

**O‘ZBEKISTON RESPUBLIKASI OLIIY
HARBIY AVIATSIYA BILIM YURTI**

Tillar kafedrasi



*“Zamonaviy fan va ta’lim-tarbiya:
mavjud muammolar; yechimlar va istiqbollari”*



**Xalqaro ilmiy-amaliy anjuman
Maqolalar va tezislar to‘plami
(2023-yil 28-aprel)**

Qarshi -2023



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**O‘ZBEKISTON RESPUBLIKASI MUDOFAA VAZIRLIGI
O‘ZBEKISTON RESPUBLIKASI OLIY HARBIY AVIATSIYA
BILIM YURTI**

XALQARO ILMIY-AMALIY ANJUMAN

**МИНИСТЕРСТВО ОБОРОНЫ РЕСПУБЛИКИ
УЗБЕКИСТАН
ВЫСШЕЕ ВОЕННОЕ АВИАЦИОННОЕ УЧИЛИЩЕ
РЕСПУБЛИКИ УЗБЕКИСТАН
МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ
КОНФЕРЕНЦИЯ**

**MINISTRY OF DEFENSE OF THE REPUBLIC OF
UZBEKISTAN
HIGHER MILITARY AVIATION SCHOOL OF THE
REPUBLIC OF UZBEKISTAN
INTERNATIONAL SCIENTIFIC AND PRACTICAL
CONFERENCE**

***ZAMONAVIY FAN VA TA’LIM-TARBIYA: MAVJUD
MUAMMOLAR, YECHIMLARI VA ISTIQBOLLARI***

***СОВРЕМЕННАЯ НАУКА И ОБРАЗОВАНИЕ:
СУЩЕСТВУЮЩИЕ ПРОБЛЕМЫ, РЕШЕНИЯ И
ПЕРСПЕКТИВЫ***

***MODERN SCIENCE AND EDUCATION: EXISTING PROBLEMS,
SOLUTIONS AND PROSPECTS***

2023-yil 28-aprel

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Ushbu xalqaro ilmiy-amaliy anjuman harbiy ta'lim tizimida amalga oshirilayotgan islohotlar, oliy harbiy ta'lim muassasalarida xorijiy tillarni integratsiyalab o'qitish mexanizmlarini yaratish, o'qitishning an'anaviy va zamonaviy innovatsion usullari, axborot-kommunikatsion texnologiyalaridan foydalanishning o'rni va ahamiyati, harbiy ta'limning dolzarb muammolari hamda o'qitish jarayoniga xalqaro tajribalarni samarali tatbiq etish masalalariga bag'ishlangan.

Mazkur anjumanda ta'lim sohasida mehnat qilib kelayotgan O'zbekiston Respublikasi va xorijiy davlatlar nufuzli oliy ta'lim va ilmiy-tadqiqot muassasalarining yetakchi mutaxassislari, professor-o'qituvchilari, doktorantlar, mustaqil izlanuvchi hamda magistratura va bakalavriat talabalari ilmiy maqola va tezislar kiritilgan bo'lib, unda harbiy ta'lim muassasalarida kadrlar tayyorlash tizimini takomillashtirish, oliy ta'lim muassasalarida xorijiy tillarni o'rganishni ommalashtirish borasida mavjud muammolar, ta'lim jarayonida innovatsion shakl va usullarini qo'llash tajribalarini tatbiq qilish, hamda ta'lim muassasalarida boshqaruv jarayoni va o'quv sifatini takomillashtirish muammolari tahlil qilingan.

Eslatma: maqolalarning mazmuni, sifati, ilmiy-faktik materiallari uchun mualliflar shaxsan mas'uldirlar.

Tahririyat hay'ati:

A. Xamrayev – O'R OHABY boshlig'i

X. Dusmatov – O'R OHABY boshlig'ining o'quv ishlari bo'yicha o'rinbosari

F. Aliqulov – O'R OHABY Tillar kafedrası mudiri

L. Elmuradova – O'R OHABY Tillar kafedrası professori f.f.n., dotsent

R. Ergashova – O'R OHABY Tillar kafedrası dotsenti, f.f.f.d., (PhD)

S. Xalimov – O'R OHABY Tillar kafedrası o'qituvchisi

Mas'ul muharrir:

A. Sayfiyeva – O'R OHABY Tillar kafedrası katta o'qituvchisi

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TEACHING ENGLISH LANGUAGE IN NON-PHILOLOGY STUDENTS

Abdijaborova Mohira A`zam qizi

Bachelor Student

Chirchik State Pedagogical University

Annotation: This thesis is consider to teaching English language as a foreign language in non-philology field of university students. Here given basic methods and beneficial, effective ways of teaching language. In this given thesis describes teaching English ways effectively and proves ideas with examples which help learner understand topic easier.

Key words: methods, teaching, translation, effective ways, teacher affect.

Аннотация: Данная работа предназначена для преподавания английского языка как иностранного в нефилологическом направлении студентов вузов. Здесь даны основные методы и полезные, эффективные способы обучения языку. В данной диссертации описываются эффективные



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способы преподавания английского языка и доказываются идеи примерами, которые помогают учащимся легче понять тему.

