

Modern Method Of Teaching Foreign Languages To Students Of Higher Educational Institutions Of Non-Language Specialties In The Republic Of Uzbekistan

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Abstract: This article analyzes the problematic teaching of the main method of enhancing the teaching of foreign languages to students of higher educational institutions of non-linguistic specialties. The main attention is paid to the project method, creative project, which includes elements of information and research projects. It is concluded that the use of problem teaching techniques increases the motivation of students of non-linguistic specialties in the process of learning foreign languages, helping to improve their language training.

Index Terms: Conditions, foreign languages, higher educational institutions, non-linguistic, methods, specialties, teaching,

1. INTRODUCTION

When teaching foreign languages, the teacher should pay particular attention to techniques and methods that activate the cognitive process. The revitalization of educational activities, which is devoted to a number of works, etc., has always been the primary task of teaching in general and, in particular, teaching students of non-linguistic specialties in foreign languages. This determines the relevance of this work. In the educational process, there is a general pattern of activation of cognitive activity of students: the tension of intellectual forces caused by the formulation of problematic issues and the solution of problematic educational research problems [1,2,3,4]. The methodology of problem teaching, which activates the entire process of teaching foreign languages to students of non-linguistic specialties, is the object of study, and the subject is the use of the project method as a way to create problem situations in the process of teaching foreign languages at non-language faculties of higher educational institutions. The aim of this work is to consider the project method in the process of problematic training of students of non-linguistic specialties of higher educational institutions. The increased tension of students' mental activity is created when they encounter difficulties in understanding and comprehending a new fact or concept, interest in the topic of the lesson, their emotional mood and volitional effort. The need to activate thinking in the learning process of students is also due to such a high level of development of science and technology, which is extremely necessary training in foreign languages of specialists of non-linguistic specialties of universities that are able to independently accumulate knowledge, make a creative decision, and improve the level of

self-education [5,6,7,8]. To create conditions for the formation of creative thinking in the classroom, to teach students to independently analyze language phenomena - these are the main tasks for improving the methodology of teaching foreign languages to students of non-linguistic specialties [9,10]. A major role in solving these problems is played by the introduction of elements of problem-based learning into the process of conducting classes in foreign languages with students of non-linguistic specialties, which many works are devoted.

2 METHODS OF RESEARCH

Problem-based learning is a set of teaching methods, the purpose of which is to enhance the cognitive interest of students and, as a result, the activation of cognitive activity. The methods of problem-based learning are based on modeling a problematic situation with the aim of launching an active independent activity of students in resolving a problematic situation under the guidance of a teacher. The problem situation is the awareness that arises when performing a practical or theoretical task, that previously acquired knowledge is not enough, and the need arises for new knowledge, for purposeful cognitive activity. The main idea of problem-based learning is that knowledge is not transferred to students in finished form, but is acquired by them in the process of independent cognitive activity in a problematic situation. In the process of independent search for ways to solve problems, students, analyzing, comparing, generalizing the factual material, themselves receive new information from it. As a result, students develop skills in the implementation of mental operations, develop attention, creative imagination, guesswork, form the ability to discover new knowledge and find new ways of acting by putting forward hypotheses and substantiating them. One of the advantages of problem-based learning is that when solving a problem, a student, not neglecting previously acquired knowledge, uses them creatively. The main sources of problems in teaching foreign languages to university students are the following typical contradictions that should be resolved as a result of the interaction between the teacher and students, creating a mental base of active knowledge: between old and new facts; between different levels of knowledge and points of view of

