



Methods of Teaching English, Developing Writing and Speaking Skills in Non-Philological Students

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Annotation: In recent years, the training of mature personnel who can meet the demands of the times has been interpreted as one of the most important issues. The process of integration with the world community created opportunities to use new teaching technologies and rich experience in education. In addition, it is necessary to use the achievements of science and technology, especially in the fields of linguistics, pedagogy, didactics, psycholinguistics and psychology, to increase the effectiveness of the educational process. One of the advantages of the innovative educational model is the focus on teaching high-level students' personal motivation, non-standard thinking, responsibility, initiative, and the formation of their own attitude to the events around them. Such activities help to develop independence, creativity, productive and critical thinking, and also expand the educational material.

Key words: competence, pronunciation, tools, critical thinking, motivation, skills.

INTRODUCTION

At present, one of the most important issues in education is the purpose, content, methods, tools, organizational forms, imparting knowledge and realizing the educational goal based on the subject material studied in the course of education.

New trends in language teaching were created under the influence of approach and method. However, these methods and approaches in language teaching have not been able to reveal the fundamental essence of teaching. The resulting approaches and methods served only to teach one or another area of the language. No single theory, approach or method covers the general aspects of language teaching. However, nowadays language teaching has reached a meta-theoretical stage. As a result, the language began to be interpreted on the basis of the anthropocentric theory at a new stage. It began to understand man as the central figure [1].

MATERIALS AND METHODS

Today's modern linguistics includes linguopragmatics, linguoculturology, psycholinguistics, cognitive linguistics, ethnolinguistics, discursive analysis, and the creation of interaction in foreign language teaching and the question of the personality factor in perception is the center of the object of education.

The success and efficiency of foreign language teaching in non-philological higher educational institutions is characterized by the foreign language lesson of the country of study and the uniqueness of its organization, the age characteristics of the students, the task set before this stage, its

content, and the psychological and pedagogical factors related to the beginning of foreign language teaching at this stage. The nature of foreign language teaching in non-philological higher educational institutions largely depends on how teaching is organized and conducted at the initial level of higher education [2].

RESULTS AND DISCUSSION

Based on the scientific literature and methodical instructions on differentiating the stages of foreign language teaching in non-philological higher educational institutions, based on the comments made during pedagogical practice and the results of observing students during the course of the lesson, it can be said that when choosing the educational material for the initial stage, that is, the first academic year, this language in determining the methods of working with the material, creating exercises and organizing the lesson, it is necessary to proceed from the unique characteristics of the students. That is, in other words, all the work described above should be carried out taking into account the student's age characteristics and his worldview.

It should not be forgotten that reading is an activity based on hard work. Therefore, at the initial stage of higher education, in the formation of oral speech, that is, in the development of speech skills, it is necessary to try not to take and memorize the knowledge of students, but to form them on the basis of activities that require a certain amount of effort. Such an activity should be an activity that requires a certain initiative, mental and physical effort, that is, movement. During this activity, students get used to their participation in the speech process, which creates a positive emotion in them and increases confidence in their abilities. In the course of the lesson, taking into account the interests of the students, they should not be ignored, and at this point, they should be taught to overcome various obstacles and difficulties. Therefore, working with students who do not specialize in foreign languages requires initiative, resourcefulness and constant research from the student [4].

It is also necessary to always rely on thinking when developing the student's speech. A student's careful observation, trying to understand, remembering and analyzing his observations, classifying, summarizing, systematizing, explaining and proving, in cases related to reasoning, ensures the development of speech based on thinking. It is quite easy for a student to tell what he has read in a foreign language without a plan, but the teacher should teach him to plan his story, divide the read text into parts and put a title on each part, and teach him to tell it in a certain sequence. Along with the development of students' speech and thinking ability, it is necessary to pay special attention to the development of their written speech, to be able to write their thoughts literately according to their level. Before organizing written activities, the teacher [5]:

- 1) conduct approximate orthographic training to prevent errors;
- 2) increase the student's ability to use dictionaries;
- 3) creative work should gradually become more complicated.

In order to master the types of speech activities in a foreign language, it is necessary to increase the student's vocabulary, learn the language phrases, and at the same time, learn the grammar of the language well. Students with a good memory retain better when they hear new words or phrases related to a foreign language. Experiments show that if a student repeats the words of a foreign language he is learning many times, they will become deeply embedded in his memory. In this case, it is especially appropriate to make a sentence with the participation of a new word or phrase. In addition, learning words by writing them down in a notebook will also give good results. Stable combinations, stable phrases, and idioms occupy a large place in the student's language treasury, while making the speech meaningful and attractive, it increases the student's linguistic wealth. A student who does not speak fluently, even when he has mastered the lesson well, he is tired in his oral response, which does not show that the student has been well prepared for the lesson. Such students should be forced to communicate a lot in a foreign language. In particular, memorizing events and stories related to a foreign language, as well as poems, texts, dialogues and monologues, also gives good results. It is worth saying that in order to improve students' speech, in addition, in

order to acquire oral and written communication skills and qualifications, it is recommended to participate in various conferences, give speeches in a foreign language, and give lectures [6].