Ключевые слова: методы, обучение, перевод, эффективные способы, влияние учителя.

Annotatsiya: Ushbu dissertatsiya universitet talabalariga filologik bo'lmagan yo'nalishda ingliz tilini chet tili sifatida o'rgatish uchun mo'ljallangan. Quyidagi ilmiy ishda til o'rgatishning asosiy usullari va foydalari, samarali usullari tasvirlangan. Ushbu dissertatsiyada ingliz tilini o'qitish usullarini tavsiflangan vatalabalar gamavzunio sonroqtushunishgayordamberadigan misollar bil anfikrlarni isbotlangan.

Kalit so'zlar: usullar, o'qitish, tarjima, samarali metodlar, o'qituvchining roli.

INTRODUCTION

There are many languages in the world while among them English language is becoming very much demanded one. Almost all documents, official works and foreign meetings among legislators are held in world foreign language English.

This language is also used in increasing and developing technology, science, economics, medicine and many fields, which is useful who wants to develop himself.

As a language teacher it is very important to know yourself and your students. Not only your subject matter is important but also your students' cultural background and other personal factors- emotional and psychological are equally important. Language teachers have experimented with certain language teaching methods in isolation or combination and found one or more than one method effective and worth using. I hope this paper will help ESL teachers to gain an insight into developing an appropriate teaching material and selecting an effective, suitable teaching method that can practically be implemented in the classroom.

The Grammar-Translation Method had been used by the language teachers for many years. It was also known as the Classical method as it was used to teach the classical Latin and Greek literature (Chastain 1988). It was believed that this



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method would help students to read and appreciate the foreign literature. It was also thought that by studying the grammar of the target language students will be able to understand the grammar of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using target language to understand the native language through some similarities between the two.

Example: A class of students studying IGCSE syllabus are asked to read a passage from Shakespeare's book, „As You Like It“, in English and then few lines are selected by the English teacher and given to the students to translate into Arabic. Then, they are provided with a list of vocabulary such as villain, throat, crown, worship and are instructed to give Arabic equivalent. Students are able to give the equivalent words of al mostall English vocabulary successfully. Very few students those who could not provide the Arabic equivalent to the English vocabulary asked the teacher and the teacher provided them with the correct answer directly. While translating the lines from English to Arabic, students found difficult to write the sentence correctly. They were familiar with few words and some were new to them. Students who were able to translate English into Arabic were considered successful language learners. Only grammar and vocabulary is emphasized giving less importance to speaking, listening and pronunciation. In this method, students' native language is used more rather than the target language.

Content-Based approach teaches something new using language as a medium. It focuses on what is being taught. Students are able to indulge in advance thinking while learning new information focusing less on the structure of the language. This approach is very student-centered as it depends entirely on the students' ability to use the language. Basically, it produces motivation in students.

Example: A Geography class is shown a picture of a cold region covered with ice with the title, „Tundra“ on it. The teacher intends to find out what the students



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about this title on the chart. She starts jotting down the response of different students on the blackboard. Later on the teacher gives a list of vocabulary such as vegetation, shrubs, soggy, precipitation and asks them to check out the spellings. She then plays a tape that provided information on the Tundra region and asked the students to look for the appearance of the given vocabulary and guess its meanings. She also provided with a passage sheet and asked the students to fill in the blanks with suitable preposition. The teacher tries to teach the various aspects of the target language through a content that acts as a medium to convey some information that is of interest to the students. Students work with a meaningful language and the content within the context of authentic material and task.

Task-based Approach learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or making a telephone call. This method encourages meaningful communication and is studentcentered. It encourages problem solving, creativity and spontaneity. Meaning is central to this approach.

Example: As an English language teacher, I divided my ESL classroom of 25 students into five groups, each group comprising of five students. I decided to give a single task to all the five groups and see how differently each group works upon with the same given task. I asked each group to prepare a schedule of study and leisure time that each student in the classroom spends each day at home after school hours. They were given sufficient time until the next English class to discuss among their respective group the ways they might adopt to find out the required information, collect the data and prepare the schedule. For example, a group might decide how to approach the students in the classroom, ways of collecting information- using a questionnaire or conducting an interview, what data to utilize and what to discard and finally what method- a pie chart, a bar graph, a table or some kind of visual tool is to be used to present the schedule depicting how much time each student spend at home for studying and other leisurely activities each day. The intention behind



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giving the same task to different groups was to observe how five different groups present the given task in different ways with probably different results. Before getting involved in carrying out the task, students were asked if they were clear with the purpose of the given task. Students were given the opportunity of playing with the language that they were going to use in completing the task. They got involved into logical thinking.

CONCLUSION

It is actually difficult to say which teaching method is effective unless used in a classroom of students with different need, learning experience, intellectual levels, cultural background and attitude towards learning English as a Second Language. Sometimes more than one method is used to bring out the desired results in the language classroom where communication becomes the key factor of teaching-learning process.

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MUNDARIJA

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