

METHODS OF TEACHING ENGLISH IN PEDAGOGICAL INSTITUTIONS

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Abstract:

This article talks about the capacity to rapidly and effectively remember new words and terms that have been learned in a manner that urges students to think more while showing English in non-linguistic higher education organizations, just as new parts of the subject. Furthermore, the issues experienced in the discourse movement are tackled by creative techniques.

Keywords: non-philological faculty, English language, innovative methods, higher education, students, problems, memory-strengthening exercises.

INTRODUCTION

To foster the abilities to read unique writing in the strength, partake in oral correspondence in a foreign language during the time spent preparing future workforce, and quest for data fundamental for logical purposes, English classes are held in the advanced education arrangement of the republic. An expert in his field ought to have the option to peruse the first English-language writing in his calling, comprehend the text read, and apply it in his calling. Furthermore, he should have the option to think uninhibitedly in a foreign language with his questioner on a given point. A decent impact is given by showing English in non-philological higher instructive foundations through intelligent techniques that permit students to additionally foster their reasoning, get and communicate data in English, gain new information about the English language, follow logical changes in their field and not keep awake to date with the news, which extends the skylines of students. It is fascinating and helpful for students to chip away at subjects that are pertinent to their calling. To do this, the student should initially know the significance, articulation, and utilization of new words or terms present in the message. Intuitive techniques assist us with doing this. For instance, the chain drill technique. The students articulate another word or term after hearing the sound and articulate a word that they have learned well, with interpretation, while the following student returns their statement without interpretation and adds another word that they have learned. Along these lines, the game proceeds until the final expression of the student, whose word request can help the student rehashing the words to articulate this word just in Uzbek or Russian, so that assuming he can't articulate it, he is wiped out from the game. This game assists the student with remembering new words all the more effectively and with interest.

The subsequent strategy: the gathering is isolated into little gatherings of 2 or 3 individuals, who demand steps and fix the settings with the game "broken Phone" (broken Phone). For this situation, the student remaining at the first makes a sentence with the investment of new words and states and articulates it in the ear of the student remaining behind him, and he-the following student, and consequently the game proceeds. Also, the WIN proceeds until it arrives at the last student. The principle undertaking of the game is to cooperate with the group and endeavor to guarantee that every student is completely mindful and feels liable for the conveyance. During the time spent arrangement and conveying, they learn substantially more data. The principal bunch that precisely passes on its perspective is viewed as the victor. Presently it will be a lot simpler to work with bunches that have as of now dominated the words. The text is paid attention to by students through sound and followed recorded as a hard copy. For the subsequent time, the sound recording is heard by the instructor assuming new words in a similar text are overlooked. The student must both hear and finish it up without checking out anything. The consequence of this down-to-earth work is checked with all students of the gathering and turned out for mistakes.

Presently the message is separated into gatherings, isolated into 2 or 3 sections. Contingent upon the capacities of the gathering, the still up in the air, and they are given an errand in the style of the game " interpreter with the speaker", in which every one of the students goes about as a mediator and speaker, that is, deciphers the speaker's discourse not by focuses, but rather by tones, and the speaker himself continues to the following sentence. Handled in this manner individually. While the remainder of the gathering will monitor their slip-ups and weaknesses and compose a "criticism" (remark) to their work, telling them in English what they have perceived through discourse and interpretation. Different gatherings work the same way. Besides the word, " Syncwine " is quickly gotten from the word " five". This is a 5-line sonnet, worked by the standard. On the primary line the subject is shown (normally - horse). The subsequent line is a portrayal (modifier) of the subject in two words. The third line is a depiction of the activity with regards to this theme with the assistance of three action words. The fourth line is an expression comprising of four words that demonstrate the disposition to the subject. The last line is an equivalent, comprising of a word that rehashes the embodiment of the subject.

This style of TRIZ can be viably applied at any phase of dealing with any text and at any phase of foreign language instruction. Likewise, this technique is viewed as a reflection, yet it can likewise be utilized in the actuation or call stages. The Syncline style permits not exclusively to the jargon units in the discourse of the instructors, yet additionally to put the missing pieces of the sentence and depict it as an associated expression. These strategies are particularly valuable in non-philological instructive organizations for fast and simple learning of words and terms, for self-show of contemplations, for disclosing to one another by peers, for working on the abilities to show students of a similar level to one another, and for dynamic investment in elective classes. The inspiration for the students will be a singular explanation made by the educator toward the finish of the illustration. Look for extra data on this message or handled message and get ready different introductions are given to the

gatherings as an assignment. This offers students the chance to look for data connected with this point, trade feelings, and interface their contemplations dependent on introductions, use punctuation accurately, and work freely with word references. It just so happens, the student is engaged with the example not really because he is exhausted or he takes a gander at an unnecessary burden, but because of the longing to learn himself and the craving to further develop his level of information. By and by, the earnest assignments of showing foreign languages on the planet incorporate methodic oversight of and checking the movement of higher instructive organizations which train and get ready educators and experts on foreign languages, execution of current structures and strategies, driving academic advances, the best unfamiliar involvement with learning foreign languages and instructive cycles, speculation of the best encounters of this circle and on their bases to foster proper suggestions and manuals.

