. Multimedia lessons, computer presentations. Tests
Project technology - personality-oriented, developmental learning	**Tandem method -** learning a foreign language with two partners with different native languages (mutual learning)	**Emotional-semantic method (I.Shekhter).** Stage formation of speech communication skills	**The Internet** as electronic international communication, learning, cognition, self-knowledge. Students' participation in testing, quizzes, contests, competitions, chats, video conferencing, about conducted over the Internet, correspondence with peers from other countries.
Game technologies - reproduction of various (educational, social) situations in a game form in order to form qualities and skills	**Paracentric technology -** training in pairs with tools training using methodological instructions and subsequent access to control.	**Accelerated language training** by immersion method (A.S. Plesnevich)	**The Internet** as a means of self-education, independent and search-research work. Creation of an Internet library to facilitate Internet searches
Distance Learning - detailed planning of the student's activities, the use of Internet values	**The technology of an individual educational trajectory -** is a personal way of realizing the personal potential of each student in education	**Suggestive cybernetic integral method** (V.V.Petrusinsky) suggestive management of the learning process using technical means	**Podcasts -** an audio or video file that is distributed free of charge over the Internet for mass listening or viewing
Modular technology - dividing the training course into logically completed parts of the training material, necessarily accompanied by the control of students' knowledge and skills.			

Based on the analysis of scientific works and personal pedagogical experience of teaching at a university, we have determined the principles for constructing classes in the English language discipline using teaching technologies:

– the selection of material for the lesson is carried out in such way that gives students the opportunity to choose tasks;

– individual work is carried out in various forms, taking into account the characteristics of students;

– preparation of handouts is carried out taking into account different options for work in the classroom;

– the application of the technology "training in cooperation" is carried out in various forms, namely, the group fulfills one task; fulfillment of different tasks by group members; different groups of students performing different tasks, relying on an individual and differentiated approach (taking into account individual characteristics of perception, understanding, thinking, speed of task execution), which is manifested in the difference in handouts, presentation methods and volumes of information, etc .;

– conditions are created, independent activity of students is encouraged and strongly encouraged;

– students are fully informed about the methods and types of knowledge control, a comprehensive monitoring and evaluation of the results of assimilation by students of the necessary knowledge and reading, listening and speaking skills is carried out.

Thus, the approaches proposed by the author are, to a certain extent, the pedagogical conditions for the productive organization of the educational process in the English language classes in non-linguistic universities of the republic.

REFERENCES

1.   Decree of the President of the Republic of Uzbekistan dated 07.02.2017 N UP-4947 Strategy of action in five priority areas of the development of the Republic of Uzbekistan in 2017-2021 (Appendix 1).

2.   Decree of the President of the Republic of Uzbekistan N PP-2909 dated 04/20/2017 "On measures for the further development of the higher education system". "Народноеслово", April 21, 2017

3.   I.Y. Shekhter. Living language. – M.: Rector, 2005.

4.   Kovaleva A.V. Interactive pedagogical technologies in teaching foreign students to the lexis of the Russian language: Author. ... diss. Candidate sciences. :– M., 2015 .– 23 p.

5.   Lebedeva M.V., Pechishcheva L.A. The use of modern educational technologies in teaching foreign languages (on the example of the English language) // Bulletin of Moscow State Regional University. Ser .: Pedagogy. 2016. No 2. 120-125p.

6.   Khudaiberganova E., Gulimetova B. M. Modern methods and technologies of teaching foreign languages in higher education // Philology and linguistics in modern society: materials of the IV Intern. scientific conf. (Moscow, June 2016). – M.: Buki-Vedi, 2016 .– 94-97p.

7.   Ravshanova N.K. New pedagogical technologies in teaching foreign languages // International scientific journal "Internauka" // No. 8 (30), 2017. 28-29p.

8.   Rybalko T.G. Podcasting as a means of forming students' information competence in teaching a foreign language // Integration of Education. No. 3 - 2008. 108–111p.

9.   Shpektorova N.Y., Larkova G.S. The concept of communicative competence in the socio-economic context of the 21st century // Section 6. Actual problems of teaching foreign languages and cultures at school and university. conference.osu.ru.250-252p.