IMPROVING THE SYSTEM OF TEACHING ENGLISH IN NOPHYLOLOGICAL EDUCATION

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Abstract: . This article describes some methodological issues of modernization of the English language teaching system in the field of non-philological education. The author identifies the criteria and indicators for assessing the effectiveness of English language teaching in students of non-philological education. He also developed recommendations for the use of methodological methods and tools for organizing and diagnosing the process of teaching students to create a communication text.

Keywords: language, text, reading, competence, communication, quality, indicator, indicator, assessment, method, exercise, diagnosis.

I. Introduction

It is fair to say that the assessment of the quality of foreign language teaching in all areas of education in the world, the development of quality indicators has become one of the main issues in the field of education. Improving the effectiveness of education, the level of knowledge, professional competence of future professionals studying in higher education, attention to the profession and creating the necessary conditions for them to become competitive professionals in the labor market, and at the same time assessing staff knowledge, evaluation of educational activities exit and their implementation remains one of the most pressing issues.

The efficiency and competitiveness of future personnel in our country depends on their perfect command of foreign languages and their integral use in their activities. It is good that the rapid changes taking place in our country today make it difficult for a young specialist graduating from any non-philological higher education institution to study and develop the experience of foreign countries, whether an entrepreneur, researcher, medical worker or teacher-coach. understands. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies important tasks such as "Improving the quality and efficiency of higher education institutions through the introduction of international standards for quality assessment of education and training."

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 11, 2017 No 610 "On measures to further improve the quality of foreign language teaching in educational institutions" to ensure the quality of teaching foreign languages to young people at all stages of continuing education The Cabinet of Ministers has taken a number of measures to radically improve the system of training, to ensure the continuity and continuity of curricula in this area, to provide benefits and incentives to students with a certificate of competency based on the development of a national test system for assessing foreign language proficiency[2].

II. Таҳлилий материал.

The search for effective ways to improve the quality of the process of teaching English in non-philological higher education institutions is carried out simultaneously in different directions. In English language courses of non-philological higher education institutions, the main goal is to prepare students for speech activities in a targeted manner in connection with the professional and social spheres of communication. Although the authors develop programs in different areas, the only goal is to effectively master the language skills identified by S.K. supply is defined.

The results of the analysis showed that the improvement of the quality of English language teaching in non-philological higher education institutions is directly related to the following factors:

1) the growing need for a new generation of highly qualified English-speaking professionals;
2) low English language literacy of first-year students admitted to higher education institutions;
3) students have mastered the communicative competencies of another language at different levels;

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[2] Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 11 август, 610-сонли "Таълим муассасаларида чет тилларини ўқитишнинг сифатини янада такомиллаштириш чора-тадбирлар тўғрисида"ги қарори. 2017 йил 11 август, 610-сон

4) insufficiency of educational literature aimed at ensuring the educational and methodological individuality of students in the acquisition of communicative competencies specific to another language, etc.

Based on the results of the analysis, the following criteria for assessing the quality of English language teaching in non-philological higher education institutions were identified: personal effectiveness; formation of a unified language environment; introduction of innovative approaches to learning English; development of a rational methodology of teaching English; informatization of the English language learning process; effective management of the language learning process; pedagogical and psychological support of the educational process; socio-cultural development.

Assessment of the quality of education for each of these criteria is based on a system of indicators describing the main aspects of the provision of educational services (quality of the conditions created, process quality and efficiency). In this case, the indicator is considered as a methodological tool and: serves to justify decisions made through quantitative assessment and generalizations; helps to analyze and interpret quantitative changes; serves to identify gaps in the educational process; ensures transparency of information on the quality of education.

In connection with the assessment of the quality of English language teaching, indicators can be divided into two types: internal (at the level of the educational institution) and external (regional, national). There is also a classification for indicators in the form of outcome (learning outcomes) and process (conditions for the implementation of curricula).

Given the importance of professional discourse in the process of teaching English, it was concluded that it is necessary to identify indicators for the development of communicative competencies:

1. Indicators of rational learning actions of learners: objective self-control and reflection; the organization of group activities in complex pedagogical situations in the classroom and the compatibility of the individuality of the student in the process of independent learning according to the level of acquisition of communicative competencies in another language; the level of development of students' cognitive activity in the acquisition of communicative competencies specific to another language; the degree of effectiveness of the independent learning process using interactive software tools.

2. Indicators for assessing the acceptability of students' learning activities: the efficiency of educational activities, ensuring the rational use of time allocated for work in the classroom; consistency and sequence of learning activities with less time and effort; error-free diagnosis of students' level of communication skills in another language; divergent control of students' acquisition of communicative competencies specific to another language.

Implementing the process of students' acquisition of communicative competencies in another language with the help of interactive software requires a high level of intellectual strength and self-organization.

Divergent control of the process of students' acquisition of communicative competencies in another language is of particular importance, as it provides the learner with the opportunity to search for different solutions and present several individual answers, rather than the only option for solving communicative tasks.

III. Тадқиқот методологияси ва методлари.

The efficiency and competitiveness of future personnel in our country depends on their perfect command of foreign languages and their integral use in their activities. It is good that the rapid changes taking place in our country today make it difficult for a young specialist graduating from any non-philological higher education institution to study and develop the experience of foreign countries, whether an entrepreneur, researcher, medical worker or teacher-coach. understands. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies important tasks such as "Improving the quality and efficiency of higher education institutions through the introduction of international standards for quality assessment of education and training."