In Uzbekistan, the prerequisite for learning and showing English additionally emerged altogether, subsequently, the National framework on evaluation of the degree of insight and dominating foreign languages" (NSFLA) was set up. Today, the current appraisal arrangement of IELTS, TOEFL worked with as of late, and another framework NSFLA has been creating in Uzbekistan, which is all founded on surveying and characterizing the degree of information and dominating English on European principles and CEFR. Subsequently, the procedure for learning and dominating and utilizing English depends on fair and square of coordinating into the world correspondence with practically no issues or language obstruction under European conditions. There is a huge distinction between the customary instructive framework and CEFR framework, that is, in the conventional training, there were extraordinary yet unique requirements for learning punctuation, phonetics, lexicons, and semantics, their showing strategies, and leading examples. In the CEFR framework, it is needed to conduct illustrations zeroing in on the development of such abilities as reading, evaluating, oral discourse, and composing. The advanced showing techniques are in wide use as well. On the arrangement of another instructive framework the delegates of two ages have two contradicting feelings:

1. According to the allies of the old framework, the new framework would not shape a comprehension about syntax and phonetics just as pronunciation governs, this may cause the breaking of grammatical standards;
2. According to the people who support the CEFR framework, the language abilities referenced above are the interest of time, without concentrating on them we can't prepare experts who might react to the prerequisites of time.

The data model of instruction accessible by today should transform into the model to foster the imaginative action of a student. The undertaking of an instructor doesn't just pass the data expanding step by step on forte, yet helps a student to think freely, track down essential data, use and apply it innovatively. We have attempted to divert the student from the object of the instructive cycle into the subject of this interaction, that is, we widened the chances for a student to get autonomous training and raised the obligation of the student himself for the aftereffects of the learning process. Does a student have any familiarity with it? What

abilities must be acquired because of learning either science, subject? For this to happen does a student get what he wants. The instructor is very much aware of all data, and they are given in the reports directing the substance of all showing cycles (a model educational program, a functioning educational plan, calendar-topical arrangement, and others). Yet, this large number of archives are utilized fundamentally by an instructor. In the present circumstance, a student appears to be restricted, he can't act unreservedly. To act uninhibitedly he should be given "a demonstration plan" there might be an arrangement brief of a subject to assist a student with organizing his movement appropriately. This report assists a student with monitoring data on information and abilities he should dominate and use because of learning either subject. Utilization of these archives urges a student to keep away from subordination and help out an educator on an equivalent basis. In the European and American instructive framework, the two instructors and students similarly utilize these reports and they are classified as "Schedule". This report is an instrument to guarantee the common relationship and shared collaboration of an educator and a student. These endeavors fill in as a significant component to raise the execution of general public state projects to another phase of acknowledgment in the circle of instruction alongside different changes in our nation and come up to the world status.

As it is notable that the nature of training relies upon ideal execution not settled in order records, modernization of material-specialized bases of Higher Educational Institutions, on the level of guaranteeing and execution of instructing and childhood process strategies, logical limit and skill of educators and teachers, fair and square of students arrangement just as on the consideration of learning English and its commitment to the learning system. Considering this large number of conditions the principle bearings of schooling and childhood, modernization of the methodic action incorporates the improvement of lawful – standardizing bases of instruction and material-specialized bases of Higher Educational Institutions; execution of advancements in the instructive cycle; preparing of exceptionally qualified specialists and raising the skill of the staff.

By and by all instructive organizations are outfitted with current PCs and media transmission advances. The issues of instructive substance and quality are viewed as a needed course in the general public. The ways how to foster the training, how to build its products, the issues of carrying out new data advances are in the focal point of consideration. This needs from the academic staff to adopt another strategy to their work activities. The implementation of new advancements in the educational cycle will serve not to cause joblessness among educators but rather change the job and assignments of instructors. An advanced instructor is a future maker, a creator of hypotheses and originations, its analyst, client, and propagator. The association of the learning cycle ought to be worked with by an advanced educator so indeed, the learning materials ought to be introduced well that they may ease visual view of the material by students. As it is clear, the instructor is the main agent of instructive changes. For this situation, each teacher must dominate inside a brief time frame an exceptionally incredible breadth of data, redevelop it and apply it by and by. It is tackled by the use of conventional strategies yet in addition by the utilization of present-