Reinforcement exercises on speaking competence. Such exercises can be used to strengthen language competence at the same time. These exercises are recommended for reading small texts. For example, "Read the following Passage and select 2 correct answers from 5 options (A-E)", «Match the beginning of each sentence (A- E) with the correct endings (1-7)», «Select the word in each group that does not have the same meaning», «Before you read the text you should ask yourself or from your partner a few questions: 1. Does the title give me/you a clear idea of the content? 2. Do I/you know anything about this topic? 3. What kind of information can I/you expect to find from the text? 4. Can I/you predict the structure of the text from the title?

"Short answer questions. Read the passage on the following page and answer the questions (A-E) with the words from the text. Write no more than two words or a number».

It is known that it means to increase the quality and efficiency of education by introducing modern innovative technologies into the educational process. In particular, there are several advantages of using such information and communication technologies in learning/teaching English. Emphasis was placed on the following aspects of effective use of video materials in foreign language classes:

Psychological aspect: the selected videos increase students' interest, imagination and creativity; prevent emotional tension (stress), teach students to think critically.

Socio-cultural aspect: (1) in the selection, classification and presentation of audiovisual materials, in order to prevent various misunderstandings and conflicts arising in the process of intercultural communication, pay attention to the reflection of information about the language and culture of the country where the language is being studied; (3) the possibility of comparing the country of study and national cultures; (4) as a result, students feel the universal (common) and differences between national cultures and the culture of the country where the language is studied.

Linguistic aspect: (1) presented audiovisual materials provide students with an opportunity to hear real speech and imitate its examples; (3) serves to improve skills and competencies related to the main types of speech activity (listening, speaking, reading, writing); (4) enables the grammatically correct use of lexical units appropriate to the situation in the course of natural communication.

Paralinguistic aspect: (1) a speech fragment in audiovisual materials reflects changes in the mentality of a representative of the country whose language is being studied - a unique manifestation of paralinguistic tools (emotional states: facial expressions, gestures, distance between interlocutors, clothes, etc.) in their speech, expression of objective and subjective factors affecting their speech allows students to develop verbal and non-verbal communication skills and abilities.

It was proposed to use audiovisual technology of a foreign language in the course of the lesson, to use a pedagogical algorithm for teaching using video data. Algorithmization represents the process of developing and implementing algorithms for the teacher. An algorithm in pedagogy represents a sequence of educational operations leading to the object in question. Algorithmization of the learning process of a foreign language is of great importance, especially in the use of study guides. It should be noted that the use of textbooks for teaching a foreign language is a well-developed problem in teaching techniques. Nevertheless, the emergence of new teaching aids (video, computers) requires the development of special work techniques that allow them to be used effectively and achieve good results [8].

According to some Methodist scientists, "exercise should be presented to learners not as a mechanical process, but rather as a problematic situation" (A.A. Leontev). If the exercises are systematically presented from easy to difficult, from simple to complex, from knowledge to skill-building situations, the goal set for the educational subject can be achieved. The reason is that today's demand is that students should be able to apply the acquired knowledge, skills and abilities in real situations. A.M. Jarova paid attention to the potential of exercises in modern textbooks to increase learning activity in primary classes.

Taking into account all the stages and directions of working with the stated and listed video data, types of reviews, different educational goals, the specificity of foreign language science, we can offer a sequence of stages. We suggest presenting them as algorithms for working with video materials and using them in foreign language teaching.

Visualization is aimed at obtaining clear pictures for any language material, such as grammatical phenomena, pronunciation skills, social and cultural phenomena. The grammatical phenomenon studied by the students can be described with a relevant excerpt from the speech of one of the characters of the video information, in which this grammatical phenomenon is manifested, and the non-verbal conversations, various gestures and signs of native speakers can also be described through video information. In the visualization process, there are some algorithms of the training technology and they differ in the preview work.

CONCLUSION

In short, in the process of organizing foreign language teaching, in the analysis of the problem of the image of the external world in the human psychological imagination and its reflection in the language, it is one of the most urgent problems to check their language and speech reserves, the memory of the units gathered in them, and the factors of this in teaching foreign language learners to speak a foreign language. one is counted. These problems make it necessary to apply language and speech units in an associative direction in linguistics and foreign language teaching.

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