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## **THE PROCESS OF TEACHING ENGLISH LANGUAGE IN NON- LANGUAGE UNIVERSITIES**

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**Kalit so'zlar:** *muammolar, vazifalar, usullar, printsiplar, motivatsiya, o'quv jarayoni, chet (ingliz) tili.*

**Ключевые слова:** *проблемы, задачи, методы, принципы, мотивация, процесс обучения, иностранный (английский) язык.*

**Keywords:** *aims, problems, methods, principles, motivation, learning, foreign language (English).*

*Maqolada nofilologik Oliy ta'limda chet (ingliz) tilini o'qitish jarayonidagi asosiy muammolar va vazifalar ko'rib chiqilgan. Ta'lim jarayonini tashkil etishning asosiy usullari va tamoyillari berilgan. Motivatsiya masalasi ham ko'rib chiqiladi, bu siz bilganingizdek, ta'limning samaradorligi, o'quvchilarni chet el tilini o'zlashtirishga undash usullari bilan o'quv jarayonida va sinfdan tashqari jarayonda bevosita bog'liqdir, chunki har qanday bilim jarayoni istakka asoslangan chet tili madaniyatini o'rganish.*

*В статье рассматриваются основные проблемы и задачи в процессе обучения иностранному (английскому) языку в неязыковых вузах. Приведены основные методы и принципы организации учебного процесса. Так же рассматривается вопрос мотивации, которая, как известно, напрямую связана с эффективностью обучения, способы формирования мотивации студентов к овладению иностранным языком как во время учебного, так и внеучебного процесса, поскольку любой познавательный процесс основывается на желании познания иноязычной культуры.*

*In the article, the author discusses the main challenges in learning of a foreign language (English) in non-linguistic institutions. The basic methods and principles of the organization of educational process. Also the motivation, which is directly related to the efficiency of learning, methods of forming the students' motivation for mastering foreign language during school and extracurricular process, because any learning process is based on the desire of the students to get some new knowledge of foreign language and foreign culture.*

The process of teaching foreign languages in non-linguistic universities (i.e. a higher educational institution where a foreign (English) language is not profile) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activity. However, this process of teaching a foreign (English) language in higher educational institutions must be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. ... The opinion and statement that proficiency in a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by Russian society. The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists, whose activities are directly related to the global market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from a simple acceptance of this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training of specialists in engineering areas does not always meet the requirements. One of the factors complicating the entry of our engineers into the world market is the low level of proficiency in a foreign (English) language. In the current conditions, a foreign (English) language should

be considered not as a secondary discipline, but as a necessary tool for professional activity, since academic and labor mobility, uniform international educational standards, joint international research and production activities are impossible without a high level of proficiency in a foreign language ( English language).

When analyzing the students' mastery of the level of foreign language proficiency, it was revealed that the international criteria, and the criteria for the requirements of the Federal State Educational Standard of Higher Education, require a higher level of proficiency in a foreign (English) language for engineers. In connection with all of the above, it is possible to single out the main barrier affecting the acquisition of a foreign language, at the request of the Federal State Educational Standard of Higher Education - the low quality of the foreign language language competence of applicants. Linguistic, or linguistic, competence involves the possession of a system of information about the language being studied at different levels - phonetic, lexical, the level of word composition and word formation, morphological, the level of syntax of a simple and complex sentence, stylistic. [6; S. 3] A student has linguistic competence if he has an idea of the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his speech. However, in practice, students enrolled in a technical university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this trend is typical for all institutions that provide training for bachelors and masters in non-linguistic areas. Without a solid base of formed language skills and abilities, which we talked about above, it is impossible to develop speaking skills, terminological base, fluency and other communicative, linguistic and intercultural competences.