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students; between scientific knowledge and its application. Since thinking begins with the formulation of the problem, the basis for problem-based learning is left systematically and deliberately by the teacher in problematic situations, the determination of the sequence of which is the main task of problem-based learning. There are several main ways to create them: encouraging students to theoretically explain phenomena, facts, and external discrepancies between them; the use of learning situations that arise when students perform during independent work; statement of educational problem tasks and search for their real application; encouraging students to analyze facts and phenomena, generating contradictions between their presentation and scientific concepts about these facts; hypotheses, their formulation and verification; students' incentive to compare, compare and contrast facts, phenomena, rules, as a result of which a problem situation arises. Problematic situations arise when a student tries to independently achieve his goal. Speaking about problem-based learning, it should be noted that it plays an important role in increasing learning motivation, because when solving a problem situation, cognitive interest arises, which is a strong motive for learning. In cognitive interest, the focus on a certain object is clearly expressed, to the knowledge of which the student seeks. The novelty of the information is of interest to the student, creating a problematic situation for him. Acceptance of novelty is one of the important methodological techniques used to increase interest in the study of foreign languages. At the same time, the perception of the new causes an unconditional orientational research reaction among students, which is accompanied by involuntary memorization. This exacerbates the emotional-mental processes, which makes us observe, search, guess, find a way out of the problematic situation. In solving any problem there is an element of discovery. The task that students solve, excites their curiosity, makes them invent. The solution to a problem situation turns into a hobby and then turns into an instrument of professional activity. Problematic approach to learning should not be imposed on students. It is advisable to consider it as a means of expanding learning opportunities by enhancing the students' mental activity, as a key to building their skills of independent knowledge acquisition. Problematic education is directly related to the formation of a comprehensively developed personality and its intellectual activity, which is extremely important in higher education. The main task of problem-based learning is the assimilation of not only the results of scientific knowledge, but also the process of obtaining these results, the formation of students' cognitive independence in the process of learning foreign languages and the development of their creative abilities. The most popular method of problematic student learning is the project method. Some researchers write about design technology, for example. The project method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, navigate the information space, and develop critical and creative thinking. The basic principles of using the project method: the project should be included not only in the learning process, but also in the education of students; students should discuss real problems and set actual tasks; student work should be meaningful and active; students should be able to clearly articulate their thoughts in writing, analyze new information, participate in the creation of new ideas. Stages of work on the project: goal setting; identification of problems, contradictions, formulation of tasks; discussion of

possible research options, choice of methods; thinking over the course of activities, races distribution of duties; research: solving individual problems, layout; generalization of results, formulation of conclusions; self-education with the help of a teacher; analysis of successes and mistakes with the help of a teacher. The project method is widely used in the process of problem training for students of non-linguistic specialties at Tashkent institute of irrigation and agricultural mechanization engineers, in particular, at the Faculty of Philology. A feature of the project implementation system is the joint creative work of the student and teacher, not only in the classroom, but also on-line. Design involves the organizational and cultural position of the teacher. A foreign language teacher plays a big role in preparing projects. From the carrier of ready-made knowledge, he turns into an organizer of cognitive activity of students. This is the application of problem-based learning.

The teacher's creative, non-standard approach to conducting classes using the project method leads to increased motivation and is focused on independent student activity. Therefore, the role of the teacher is to organize this activity. The project activity allows the teacher of foreign languages to implement a personality-oriented approach to the student. The teacher becomes a participant in the creative process. Successful student design activities are the second condition for using the design method. During the implementation of project tasks, the student becomes involved in an active cognitive creative process based on the methodology of cooperation. He is immersed in the process of performing a creative assignment, and with it in the process of acquiring new and consolidating old knowledge of a foreign language, in the framework of which the project is being carried out. For its solution, students of non-linguistic specialties require not only knowledge of a foreign language, but also possession of a large volume of diverse knowledge in their specialty, necessary and sufficient to solve this problem. Therefore, the peculiarity of using the project method at the Faculty of Land Management Resources is that students can use the skills in their specialty. A very useful skill of students of non-linguistic specialties as future specialists is the use of additional sources of information (special scientific literature, encyclopedias, modern Internet sources), as well as analysis, comparison, selection of necessary information in a foreign language and specialized disciplines. In addition, students must possess certain intellectual, creative, and communicative skills. In order to form the communicative competence of students of non-linguistic specialties, it is important to provide them with the opportunity to think in a foreign language, to solve any problems that give rise to a thought in a foreign language, which acts in its direct function of the formation and formulation of these thoughts.

3.RESULTS

Moreover, a prerequisite for communication is the use of scientific terms in their specialty. Basically, creative projects are used at the Faculty of Land Management Resources, which require appropriate presentation of the results (although any project requires a creative approach). They, as a rule, do not have a detailed structure of students' joint activities. The student performs that part of the creative assignment, which corresponds to his interests. Project results can be presented, for example, in the form of an essay (in all departments of the Faculty of Land Management Resources) or a video film (in the department Hydrology and Hydrogeology). In addition, a

student of the Faculty of Hydromelioration, carrying out a project with the teacher, solves research and information problems. Being involved in real activities, he masters new knowledge using elements of research and information projects.

4. CONCLUSION

Consequently, the problematic learning method, when systematically used, contributes significantly to increasing motivation as the main mechanism for enhancing the process of teaching foreign languages to students of non-linguistic specialties of universities, since their attention is involuntarily held on interesting, new and informative language material. The project method as an integral part of problem-based learning causes students to search and leads to the active assimilation of new knowledge. Develop the ability to focus on a specific task, on a specific situation. At the same time, the level of preparation of students in a foreign language at non-linguistic faculties is significantly increased, which, in turn, increases the competitiveness of a future specialist in modern conditions of fierce competition in the labor market.

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