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PROFESSIONAL-ORIENTED TEACHING FOREIGN LANGUAGE AT A NON-LANGUAGE UNIVERSITY AND THE ROLE OF DESCRIPTIVE METHODS IN THE LESSONS

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Abstract: This article is about the effectiveness of using descriptive methods in English classes and professional-oriented teaching foreign language at a non-language university. It analyses the peculiarities of descriptive method, comparative-historical method and the role of linguodidactics in teaching foreign language at a non-linguistic universities. The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge that has hitherto been used in teaching practice and its practical application, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. So, instead of the “knowledge paradigm” that prevails in traditional education, the “appropriate use of knowledge in problem situations” paradigm prevails.

Key words: descriptive method, non-linguistic university, comparative-historical method, creative analysis, linguodidactics.

INTRODUCTION.

The huge changes taking place in the life of our society are affecting all areas, as well as the process of higher education. The breakdown of old forms of social relations and the emergence of a new democratic way of life require the creative activity of the individual. By improving the education system in the country, great attention is paid to the training of mature, well-rounded, independent-minded, strong-willed, dedicated and enterprising personnel. Today, due to the integration

processes and the new socio-economic conditions of the development of Russian society, interest in foreign languages is growing. New educational institutions, various courses and faculties are being established. The educational process plays a leading role in the training of qualified, competitive personnel. The essence of teaching is the effective organization of an active learning process aimed at expanding the educational opportunities of professionals and the formation of a particular worldview.

THE MAIN PART.

The descriptive method is the oldest and most common method in linguistics. It is especially important for the language teaching experience. The peculiarity of the descriptive method is that it studies the object directly on the basis of information provided by the sensory organs. Descriptive method information is the basis for all other methods. In particular, the structural method works based on the conclusions of the descriptive method. Or even for the comparative-historical method, the descriptive method provides an explanation of the object being compared. So, it is arguable that intoxicants of choice runs the taste in diets. We have tried to simplify the use of the descriptive method for elementary school. Let's look at some examples of creative analysis based on the descriptive method.

Creative analysis. The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge that has hitherto been used in teaching practice and its practical application, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. So, instead of the “knowledge paradigm” that prevails in traditional education, the “appropriate use of knowledge in problem situations” paradigm prevails. Language competence is the ability to use the capabilities of a language in practice, which is to achieve educational effectiveness. For this reason, experiments are currently being conducted in primary schools to improve the competence of students in secondary schools.

The following creative analysis can be used in the study of mother tongue lessons. This is where a teacher's creativity, skills, and experience come in handy. For example, in the Pets class in elementary school, creative thinking can be used as follows: Creative analysis is done in seven steps:

1. Observation: goose, duck, sheep, cow, cat, dog, mouse...
2. Search (animals): birds, domestic animals, rodents, herbivores ...
3. Distinguish: Pets: sheep, goats, cattle, dogs, cats ...
4. Finding commonalities: one type of animal ...
5. Identify the differences: the dog guards the house; cow - gives milk, goat - gives milk...
6. Comparison: by size: big, small, a lot of milk, a little milk ... By color: black, white, purple ...
7. Conclusion: Pets - in different sizes (large and small), perform different functions.

Through creative analysis, the student observes, searches, compares, identifies commonalities, finds differences, groups, and applies them independently. This creative analysis is followed by a conclusion.

It seems that language competence is formed in mother tongue lessons. Each mother tongue lesson should focus on developing students' language competence. Below we will look at how creative thinking can be used to cover the topic of “Words of Conscience”.

A competent approach to the study of consonantal words in mother tongue lessons allows students to develop creative, independent thinking skills, to study in depth the facts of consonantal language. During the preparation phase, questions are prepared for each group. Questions should be structured in such a way that the meaning of the words is explained. The following creative analysis can be used to repeat the prepositions after preparation. The teacher has to be very good at guiding the students. Separate assignments will be prepared for each group, ie words for each group should be chosen in such a way that they are not close to

each other in terms of content. For example, one group may be given fruit, another may be given food, a third may be given animals, and a fourth may be given flowers. For example, the first group is given a creative analysis of the words that go into the "cherry" box. Creative analysis is performed in seven stages:

1. Observation: the fruit is small, different in color, different in taste ...
2. Search (by time): May, tomorrow, evening ...
3. Distinguish: bitter cherries, sour cherries, yellow cherries ...
4. Finding commonalities: one type of fruit ...
5. Distinguish: cherries - large fruit, sweet taste, anjan cherry - small fruit, bitter taste...
6. Comparison: by size: large, small ... By color: red, dark red, yellow, yellow-red mixture ... According to taste: sweet, bitter ...
7. Conclusion: Cherry is a fruit tree of different colors and tastes.