day innovations, including the utilization of PCs. The utilization of PCs at classes furnishes every instructor with a chance to make the learning system exceptionally intriguing, and to treat every student with a singular methodology. The chance of data innovations gives students the freedom to get a lot of data on the double. With the assistance of ICT, each specific educator should work out scenes (freebies) for every illustration regarding each matter. On the foundations of gift improvements, instructors set up an assortment of electronic introductions on hypothetical and reasonable classes on every theme as per the learning educational program and plan of an example. Practically, the slides for illustration improvements ought to be clarified through video projectors. During the time spent introductions pictures accessible in writing, works of art mirroring the cycles just as data of Internet are shown on the huge e-load up, instructive entryways are utilized to advance students' information and foster their abilities, just as to cause students to get more keen on classes. After that, each subject educator in the improvement of an illustration should arrange for how to involve ICT as per the innovative guide (calculation of instructor's movement) to make it simple for students to get utilization of it during their groundwork for example.

A forte educator must have e-preparing writing, e-media course books, both with composed texts, soundtracks, and liveliness which will assist with dominating the subject. The utilization of current advancements set out open doors for getting a special type of showing system and for accomplishing higher achievements. Right now when the logical specialized advancement is speeding up it is seen that the most common way of supplanting the conventional showing advances with current concentrated advances coordinated at an individual is going through quickly. By and by, the Internet is in effect massively incorporated in the instructive framework. Data focus in all subjects, including foreign languages, science, physical science, science, and helpful subjects are expanding step by step. The web is utilized emotionally during the instructing system. In advancing the issues on showing content it has no incredible effect to see a video film or use preparing the travel industry on the Internet. It very well might be not valuable and successful to enter the Internet without a reasonable situation. Simultaneously, the main inquiry in the utilization of the Internet is the reason the Internet is applied and where it is focused on. It sets out the freedom to acknowledge three kinds of the situation content.

To begin with, to find a preparation material and record it for utilizing later for various purposes. For instance, it is feasible to give the assignment to track down data on researchers' prosperity achievements in the circle of present-day strategies for showing foreign languages The students might find exceptionally intriguing extra data on the utilization of the Internet. Second, it is feasible to put the accompanying errand: generally talking, to track down another data and contrast it and the known one for making an issue circumstance to cause a valuable correspondence. Moreover, it is worth assuming that this material is deficient in the course readings. During the conversation, students will communicate their viewpoints and mentalities concerning the issue. Third, it is feasible to put an undertaking to get ready remarks (insightful remarks, summaries) on them advanced

beforehand, it very well might be evaluated as a venture work of a student. The students might get ready introductions from the accumulated materials as interactive media. It is important to refer to that for instructors to advance their insight autonomously and get ready for illustrations the asset clients society is critical. Simultaneously, they should enter extraordinary locales to learn foreign languages because the destinations might have extremely intriguing representations which can be saved and utilized for making sight and sound introductions. In the bearings of non-philological instruction on the progress of showing strength subjects in foreign languages it is convenient to make the accompanying ideas for thought:

- on the foundations of unfamiliar encounters to further develop encouraging foreign languages in nonphilological instructive headings to create and execute state instructive principles in advanced education organizations and strengths (planning foreign language experts on isolated circles);
- thinking about that a solid establishment was laid in learning foreign languages in Uzbekistan it is important to foster measures on its execution (for instance, scholastic versatility);
- for higher and extraordinary auxiliary schooling Ministries and the Ministry of People's Education to set up all conditions (for instance, shrewd sheets) for accelerating the process for showing foreign languages at instructive establishments;
- to make private-public virtual instructive entryways at higher and extraordinary auxiliary instructive organizations and present to clients (for instance, e-courses);
- to draw in experts of unfamiliar higher instructive organizations to impart to their involvement with the circle of educating dialects;
- to create logical and instructing methodic materials, word references of terms on specialties, and electronic instructive asset bundles.
- On the foundations of the considerations and opinions communicated above it is feasible to come to a result that the utilization of new innovational advances in the showing system is put on the present plan as a prerequisite of time and as a social need for raising the viability of the instructive cycle, for fostering students' strong hypothetical information, framing their movement, abilities, and propensities, transforming them into their expert power

Conclusion

To summarize, the execution of new innovational advances in the instructive cycle guarantees the difference in the substantial nature of the overall interaction. The instructive cycle coordinated on the foundations of present-day approaches will bring about excellent signs of the presentation of the social request for the readiness of exceptionally qualified trained professionals. The general public might grow rapidly and successfully assuming the movement of exceptionally qualified experts who have dominated profoundly the foreign languages is guaranteed in a social creation.

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