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SOME PROBLEMS OF THE TRAINING ENGLISH LANGUAGE OF HIGHER EDUCATION SYSTEM
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Abstract: This article highlights some of the problems encountered in the teaching of English in higher education, methodic system and solution of the problems them.

Key words: methodological system, method, the English language teaching, tasks and objectives, modernizatsiya, integratsiya.

НЕКОТОРЫЕ ПРОБЛЕМЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ВУЗЕ
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Аннотация: В этой статье освещено некоторые проблемы, возникающие при преподавании английского языка в высших учебных заведениях, его методическая система и способы их устранения.

Ключевые слова: метод, обучение английскому языку в вузе, цели и задачи, модернизация, интеграция.

ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ИНГЛИЗ ТИЛИНИ ЎЌТИШДАГИ БАЪЗИ МУАММОЛАР
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Тошкент Молия Институти катта ўқитувчиси

Аннотация: Ушбу мақола олий таълим муассасаларида инглиз тилини ўқитиш ва ўқитувчилар келиб чиқаётлари, унинг методик тизими ва уларни бартаф этиш үйларини ёритиб берилган.

Калит сўзлар: метод, инглиз тилини ўқитиш, мақсад ва вазифалар, модернизация, интеграция.

The importance of foreign language proficiency for a modern specialist of any non-linguistic specialty is dictated by time and reflected in the requirements of program documents, where a foreign language appears as a Federal component of the state educational standard. This importance should also be reflected in the end result of the training. Moreover, modern requirements to the level of professional training of a specialist in terms of foreign language proficiency imply not only the ability to understand written and oral speech, as well as writing and speaking, but also the ability to effectively operate in a foreign language communication, which implies a much higher level of language, speech and extra-language training. But the practice of teaching foreign language to students shows that there are a number of different levels of problems that affect the organization of the learning process, and its content, and the final result. The unsatisfactory quality of the latter was the reason for writing this
article, the purpose of which is to identify as fully as possible the existing problems in this area, which will allow us to further outline ways to solve them.

It is important to note that the problems of teaching a foreign language in a non-specialized (non-linguistic) University are not random, isolated, it is the manifestation of systemic violations. The teacher and the student interact in the classroom within the framework of a methodical system consisting of generalized elements on the basis of which a specific method (or technology) of learning is built (I. L. BIM[1], G. A. Kitaygorodskaya [2]). The methodical system dictates the choice of a method of training depending on the purposes of training and conditions in which achievement of the specified purposes is supposed. Communication is about the content of educational material, organized in a certain way, and through a flexible (which is desirable) system of methods and techniques aimed at the assimilation of students of this material and the ability to use it in various types of speech activity. Any specific educational process is composed of all the elements of the methodical system and relates to it as a real and ideal, as a private and General. One way to check the effectiveness of the educational process is to consider it in terms of compliance with the ideal methodological system. It can be assumed that learning a foreign language will be most effective if all components of the methodological system are consistent and consistent.

The starting point of any methodical system is the learning objectives and their compliance with the learning conditions. When setting goals, the existing conditions must be taken into account, so that the achievement of goals is real. These two fundamental elements of the methodological system determine the choice of the method of teaching a foreign language[3].

The purpose of the foreign language course in the system of training of students of the University is the practical knowledge of the language as a means of communication in the professional sphere, which includes reading literature on the specialty and related fields of science; translation in the specialty and a wide range of socially significant problems; participation in oral communication within the themes and situations of a General nature, determined by the state standards; practical implementation of language (system) knowledge and skills in a foreign language communication in oral (monologue, dialogue, polylogue, discus) and written speech (abstract, abstract, abstracts, communications, private letter, business letter, biography, etc.).

In addition, students should have an idea about everyday literary, official, scientific styles; style of fiction; have knowledge about the culture and traditions of the countries of the studied language; know the rules of speech etiquette. All these skills and knowledge are provided with grammatical skills, that is, they assume a fairly fluent command of the language system at all levels, both in receptive and productive modes.

