

MODERN METHODS OF TEACHING ENGLISH LANGUAGE IN NON-LANGUAGE UNIVERSITIES

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Abstract Currently, the world community is developing the processes of global informatization of all spheres of public life. In all developed countries and in many developing countries, intensive processes of informatization of education are taking place. Ways of increasing the effectiveness of general education are being developed, large funds are being invested in the development and implementation of new information technologies. The article is devoted to the process of providing the education sector with methodology, practice of development and optimal use of modern information technologies, using interactive tools of the electronic platform LMS Moodle in training students of engineering areas of a modern university for teaching foreign languages (for example, English). The relevance of the study is explained by the internationalization of higher education, which confirms the need for qualified engineers with knowledge of English in the labor market. In this regard, the introduction of new methods and techniques that can speed up and facilitate the process of training specialists in this area on the basis of new innovative information technologies and methods focused on the implementation of the pedagogical goals of training, education and for the successful development of intercultural professional competence among undergraduate / specialty students.

Key words: training, implementation, method, informatization, platform, methodology.

Innovative approaches to organizing and conducting training sessions in a foreign language are based on the use of information and communication technologies, implying

the restructuring of the content and organizational and methodological forms of education, the development of modern means of information technology support and the development of the educational process, including the means of working with digital educational materials and organization lessons on-line. Teaching a foreign language in a non-linguistic university is multipurpose (training, education and development) and is considered a mandatory component of the professional training of a specialist of any profile. The formation of students' ability and readiness for professional intercultural communication determines the communicative focus of a foreign language course. The specificity of this orientation consists in a combination of professional-business and sociocultural orientations of two interrelated components of a specialist's intercultural communication. In recent years, blended learning technology has become the most popular technology for teaching a foreign language to engineering students. This technology includes a combination of various methods of presenting educational material (face-to-face, e-learning and self-directed learning) using knowledge management techniques. Among the numerous e-courses developed for students of non-linguistic specialties, let us consider in more detail the educational course "English", which is being tested in the implementation of blended and distance learning. Blended learning, firstly, makes it possible to effectively organize the time of the teacher and students, and secondly, it makes the process of learning English creative, interesting and accessible. The teacher's tasks are to manage and combine classroom and extracurricular work of students as efficiently as possible, to control independent and group work of students and to create online support for students based on the interactive tools LMS Moodle: Blogs - blogs; Wiki - Wiki; Forum - Forum; Quizze - Test; Chat - Chat; Glossary - Glossary, etc. The created virtual learning environment for the electronic educational course "English" in the LMS Moodle system combines a set of the above programs for managing student groups, developing assignments and tests, planning scientific and educational activities, communication. The teacher and students work together to ensure the quality of teaching and to accompany the learning process with useful, independent, effective and motivating

approaches. The use of various shells of the virtual learning environment makes it possible to overcome spatial and temporal barriers, to develop new methods and tools for training specialists in engineering fields. However, for the successful functioning of these systems, teachers are required who are fluent in the information environment, capable of creating full-fledged virtual lessons in a foreign language using the resources of the system. It is also worth noting the fact that when working with an electronic course, the teacher will be forced to spend and devote more of his time to work with the course, since he is forced to constantly interact with the group motivating students to work effectively and complete all tasks on time. In addition, the teacher can apply a modern form of control through online tests. As a result of their use, the teacher significantly saves time on checking the work. A high level of professional competence of a specialist is achieved by the presence of a certain set of professional skills and abilities. Foreign language skills and abilities are successfully embodied as part of the communicative competence only when they correspond to professional skills and abilities. After completing the course, the student must be confident and able to work with books, articles or magazines, lectures and other oral presentations on professional topics related to the student's specialty, and must learn to find, understand and extract the information he needs. The performed analysis confirmed the greater flexibility and availability of using the LMS Moodle electronic platform contributing to the successful achievement of the goal of an undergraduate / specialty English teacher - the formation of not only communicative, but also professional competencies. Communication is the groundwork based on which any idea can progress and develop into a fully fledged one. Without that, sustenance in any field is impossible. During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, unsuitable materials, and integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method during the previous decade solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, over head projectors, acted as

another medium for the teacher dominated class room. Such teachers believed in the dictum of drill and practice. Researchers had given more emphasis on authentic and meaningful contextualized discourse. Then they focused on a successful adult second language learning as a parallel process to a child's first language acquisition. With the advent of e-communication, it has been made possible for the English language teachers to enrich their profession. Across the world, information technology is dramatically altering the way student; faculty and staff learn and work. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. Technology is also changing the classroom experience. In addition, tablet PCs, compact computer that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professor to make notes on charts and spreadsheets and send them directly to their student's PCs. The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Role of the teacher is to pertain to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to understand the current trends and evaluative methods of the ELT. The researchers believe that the ore objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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