

METHODS OF TEACHING ENGLISH IN NON-PHILOLOGICAL EDUCATIONAL AREAS

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Annotation: *It is no secret to anyone that at present the study of the English language occupies an important place in the fields of non-philological education. This article will focus on the successful methods of using modern Information Communication Technologies in the process of teaching English for professional purposes.*

Keywords: *English language, Information Communication Technologies, web – Quest, wiki, higher professional education in the fields of non-philological education.*

Currently, all over the world, English for special purposes (ESP) is taught in different directions. Since the 60s of the last century, when ESP began to be spoken for the first time as a separate area of teaching English as a foreign language, this aspect of teaching English has developed significantly and has taken a leading position in teaching English for professional purposes.

In addition to traditional teaching in the context of the dynamic development process of international integration and information exchange in any field, you need a tool that allows you to effectively and efficiently exchange professional information. This tool is a professional-oriented special-purpose language or language.

Today there are many monographs on ESP theory, ESP has developed a special teaching methodology, and conducted various studies. But among them, unfortunately, only a small part of the authors and developers. It is worth saying that in our country, officials of all levels say that today graduates of University are necessarily fluent in English. However, the level of knowledge of the English language of students of philological universities is very different and often leaves much to be desired.

Thus, the issue of introducing a single program on foreign languages for lyceums is an important issue, which today takes into account the requirements for the level of graduates of a foreign language. Currently, professor of foreign languages S.G. There is such a program recommended by Ter-Minasova. It is based on the following rules, which are noted in modern documents on the modernization of Higher Education:

Knowledge of a foreign language is an integral part of the training of specialists in Higher School.

- The foreign language course is multi-stage and developed in the context of lifelong learning.
- Learning a foreign language is based on an integrated multidisciplinary basis.

- The study of a foreign language is aimed at the comprehensive development of communicative, cognitive, informational, socio-cultural, professional, and general cultural competence of students. However, even with a single program, you should always take into account the specificity of each institution or its departments, customer demand, and the students themselves ([4, 89]).

It is worth saying that ESP teachers play an important role in vocational education. They are often asked to develop programs and training for ESP for the organization of Special English courses for students, etc. Here, as in other forms of teaching, many methods and approaches are used, depending on the goals of the courses and the available resources. Based on the philosophy of ESP, they can be divided into three main groups: problem education (PBL), autonomous object (AL), and training using information and communication technologies (ICT). It is worth saying that they are all student-oriented methodologies [3, 120].

Today, when there is a new focus on the interpretation of the goals of language education, and some changes are made in the process of educational interaction of the teacher and the student, the teacher should have a clearer picture of what is required of him in foreign language lessons. When developing foreign language programs, it is necessary to take into account the cognitive potential and language skills of students, as well as the motivation of students to acquire knowledge. As you can see at first glance, a simple procedure for determining the content of teaching and organizing teaching should include theoretical positions. The main tasks of the ESP teacher are the selection and organization of educational materials, the preparation of effective training programs and plans aimed at obtaining the desired educational results, and support for the motivation of students, and their efforts and efforts. Another important element of work in the ESP Group is the organization of control over the educational process with the teacher with the students, as well as feedback on the organization of counseling students. When an ESP teacher comes to the audience, he, first of all, sets specific goals there, which will help create a favorable learning environment, an atmosphere of mutual understanding, and mutual assistance.

By choosing certain teaching materials in a foreign language for the content of the course, the teacher or course developers express their ideas, and views on the methodology of teaching and teaching foreign languages. Goal-setting exercises increasingly influence the choice of educational and methodological materials. If the teacher in the classroom aims to strengthen communication skills, it includes various exercises, and simulations of the practice of communicating in the language: Business Games; thematic dialogues; compilation instruction; reports; presentations, and discussions. The form of Organization of the course program can be synthetic if the language is divided into separate language elements that are presented at the same time, or analysis, when the language does not look crushed and at the same time is one-piece and without linguistic Control [1, 35].

An important element of ESP teaching is the teacher's ability to create a classroom environment for live communication and constructive discussion. Students acquire stable communication skills only when they have the opportunity to communicate with others.

Often, unfortunately, the teacher can be the only one who speaks English, which students can speak, and each student is given time to communicate. Therefore, the teacher must develop and apply effective methods of developing communication skills in his groups, as well as involve other resources in his work, including online resources of the Internet, to stimulate communication outside the walls of the classroom.

It will be easier for people to learn a foreign language if they have a high level of passion, and the ability to apply their knowledge and skills in a language environment that they understand and are interested in. In this regard, ESP is a powerful tool for implementing such an opportunity. Students master English, they work with materials that are interesting and relevant to them, as well as those that they can use in their professional activities or further studies. Keep in mind that the more often students communicate in the language they hear or read, the more they will master them. On the other hand, the more they are forced to focus their attention on purely linguistic, grammatical, and other aspects of the language or individual structures that are difficult for them, the less willing they are to attend classes. As for ESP students, they tend to pay attention to the material, which is especially closely related to the specialization of students of engineering specialties. The ESP language should not be presented as a mechanical skill to be developed, but as a subject to be studied, separated from the actual use. On the contrary, English must be presented in a real context, introducing students to specific ways of using the language in which they must apply for their specialties or work. [2.78].

Today, unfortunately, at the disposal of the ESP teacher is limited material for working in the classroom - these are, first of all, "guides" with texts in a specialty with a limited set of tasks for students. Therefore, most ESP professionals often use their materials specifically designed for a specific purpose and needs of students when teaching ESP.

It should be noted that ESP teachers need constant support and guidance on the use of new technologies. Not surprisingly, young teachers often show new technologies better, so they can be great teachers for older teachers who are trying to introduce these new technologies in their classes. For this purpose, it is necessary to conduct scientific and methodological seminars, and master classes, which will allow the Department of foreign languages to show the achievements of technology and technology in the learning process.

Group discussions and project work are also effective forms of teaching working with ESP students. Another modern area of teaching English for professional purposes is conducting debates. Even at the stage of preparation for the dispute, students must

mobilize all knowledge and the ability to speak a foreign language, apply their critical thinking and develop lateral (unconventional) thinking. Thus, in the process of discussion, students will have the opportunity to show how they manifest linguistic and professional competence. All these methods are useful for autonomous (self -) education to prepare students for research activities, demonstrate results, and stimulate their motivation to gain experience in a team.

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