The main conditions affecting the achievement of the goals, that is, the quality of foreign language proficiency, are the qualitative and quantitative characteristics of the contingent of students; the number of classroom hours allocated to the discipline; the quality of professional training of the teacher, etc. Other conditions, such as: the level of material and technical base, equipped with technical means of training and some others (up to the time of the day of the lesson) – can play an important role in certain
circumstances, but do not radically affect the results of learning a foreign language. The objectives of foreign language teaching in a non-linguistic University are determined, on the one hand, in accordance with the requirements for the level of training of graduates with higher education (bachelors, specialists, masters), on the other – based on the requirements for the level of training of secondary school graduates.

The latter is expressed, again, in the writing of textbooks and guidelines that complement the basic textbook, the reorganization of educational material, the involvement of additional materials, the use of author’s combinations of methods and techniques of teaching. The best is the presence of such an educational methodical complex or work program, which in terms of content would differ in different levels of complexity of the educational material and would involve a greater variety of methods of mastering it and speech skills. The latter are an integral part of the fourth component of the methodical system, which includes material means to ensure the interaction of the teacher and students, as well as students among themselves in the process of communication about the educational material – all this is also reflected in the educational methodological complex or work program. This subsystem is most accessible to the teacher in terms of the possibility of its change in order to improve and achieve consistency between the elements of the methodological system.

In other words, the teacher can influence the process of functioning of the methodical system, using various means of training, methods and techniques, their combinations and possibilities of variation. Within the framework of this subsystem the teacher can reveal his creative potential, realize the individual personal component of the learning process. The teacher is looking for new forms of work with educational material, ways of its development and presentation. It is assumed that the training of professional communication in English is carried out on the basis of already sufficiently formed language and speech skills with which yesterday’s school graduate comes to the University. Since professional communication (discourse) is understood in modern linguistics as a complex three-component phenomenon consisting of participants of discursive communication (author and recipient), the text about which communication is carried out, and the situation in which this communication occurs, then its participants are required not only basic knowledge of a foreign language, but also the ability to apply in practice special grammatical structures and knowledge of special rules of vocabulary use. The three-sided nature of discourse presupposes, on the one hand, its creation, which implies, at the first stage, its comprehension and planning, and then its presentation in oral or written form[4].

On the other hand, it is expected the perception of the discourse recipient, its analysis and interpretation through listening or reading, taking into account the whole situation of communication. The generation and perception of professional discourse in a foreign language is complicated by the abundance of complete syntactic structures used due to the need to preserve the logical integrity and uniqueness of discourse, which is manifested, for example, in the frequent use of causal logical structures, and this requires the use of special linguistic means. In addition, professional foreign language discourse is a system of special terms that reflect the professional features of University specialization, which, as a rule, is the basis of professional foreign language
texts. In this regard, the teacher is faced with the task of full or partial adaptation of such texts, depending on the level of preparedness of students.

Thus, taking into account all the above, as well as the fact that the correct professional foreign language discourse pursues informational, analytical, predictive, evaluative and influencing goals, we can draw the following conclusion. A student who understands a foreign language at the level and in terms of professional foreign language discourse, must have a good basic (school) language and speech training; have a concept of speech strategies and speech etiquette; have a sufficiently developed abstract (logical) thinking; to have a broad background knowledge of the world; to have knowledge about the culture of the country (countries) of the target language – all this to the extent necessary and sufficient for discursive foreign language training, the average University student does not have. This does not mean that such training is impossible – it is quite real. But for successful, effective, and not fictitious training of professional foreign language discourse, it is necessary to solve the problems discussed in detail in this article, as well as to revise the goals of training of English, which should be achieved at the level of General education[5]. It is obvious that the revision of the goals will entail a change in the fullness of all elements of the methodological system. All of the above allows us to conclude that the real process of learning English in General and professional foreign language discourse in particular in a non-linguistic University has significant disadvantages of a systemic nature, that is, in its basic elements does not meet the requirements of the methodological system.

Thus the teacher is also given the content of the training material and its organization. But in this respect, the teacher is more free, although limited to the material of a particular educational methodological complex or work program. The most complete teacher can express themselves in terms of creative use of learning tools, forms and methods of interaction with students. But due to the reasons discussed in the article, it can only to some extent affect the efficiency and quality of the process of learning a foreign language at the University.

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