Theoretical and methodological conclusions of comprehensive scientific-based conclusions on the issues of non-philological education of higher education institutions on improving the system of teaching foreign languages, training of mature personnel in priority sectors of the economy, raising the international ranking of higher education institutions.

At the same time, improving the model of individual-professional training (logistics) of teachers on the basis of qualimetric indicators in ensuring the quality of higher education requires improving the organizational mechanism of monitoring the quality of higher education, identifying valeological and ergonomic requirements for the educational environment, improving diagnostic technologies reaches[3].

IV. Тадқиқот натижалари ва самарадорлиги.

Observations of students 'reading and comprehension status in English have shown that working with text is often done in a way that increases vocabulary richness and mastery of grammatical phenomena. Such an approach to reading prevents students from understanding the content of information in another language in the text, even when it is interesting to them. Therefore, the research paid special attention to the development of text-based work competence in students.

The ability to work with the text should be considered only as a basis for the formation of a literate person, the general cultural competencies that ensure his socio-personal development. From the point of view of a competency approach, it would be appropriate to interpret working with text as a component of information competence.

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[3] Mohanan, K. P. Assessing quality of teaching in higher education. Centre for Development of Teaching & Learning, 1-4. Retrieved on April 18, 2006.

Text-oriented activities reflect the communicative-cognitive activities of subjects in the communication process based on verbal and nonverbal intellectual operations. This type of activity is also important in that it focuses on the student's cognitive needs and his ability to express himself as a person in the process of direct and indirect communication with other people.

The structure of text-based activities typically distinguishes mechanisms for understanding, comprehending, and analyzing text in a variety of genres and styles. In addition to text comprehension and text creation, other types of text handling activities have also been explored in modern scientific research. For example, NS Bolotnova interpreted working with text as a separate type of analytical activity. F. Aminova noted that the creation of a dialogue text is the main solution to this problem: "It is known that for many years there was a misconception that literacy and writing skills can be formed only in the native language, reading, literature. It is true that today the student's ability to create a dialogue text combines a variety of knowledge and concepts. Therefore, it is necessary to focus the content of various subjects and learning tasks on the formation of students' skills of creating a communicative text. Because today's student must have communication skills formed on the basis of harmonized knowledge in order to find their rightful place in the micro-society, to communicate with members of society on an equal footing, to exchange information, to think clearly in all areas. Therefore, the development of didactic bases for the formation of students' communication skills is one of the most pressing issues.

E.Tsyvkunov stressed the importance of interdisciplinary links between Latin and modern foreign languages for the formation of learning autonomy in students, and developed a methodology of teaching Latin, which "allows students to form learning autonomy, as well as linguistic competence in teaching English and Russian."

From the above analysis, it is clear that the development of students' comprehension skills is a complex process focused on the goal, and the use of interactive methods of working with text in English lessons can serve to solve this problem.

Experimental training to develop students' comprehension skills in English classes was conducted in two stages.

In the first phase of experimental training, a set of exercises was used to correct previously acquired objects - language (lexical, morphological-syntactic) and speech (from receptive to reproductive, partly reproductive-productive cognitive activity) skills that require sequential implementation.

In the second stage of experimental training, the description of "base signals" was changed. If in the first stage conditions were created for the formation of students' communicative-cognitive readiness for text-based activities, in the second stage the attitude of students to the perceived information was determined on the basis of functional-semantic basis(Baxtishodovich, Suyunovich, News, & 2017, n.d.; Knight, 2006).

V. Conclusion.

It is unlikely that the conditions for teaching English in non-philological higher education institutions will improve by increasing the number of hours in the curriculum. The best way to improve the linguistic training of non-philological students is to teach them "Learning to learn". Only through independent study can students "design an individual learning trajectory"(Hing, 1997).

One of the main indicators of teaching English in non-philological higher education is the independent learning of students, which is understood as a conscious, personal orientation to the rapid acquisition of speaking skills in another language, the development of communicative competencies(Kim & Jamal, 2007; Muhammad Haq, 2014).

The use of economical and convenient methods of teaching English in non-philological education facilitates the process of mastering communicative competencies specific to another language. For example, using methods such as reading at different speeds, vague formulation of rules and instructions will also give good results(Pachri, Mitani, Ikemi, Djamaluddin, & Morita, 2013).

The widespread use of a competency-based approach in teaching English today can lead to a lot of time spent on exercises. Therefore, the teacher should pay special attention to ensuring the consistency and sequence of students' variable learning activities in the process of working in academic and small groups(Nurmagambetova & Agybetova, 2014).

It is advisable to accurately diagnose the level of communication skills of students in another language using the following methods and techniques: methods of collecting diagnostic information: observation, interview, interview, questionnaire, experience-based learning, educational experiment; methods of assessment of diagnostic information: scaling, methods of statistical processing of data, rating assessment; methods of collecting and presenting diagnostic results; methods of using diagnostic results: pedagogical impact, development of recommendations for filling gaps; methods for assessing the reliability of the results: analysis, control, etc(Dreher, Sturm, & Vreeland, 2009; Rothermel, 1972).

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