THE METHODS OF TEACHING ENGLISH LANGUAGE IN NON PHILOLOGICAL

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Abstract
This article talks about the methods of teaching English in universities. These teaching methods are more used in practical classes, and have good results.

Keywords: student, language, classroom, teaching.

В этой статье говорится о методах преподавания английского языка в вузах. Эти методы преподавания больше используются на практических занятиях, и имеют хорошие результаты.

Ключевые слова: студент, язык, аудитория, обучение.

Бу мақолада нофилологик олий ўқув юртларида инглиз тилини ўқитишнинг усуллари берилган. Ўқитишнинг бу усуллари кўпроқ амалиёт дарсларида қўлланилади ва самарали натижа беради.

Калит сўзлар: талаба, тил, аудитория, ўқитиш.

Introduction
Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. Make the introduction of role plays manageable for the instructor. It also helps to start with a small class and move up to more students once you are fully comfortable with this new style of teaching. In some cases, you may want to have one or two single role-play exercises that fit into one class, breaking up the lectures while you find your feet.
Despite the extra work, simulations tend to result in more in-depth, long-term learning of the content as well as the development of new skills, such writing, leadership, coordination, collaboration and research. And there's another advantage, strictly for the instructor– it's always fun, it's always different, and it's always gratifying to see students work very hard without even noticing it.

Role play is an effective, active learning method that helps engage students in the subject or lesson. Role play is often overlooked in many lessons, as teachers feel either that the lesson cannot benefit from role playing activities or that role play cannot be incorporated into the lesson. With a little creative thinking, however, you can include in almost any lesson 10 minutes of role play to encourage students to take an active interest in the subject. Presentations, ask students to present a certain topic or subject to the class. Require them to collect information for their presentation and decide on a role they would like to play when presenting it. For example, a student who produces a presentation on the Roman Empire might decide to present his information as Nero, incorporating Nero's characteristics into his presentation.

Allow students to explore research and present their character creatively to encourage active learning and make the prospect of homework and memorization more appealing. Give each student a role to play in a mock trial, based on either real life court cases or fictitious events in conjunction with the subject taught. Require students to research their roles to produce accurate information with which to portray their characters and present evidence. You can direct the research to be undertaken, but as the students learn and play their roles they begin to understand, through repetition and enjoyment of what they are doing, how to bring their research to life. Ask the students to read textbooks "in character" to make mundane textbook lessons more exciting. For example, a student might read part of the text as president of the United States. To ensure that all students are listening, ask questions of other students while maintaining the role play. Ask a student, for example, "What did President Lincoln just say about the Civil War"?

Split students into three or four groups and give each a different role in conjunction with the lesson's subject. For example, in a social studies class, assign different social classes to each group. Give each group a number and ask them to act out their assigned roles, either with each other or with other groups. Observe their behavior and how well they have interpreted their roles. Then ask groups to switch roles. You also could split the class into two groups to form a debating session; assign each group a different side of the debate and, at any point during the debate, ask the students to "switch" to the other side of the debate. Students must actively think and concentrate to get into the new mindset. This activity teaches them to better understand other points of view. Start with the idea generation phase, writing down ideas as they occur, without criticism. You should welcome wild or silly ideas, and you should try to combine or improve ideas that were generated earlier. The hard part in this phase is to control your internal editor– the internal voice of criticism which may lead you to ignore an idea that seems too dumb or trivial. Just as with group brainstorming, when you begin to run out of ideas, you can review the list as a source to stimulate further production. When the ideas really have stopped coming, it is time to move on to the evaluation

phase. Here you review each idea to select those that seem best for solving the problem".

We, as teachers, should vary the types of brainstorming so that students may fulfill their needs according to their learning style. It is also possible to combine both types by having students carrying out individual brainstorming the results of which can be shared in a group brainstorming. In the following description we'll show how a group brainstorming should be done. Prepare the environment for the brainstorming to take place. Arrange the students' desks in a manner that helps better students' contributions. Depending on the level of students you can either write the ideas that come from the session yourself or appoint one student to record them. The ideas should be noted in a format that everyone can see and refer to. You may use the board or computers with data projectors. Define the problem you want students to solve clearly. Be sure that students understand that the objective of the session is to generate as many ideas as possible.

After stating the problem, give students enough time to think the problem over on their own. Ask students to contribute their ideas. Make sure that you give all students a fair opportunity to contribute. Try to get everyone to contribute and develop ideas, including the quietest members of the class. Tell students that they may develop other students' ideas, or use other ideas to create new ones. Tell students that criticism and evaluation of ideas are banned at this stage because criticism is risky and may stifle creativity and cripple the whole brainstorming process. We started an article a couple of years ago critiquing the unthinking overuse of brainstorming in English language teaching, but as we were writing it we realized that it isn't how much you brainstorm but how, and we've been experimenting since then with exactly that. In fact, we have since extended far beyond vocabulary to get students brainstorming useful phrases, sentence stems, exam tactics, cultural differences, communication strategies, and grammar (e.g. foods which are usually uncountable).

Although students and teachers can need some selling on the benefits of students working together in pairs, once they are convinced by the argument of the positive effects of students speaking more and better classroom dynamics everyone can quickly get into the habit of working in pairs through most of the class. This, however, is a sure sign that things have gone too far the other way and that pair work is being used as a reflex reaction or comfortable habit without thinking about the reasons why is was originally adopted. Below are some ways of spotting if you have been able to draw the fine line between too much pair work and not enough, and ways of planning lessons that include whatever you decide is the perfect amount.

Speaking skills - There are certain speaking skills that happen much more naturally and more often in pairs than in large groups, such as interrupting each other, using tag questions etc. to invite the other person to speak, and asking people for confirmation and clarification of what they said. In general, if you are going to be

speaking English one to one in real life the best practice for it is one to one speaking in class, which usually means pair works.

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