PROBLEMS IN TEACHING ENGLISH TO STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

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Annotation: According to our perspective, the article provides certain pragmatic methodological suggestions that can effectively tackle the issues mentioned earlier. It is evident that the article's contents are not all-encompassing in relation to the topic being discussed. At the level of higher education, there is a prospect to enhance scientific inquiry by refining the educational material and program offered to students who are pursuing non-linguistic subjects and taking English courses.

Keywords: non-linguistic, fragment, learning approach, scientific, cultural aspects, foreign languages, professional education.

As international partnerships become more intertwined and varied in economic, scientific, and cultural aspects, foreign languages are increasingly important to facilitate interethnic communication and dialogue. At present, English continues to be among the frequently used languages for global communication. The study of English is a crucial element in the professional education provided by institutions of higher learning. It has been demonstrated through experience that learners pursuing courses in philology often encounter challenges while acquiring the language they are studying, due to their comparatively lower level of linguistic preparation. Moreover, academic groups consist of students who possess diverse

capabilities such as memory type, learning approach, and the like. Our article aims to draw attention to the difficulties of English language instruction for students in non-linguistic fields and provide practical suggestions to address these challenges.

In the field of foreign language education, there exist a minimum of two perspectives regarding the fundamental meaning of the term «mixed ability group» within the teaching methodology. Hence, S. According to Susan Bremner, the creation of such a group enables the inclusion of students with varying strength and weaknesses, who learn at different paces. It is difficult to provide a paraphrase for such a short text fragment. Please provide more context or information to assist me in providing an accurate and suitable paraphrase. Penny Ur suggests referring to a group of students as a «heterogeneous group» or a «heterogeneous class» instead of using the term «mixed ability class. » This is because the latter term only pertains to language skills and does not account for other language training aspects. [1] The given passage requires further context to be paraphrased smartly. Please provide more information. According to our perspective, a mixed abilities subgroup refers to a cluster of learners possessing varying abilities that could potentially impact their language acquisition journey. Our proposed term encompasses various aspects of language training such as learning style, which pertains to how information is perceived and motivation type, as well as learning speed.

To analyze the challenges in instructing English to non-philological students, it is necessary to identify the various phases of education and the objectives assigned to each stage. Our conviction is that the process of language instruction involves three stages. Firstly, an organizational phase is required to establish the objectives, choose a suitable methodology, and group the students accordingly. Secondly, the teaching phase involves the actual implementation of language training goals. Finally, a concluding stage is imperative to assess the outcome and refine the educational process. The initial challenge faced during the organizational phase pertains to the creation of training subgroups or groups. As observed by Diana Hicks

(D.Hicks), study groups tend to be formed based on test scores which generally involve grammatical exercises that focus solely on filling in missing information. [3]. Could you please provide more information or context? We believe that the creation of study groups requires the assessment of both the ability to understand and to communicate effectively. We propose a set of methodological suggestions for the creation of study groups, including the avoidance of prioritizing grammatical assessments and multiple choice queries, employment of listening and reading texts that cater to students' professional inclinations which are brief in size and devoid of extremely specialized language, and placing emphasis on conversing about situational topics.

Equally important during the initial phase is the task of selecting the appropriate academic and teaching resources for the subject. In our view, the resolution to this issue lies in the teacher's careful selection of textbooks and manuals based on these four factors: the textbook's professional focus, its appropriate level of difficulty, its authorship by national academic experts, and its originality. During the didactic phase, educators encounter various challenges, primarily involving the lack of enthusiasm exhibited by young learners. In our view, the key to addressing this issue is to connect the advancement of one's career with their level of proficiency in English. It would be wise for educators to illustrate this idea through anecdotes about influential figures in their students' lives. [2] Equally important is the issue of the disparity between the phonetic and grammatical makeup of the language being learned and that of the learner's native language. The teacher's actions present potential solutions to the problem at hand.

1) request to the feelings and involvement of understudies (when examining the phoneme [w], understudies can envision that they are welcoming an ancient companion);

2) separation of ways of showing dialect fabric (students' capacities ought to be taken under consideration when choosing; the utilize of calculations and dramatization of the frame are viable);

3) the utilize of different inventive errands for practicing phonetic and linguistic aptitudes.

The adequacy of educating English is additionally prevented by the issue of moo remote dialect discourse action of understudies, directed by the little lexicon of understudies and the fear of making a botch. In our supposition, the issue can be killed in case the educator follows to the taking after suggestions:

1) assess not as it were the introduction of discourse, but moreover the substance of the expression;

2) empower understudies to outwit lexical units (in case they don't know a certain lexeme);

3) redress botches as it were after saying;

4) to begin with of all, pay consideration to net botches (driving to misconception or misshaping the meaning of the explanation).

The reasons said over act as a catalyst for another issue that shows itself within the handle of instructing English to understudies of non-philological specialties. The substance of the issue lies within the little volume of composed articulations (compilation of students' composed works). In our conclusion, the taking after methodological suggestions will contribute to understanding this issue:

1) need of the substance of the work (particularly at the beginning organize);

2) the plausibility of a last handling of a composed articulation (the variation with mistakes is considered as a draft);

3) association of understudies within the discourse and assessment of composed works (understudies act as makers of information);

4) rectification of net mistakes (misshaping the meaning of the articulation).

In the last phase of training, it is necessary to assess the efficacy of the instructional approach and make necessary alterations to the training methods. At this juncture, the teacher encounters the challenge of cultivating the students' desire to acquire linguistic proficiency. The teacher is in a tricky situation where they must balance two conflicting priorities. Firstly, they need to evaluate the proficiency of their students in the English language impartially while identifying areas that need improvement. On the other hand, it is equally important to stimulate and encourage students to keep progressing in their English learning journey. Establishing a positive psychological atmosphere within the group and engaging students in the development of language learning strategies could offer a solution to the dilemma.

A contemporary expert's proficiency in the English language forms an essential aspect of their professional culture. Teaching English in higher education reveals that students who are pursuing degrees outside of the field of language and literature encounter difficulties while studying English. According to the writer, the article proposes some helpful methodological tips that can aid in resolving the previously described issues. It goes without saying that the content within the article is not all-encompassing with regards to the issue being discussed. There is potential for more scientific exploration in this area through the enhancement of the content in the educational and instructional package that instructs English to students pursuing non-linguistic subjects at the university level.

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