

## **CHARACTERISTICS OF ENGLISH TEACHING METHODS IN HIGHER EDUCATION INSTITUTIONS**

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### **Abstract**

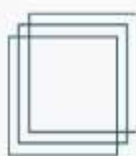
This article explores the unknown aspects of the topic being studied in a way that encourages students to think more and easily memorize new words and terms in the process of teaching English in non-philological educational institutions and present issues that will be understandable and interesting for students to express their new knowledge.

**Keywords:** non-philological educational institutions, memory-strengthening exercises, “chain drill”, broken telephone”, Speaker with Translator”.

### **Introduction**

One of the current issues is to educate the younger generation in the spirit of love and devotion to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values through the teaching of foreign languages. Radical reforms in the world education system raise the problem of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas with knowledge of a foreign language, to develop their oral and written speech in a foreign language. Organizations such as UNESCO, UNICEF, the European University Association, the European Network for Higher Education Quality are involved in the development of students' thinking in a foreign language, the ability to speak fluently, the formation of intellectual activity, the assessment of their readiness. is being used. The development of these issues in general trends plays an important role in the formation of modern and foreign language skills in the younger generation and serves to increase the creative abilities of students in connection with the problems of modern education.

In the reform of the education system of the Republic, the coordination of educational programs based on foreign experience in accordance with international standards has become the basis for improving the system of higher pedagogical education. In the context of Uzbekistan, a radical reform of the quality of education based on foreign experience, taking into account our national mentality and traditions, is a requirement of the times. In this regard, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 states: To stimulate research and innovation, to create effective mechanisms for the implementation of scientific and innovative achievements, to improve the quality of training, to create the necessary conditions for the training of qualified specialists in accordance with



international standards, each higher education institution to establish close cooperation with educational institutions and develop students' creative abilities, effective use of interactive methods in working with young audiences, to provide them with quality education in a foreign language, to raise the level of higher education to an exemplary level and Improvements have been identified as key objectives [1].

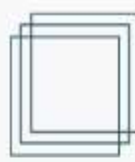
Therefore, in order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of production of future personnel in the higher education system of the republic and finding the information necessary for scientific purposes classes are being held.

Every citizen of the independent Republic of Uzbekistan must be able to read the original literature in a foreign language, understand the text and use it in their profession. He should also be able to communicate freely in a foreign language with his interlocutor on a given topic. Indeed, the study of foreign languages is a requirement of today's globalized world.

Thanks to independence, special attention is paid to the teaching of foreign languages in our country. Thousands of foreign language teachers have been trained, all conditions have been created for staff to improve their skills in our country and abroad, multimedia textbooks in English, German and French, electronic resources for learning English have been prepared. The organization of language rooms is a clear proof of this. The main goal is to improve the education of the younger generation in foreign languages and the training of specialists who are fluent in these languages, to create conditions for young people to use the achievements of world civilization and world information resources, international cooperation and dialogue. The famous German scientist Y.V. As von Goethe said, "He who does not know a foreign language does not know his own language." For this reason, it is very important not only for foreign language specialists, but also for all future professionals studying in non-language universities to be able to learn foreign languages and communicate freely. There is a proverb among our people: "He who knows the language knows". Indeed, a person who knows a foreign language will have many opportunities and advantages. One of the main requirements for staff today is a perfect knowledge of foreign languages [3].

In order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of training future personnel in the higher education system of the Republic and finding the information necessary for scientific purposes, English lessons wishing. An expert in his or her field should be able to read original English-language literature, understand the text, and apply it in his or her profession. In addition, he should be able to communicate freely in a foreign language with his interlocutor on a given topic [4].

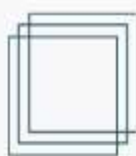
In non-language higher education institutions, the teaching of English through interactive methods has a positive effect, thereby further developing students'



thinking, learning and imparting information in English, new knowledge of English, scientific research in their field. allows you to track changes and stay informed of news, and this expands students 'worldview. It is interesting and useful for students to work on relevant materials in their profession. To do this, the student must first know the meaning, pronunciation and use of new words or terms in the text. We use a variety of interactive methods. For example, the chain drill method. Students pronounce an audio of a new word or term and say it with a translation of a word they have learned well, and the next student repeats the word without translation and adds another word they have learned. puts. Thus, the game continues until the last student's word, where the word order can help the student repeating the words only in Uzbek or Russian, otherwise he will leave the game. This game helps the student to memorize new words more easily and with interest [5].

The second method is to divide the group into 2 or 3 small groups and stand in a row and reinforce the words through a "broken telephone" game. In this case, the student standing first composes a sentence using new words and phrases and tells it to the ear of the student standing behind him, and he tells it to the next student, and so the game continues. And the game continues until you reach the last student. The main task of the game is to work with the team and to feel the responsibility to fully understand and convey the opinion of each student. They learn a lot in the process of understanding and delivering. The first group to submit an error-free opinion is the winner. Now it's much easier to work with groups that have mastered the words. Students listen to the text over audio and observe the written form. The second time the audio is played, the teacher distributes the new words in the same text in the omitted form. The student has to listen to it for a while and fill it in no matter what. The result of this practical work is checked with all groups of students and worked on errors. The text is now divided into 2 or 3 parts and distributed to groups. Depending on the group's ability, time is set and they are given a task in the form of a game "Speaker with Translator", in which each student works as an interpreter and speaker does. In this way it is processed one by one. The rest of the groups follow up on their mistakes and shortcomings and write feedback on their work and talk in English about what they have learned through their speech and translation. The rest of the groups work the same way. The price is set by the students themselves. In this hands-on activity, each student strives for the quality of their group work [6].

These methods, especially in non-philological educational institutions, help to learn words and terms quickly and easily, to express independent opinions, to explain to peers, to improve the teaching skills of students of the same level and to actively participate in elective classes. does. An individual comment given by the teacher at the end of the lesson will motivate the students. The task of the groups is to find additional information about the given text or processed texts and to prepare various presentations. This allows students to search for more information related to the



topic, to exchange ideas and to connect their ideas based on the presentations, to use grammar correctly, provides the ability to work independently from dictionaries. Apparently, the student is not bored or overworked, but participates with a desire to learn and a desire to improve their knowledge.

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