Apparently, creative thinking develops students' ability to observe linguistic phenomena, search for similarities, distinguish differences based on their characteristics, find commonalities according to integral features, identify differences in meaning, compare them and draw conclusions. does.

The organization of creative analysis lessons in the primary grades and a competent approach to it allows students to develop creative, independent thinking skills, to study the given tasks in depth.

Professor Mikhail Vasilevich Lyakhovitsky describes the methodology of teaching a foreign language as a subject that studies the goals, content, means of education, as well as methods of teaching using a foreign language. The task of a teacher working in a higher education institution is to create conditions for the student's language learning and to provide the necessary assistance in a fast and convenient way. In this regard, it is necessary to use modern advanced technologies, effective use of the Internet. Then it is possible to organize the process of language learning at a high level by giving exercises and assignments in accordance with the individual ability of the student, the level of knowledge.

The term "linguodidactics" was coined in 1969 by academician RAO N. M. Introduced by Shansky and recognized as an international term since 1975.

The pedagogical encyclopedic dictionary defines "lingvodidactics" as a general theory of general language learning. called the speech development phase. "Linguodidactics" forms the general laws of human abilities, the mechanisms of communication in a foreign language and the ways of their formation. Linguodidactics substantiates the basic laws of foreign language acquisition in educational institutions on the basis of knowledge of language philosophy, sociology, general linguistics, linguistics, psychology and psycholinguistics.

Linguodidactics, in turn, is not only a language, as a subject but also as a means of learning, i.e. a linguistic description of a language for educational purposes. In this regard, the study of macro and micro-languages of the textbook, the teacher's didactic speech. The accumulated knowledge, skills and abilities have been most effectively passed down from generation to generation. Education and upbringing serve this purpose as an ongoing process of strengthening people with knowledge, skills and competencies. The task of didactics is to determine the content of education of the new generations, to identify their useful knowledge, skills and abilities in the search for the most effective ways of arming.

Students of non-linguistic universities are not always interested in learning a foreign language, not perceiving it as a subject that contributes to the formation of their professional competence. Therefore, the main task is to prepare students who think creatively, who are able to apply the acquired knowledge and skills in practice, the ability to argue and defend their point of view.

The language is studied as a means of communication with its speakers, strengthening the speech and practical orientation of training, which leads to the formation of professional competence. The main components are communicative, linguistic, cultural, intercultural competence

A huge contribution to the development of the theory of professionally oriented teaching of a foreign language was made by P.I. Samples with coauthors.

They substantiated the principle of the professional orientation of the educational material when teaching a foreign language in a non-linguistic university. The authors emphasized that learning a foreign language should not be an end in itself, but a means to achieve the goal of increasing the level of education, erudition within the framework of their specialty. Taking into account the specifics of majoring specialties, from their point of view, should be carried out in the following areas: work on special texts, study of special topics for the development of oral speech, study of the minimum vocabulary in the relevant specialty, creation of manuals by teachers to activate the grammatical and lexical material of students.

For students of non-linguistic specialties, you can use the material already familiar to them in specialized disciplines as teaching, but minor additions of new information are also possible.

Currently, the search for effective ways and methods of teaching occurs in two main directions: attempts are made to activate traditional teaching methods, new active teaching methods are invented and tested. Teaching methods are ways of joint activities of a teacher and students aimed at solving learning problems.

So, for example, when teaching translation, the following can be considered the most effective methods: 1) reproductive methods (business role-playing games); 2) search methods (independent work of students, work with reference literature); 3) perceptual methods (video tutorials, meeting with native speakers); 4) logical methods (language exercises, "case-stages" or analysis of a specific situation).

The group of active learning methods includes methods that include a set of methods for organizing and managing educational and cognitive, value-orientational, transformative and communicative activities of students.

CONCLUSION.

Cognitive independence develops with a deep and meaningful assimilation of the basics of science by students, mastering the skills of working with a book and applying the knowledge gained in practical activity.

For example, working on the topic "L'enseignement en France", students conduct a comparative analysis of the education systems of Uzbekistan and France, relying on the knowledge of the curriculum. During the lesson-discussion, students note the common and distinctive features of the two education systems, try to express their opinion regarding the questions posed, show true interest and independence of judgment. The correctness of the statements, of course, depends on the strength of the knowledge acquired by students in their native language. In case of insufficient knowledge, it becomes necessary to re-study the materials independently. Active methods aimed at creating a favorable motivational and emotional background in foreign language classes lead to the development of a steady interest in mastering it.

In this way, students will understand the importance of language acquisition, as well as learn a lot about their majors in a foreign language, which will broaden their horizons.

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