



METHODS OF TEACHING A FOREIGN LANGUAGE (ENGLISH) IN NON-PHILOLOGICAL UNIVERSITIES

Akobirova Sarvara Tuyevna

Assistant Professor, Phd, Tashkent State University Of Law, Uzbekistan

ABSTRACT

In this article I am going to share my experience of using different methods of teaching English as a foreign language in non-philological educational institutions. Modern society requires competitive specialists who are able to communicate in a professional foreign language in their specialty. The question of how to teach a professionally oriented English has become more relevant today than ever. First of all, it should be said that the content of teaching a foreign language as a complex dialectical unity formed from the interaction of a certain the way of organized educational material and the process of teaching it is determined by the totality of educational, developmental and educational learning goals. In modern methods of teaching foreign languages, the main emphasis is on the formation of communicative competence. The communicative competence of a specialist can be defined as the ability of a specialist to carry out communication in the process of execution various actions and solving different problems based on specially formed knowledge and skills.

KEYWORDS: - professional activities, professional competencies, language skills, language competencies, communicative competence, language of professional communication, English for professional purposes, legal English, interactive methods, sublanguage, learning activity, legal systems.

INTRODUCTION

This paper is written to consider the methodological features of teaching English in non-philological universities. That is, to turn to the methodology and express your point of view about the methodological foundations of teaching a foreign language, the language for special purposes. In the organization of the educational process in non-philological universities, an English teacher faces some problems, such as: increasing students' interest in the language being studied and the organizational connection of the language being

studied with professional skills. The integration of various scientific disciplines and the organization of these classes, as well as the criteria for selecting exercises using appropriate terminology, the use in practice and the organization of the sequence of integration of conversational skills, writing, reading and listening in professionally oriented training require a lot of hard work. The biggest difficulty in solving these issues lies in the fact that teachers of educational courses need both English proficiency and its teaching methods, as well as knowledge of the specifics of a specialist's activity in the professional field.



The fundamental provisions defining the general organization, the selection of content, the choice of forms and methods of teaching, follow from the general methodology of the pedagogical process.

METHODS

Along with a professionally-oriented teaching method, carefully selected educational material, it is important that an individually-oriented approach is effectively applied in the modern practice of teaching foreign languages. The need for this approach is due to the fact that any group, beginning or continuing, includes students with different ability to master a foreign language, with different intellectual abilities, with different motivation to learn a language. The most significant problem of modern methods of teaching foreign languages is the orientation of the educational process to the active creative thinking work of students in the context of the development of their analytical and constructive skills. The formation of a future specialist of a legal profile in the conditions of the modern educational institutions involves the development and further improvement of such types of his readiness as motivational, informational and operational, for example. a graduate of a law university should be ready for practical activity, for socially demanded and socially acceptable realization of his professional, intellectual and creative potential. These competencies can be formed only in the process of using interactive learning technologies aimed primarily at qualitative changes in the education system, the result of which will be the mastery of professional and communicative competence, the ability to proactively and creatively participate in communication on the subject of the subject being studied. These include, first of all, the actual use of the Internet as an information base. Modern man from an early age becomes a computer and Internet user. The Internet is a source of modern authentic

materials, educational websites, and educational projects. In this regard, it happens modification of traditional forms of education. The great advantage of interactive communication technologies in professionally oriented teaching of English to students is the ability to obtain the necessary information within a few hours. It should also be considered positive that network communication enables the learning environment to provide a constant mode of access to information from both the teacher and the student, which corresponds to the continuity of the educational process. Many professionally-oriented texts are taken from the Internet in order to quickly enter the live vocabulary and improve communication skills. One of the advantages of new technologies, for example, network computers, is access to court procedures in real conditions. Modern technologies allow not only to record, collect and analyze real material, but also provide an opportunity for virtual participation in professional situations - lawyer, entrepreneur. Innovative technologies also include the case method, or the method of solving situational problems. It includes modeling, game methods, discussion, performing certain functions. From the point of view of a number of scientists, the pedagogical potential of the case method is much higher than that of traditional teaching methods. The teacher and the student constantly interact, choosing forms of behavior, colliding with each other, motivating their actions and arguing them with moral norms. The purpose of this method is to develop abilities students' approach to decision-making. Being an interactive teaching method, the case method generates interest and positive motivation among law students, ensuring their emotional involvement in the educational process, contributing to their professionalization. It should be emphasized that the case method, in comparison, for example, with the method of solving professional problems, provides more opportunities for the formation of a professional



position among law students, since it assumes a higher level of analysis of professional situations, developing skills of independent choice not only of solutions, but also of means of solving tasks. The essence of professionally-oriented foreign language teaching is its integration with special disciplines for obtaining additional professional knowledge and developing professionally significant personality qualities, in the formation of communicative skills among students, thanks to which they could carry out professional contacts in English in various situations. The development of professional communication skills is the main, purposeful, but very difficult task facing any teacher who teaches professionally oriented foreign language. To solve this complex problem, it is necessary, on the one hand, to master the latest methods and directions in studies. For the development of personal qualities that contribute to the readiness of students to perform future professional activities, an appropriate educational process should be organized that meets the requirements of the development of pedagogical science. It should also be noted that English language proficiency, in my opinion, can expand opportunities for students in employment and career growth.

In the analysis of the methodological foundations of professionally oriented foreign language teaching, many scientists call integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personal qualities. This is one of the essential characteristics of professionally oriented learning. Presumably, the significance of such integration is due to the interdisciplinary connections that arise in the learning process, which create additional opportunities for realizing the potential of a foreign language as a means of forming professional competencies and enriching professional knowledge. In addition, the current direction in the educational activities of technical

universities today is teaching a specialty through language, training language through a specialty. This significantly increases the motivational level of students who are clearly aware of the practical benefits of the acquired knowledge for their future successful professional functioning. I believe that independent and individual assimilation of knowledge contributes to the development of the necessary orientation in various professional situations and contexts of skills. It is interesting to know what makes it possible to get more information about your profession and develop general concepts and ideas about a special discipline. Students' independent work of on the proposed tasks should be carried out in several stages: problem definition; collecting information; hypotheses and their discussion; project planning and implementation; analysis of results. We unconditionally support these because problem identification develops students' critical thinking. They will always be attentive to various situations in the learning process, and learn certain problems. And the existing problems push students to collect information about a particular issue and try to solve it. Gradually, they begin to put forward their hypotheses and conduct a discussion on these issues, developing their communicative competence. Planning and implementation of various projects and the results of analyses, in my opinion, will give good results, and we will be able to teach our students through specialty training using English. The fundamental methodological principles in teaching a foreign language in a non-linguistic university are the principle of professional communicative orientation and the principle of professional intercultural direction.

RESULTS AND DISCUSSIONS

Consideration of the peculiarities of the English language for professional needs gives the right to assert that today, in an era when interaction entities



has become the rule, translation is of particular importance. As it has been proved, the peculiarities of professional texts, therefore, rest in their nature and, above all, in the discipline in which they are born. This search for precision and unambiguity conflicts with the very nature of language, which, as a rule, contains ambiguity and ambiguity of context. As already noted, knowledge of the linguistic features of the English language and the origin of its special professional version allows us to identify these boundaries and create an adequate knowledge of it.

CONCLUSION

To summarize, the effectiveness of professionally oriented English language teaching is dependent not only on the students, but also on the work of the teacher, who must have competent knowledge and be able to organize the educational process in such a way that students in the classroom can easily and with interest assimilate educational material.

As a result, after graduation, students should not only grasp documents and concepts, but also be able to freely express their opinions, communicate, and utilize English in their future professional activities.

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