However, the goals of an engineering university should not include teaching a basic level of a foreign language. This task must be solved at the stage of school preparation, therefore, continuity and consistency in the reform of general and vocational education is so important. Despite all these problems, the departments of foreign languages of technical universities are looking for ways to teach a foreign language and a professional foreign language as efficiently as possible with a minimum number of hours allocated for this discipline and a low level of language proficiency by school graduates. Thus, the institutes have introduced into practice the distribution of students into subgroups in accordance with their level of proficiency in a foreign language, which is determined in the first lessons by testing methods. This allows, within the framework of one program, to provide the

most effective teaching of a foreign (English) language for both students with a basic level of the language and for an advanced level. [5, p. 9]

An important role in mastering the studied language is played by the independent work of students, for which obligatory hours in the work program are allocated. The classroom hours allocated in the basic cycle for teaching a foreign language are used in the first two years of study and are spent mainly on "pulling up" the language level of the bulk of students. For most of them, the question of studying a professional foreign language is not at all worth it. This number of hours is clearly not enough to master all those competencies that are required from a modern engineer of a European level. Often, the problem of lack of classroom hours is solved due to the so-called variable component, which involves the conduct of practical classes in a professional foreign language by teachers of specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the profile of training, and involve discussion of these problems at a higher, professional level. [4, p. 25]

Therefore, as one of the solutions to this problem, a large amount of educational material in a foreign language is taken out for the student's independent work, which he must perform outside the classroom. For this, Internet versions of laboratory works of various levels have been developed, both for first-year students and for students studying a professional foreign language. There is a possibility of independent work in the language laboratory, which is equipped with special audiovisual equipment. Also, insufficient motivation of students to master a foreign language also plays an important role. Motivation is known to be directly related to the effectiveness of training. Any cognitive process is based on the desire to learn a foreign language culture. Low motivation to learn a foreign language is largely based on the negative experience of teaching it at the secondary education level. Having entered a university, students often do not see the scope of a foreign language in their future profession, since they simply do not yet imagine their professional future. Low motivation for learning a foreign language is also due to the limited use of it in educational, industrial, and also in real life conditions. And here for the university, for specialized departments and departments of foreign languages there is a wide field of activity in the field of establishing international educational and research contacts, joint international projects, academic exchanges, etc. [2, p. 127]

Another effective (in terms of increasing student motivation) method is projects, festivals, theaters, scientific and practical conferences, which are

organized on the basis of the institute by the departments of foreign languages. This type of event not only increases the motivation of students to learn a foreign language, but also contributes to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future engineer. It should be borne in mind that all extracurricular activities require a lot of time to prepare. But even participation in competitions with a minimal language component gives the student a feeling of achieving a result, which is multiplied in case of receiving a prize. Success and attracting attention are associated with English, which increases motivation. This growth is especially noticeable in the case of group work of students in the preparation of speeches. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they may be. [1, p. 482]

Of course, the solution to this problem requires an integrated, systematic approach, involving the reform of the systems of general and higher education. The experience of teaching a foreign (English) language and a professional foreign language in universities shows the need to increase the number of classroom hours devoted to studying the latter, to introduce intensive teaching methods and technologies that are as close as possible to real communicative situations of a professional and academic orientation, to ensure the continuity of language training between junior and senior undergraduate and graduate courses. Close cooperation with specialized departments is an important condition for high-quality training of students of technical universities in a professional foreign language.

Partially solving these problems is within the power of one department of foreign languages, however, without serious analysis, full interaction with the professional department and modernization of the language training system as a whole, their solution seems to us unfeasible.

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## **INNOVATIVE METHODS OF TEACHING A FOREIGN LANGUAGE**

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***Kalit so'zlar:*** innovatsion usullar, ijodkorlik, shaxsning kuchi.

***Ключевые слова:*** инновационные методы, творческий потенциал, сила личности.

***Keywords:*** innovative methods, creative potential, power of individuality.

*Ushbu maqoladagi tadqiqot mavzusi - chet tilini o'qitishning innovatsion usullari. Mualliflar innovatsion faoliyatni o'zaro ta'sir o'tkazish jarayoni sifatida ko'rib chiqadilar, uning kuchliligi ham o'qitishda turli xil innovatsion usul va uslublardan foydalanish qobiliyatiga, hamda o'qituvchi shaxsining ma'naviy boyligiga bog'liq.*

*Предметом исследования в данной статье являются инновационные методы обучения иностранному языку. Авторы рассматривают инновационную деятельность как процесс взаимовлияния, сила которого зависит как от умений пользоваться различными инновационными*