



DEVELOPMENT OF PROFESSIONAL COMPETENCE IN LEARNING FOREIGN LANGUAGES FOR STUDENTS OF NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

In this article it was clarified the purpose of teaching foreign languages in non-linguistic educational institutions, such as *reading the original literature on the specialty in the development of future staff in the higher education system of the republic and to find the information necessary for scientific purposes, to develop the skills of oral communication in a foreign language.*

KEYWORDS: *non-linguistic educational institutions, action strategies, international standards, linguistic information, and extrinsic information.*

DISCUSSION

One of the topical issues of our time is to educate the younger generation in the spirit of love and devotion to the motherland, national pride, high morals and spirituality, pride for our ancient and rich heritage, and national and universal values. Radical reforms in the world education system promote the need for students to master foreign languages, to be proficient in foreign languages, to develop their oral and written speech in a foreign language. Organizations such as UNESCO, UNICEF, the European Association of Higher Education, the European Network for the Quality Assurance of Higher Education, are involved in the development of students' ability to think, speak in a foreign language. The development of this issue in general trends plays a great role in the development of modern and emerging foreign language skills, and promotes students' creative abilities in relation to the challenges of modern education.

Improvement of the system of higher education is based on the harmonization of international educational curricula based on international experience

in the reform of the education system of the Republic. In the context of Uzbekistan, radical reforming the quality of education based on international experience, taking into account our national culture and traditions, is a requirement of the time. In this regard, the Strategy of action on the five priority directions of development of the Republic of Uzbekistan in 2017-2021 will be aimed at: "... encouraging research and innovation, creating effective mechanisms for introducing scientific and innovative achievements...", improving the quality of human resources, creating the necessary conditions for the training of highly qualified specialists in accordance with international standards, close cooperation with educational institutions and development of students' creative abilities, effective use of interactive methods in working with youth audiences, providing them with high-quality language teaching, exemplary degree of higher education development and drastic improvement have been identified as key tasks [1].



Taking into account the goals and objectives of teaching English in higher education institutions, they can be divided into two groups:

1. Foreign language - universities, institutes, faculties that train specialists in English.
2. Foreign language is a non-English educational institution that does not train specialists in English.

These two groups have different English teaching objectives, with the first group of universities providing English language proficiency, both profoundly theoretical and practical. The second group, namely non-philological educational institutions, has a comprehensive English language objective. The purpose of the student's education is to teach English to use English in his or her future profession, partial communication in the profession, studies vocabulary and translates texts.

Teaching foreign languages in higher education institutions includes: 1) practical or communicative; 2) general education; 3) education; 4) the use of acquired skills and abilities for other purposes. Universal educational and developmental goals occur in the achievement of communicative goals. We will look at these 4 goals in more detail:

1. Communicative (practical) purpose: For this purpose, students will gain skills in English language skills. Students should be able to use lexical and grammatical pronunciation materials independently in speech. It develops speaking, reading and writing skills.
2. General Purpose: To increase students' thinking, learn and provide English language knowledge, gain a deeper understanding of English, new knowledge of English and the history of the people of the country where the language is being studied, and enhancing the students' worldview through the acquisition of knowledge and understanding of their culture. Increasing students' understanding, thinking, and outlook is at the expense of foreign language or English.
3. Educational Purpose: The purpose of this course is to teach international, ethical and aesthetic education and to develop a working attitude in the foreign language. Of course, they do this by analyzing the English language - the content of the English speech and the content of the English texts.
4. Developmental Objective: This goal is to guide the learner, the students, to learn personally and to teach. It develops the ability to analyze, summarize, and draw independent conclusions, listening, speaking, and acting on language facts. It involves teaching imagination, speaking skills, logical connection in speech, ability to think independently, understanding the meaning of words, working independently with dictionaries,

manuals, and in optional activities, develops and conduct independent preparation for extracurricular activities. The above four objectives are always complementary and interrelated. These four objectives should be achieved through the use of English language teaching materials and the lessons learned in each lesson.

As students graduate from higher education, they are required to speak English in writing, to understand, and to be able to express their opinion in writing. In higher education institutions that do not have a language, the number of school hours is assigned to programs in these institutions. In non-linguistic institutions foreign languages are taught in accordance with the special program and manuals. As there are no curricula and textbooks available for our special non-philological educational institutions, Uzbek-language teachers use a variety of textbooks and manuals, taking into account their specifics.

Every foreign language teacher is required to organize their work according to this program. U. Hashimov and I. Yakubov include the following in the content of modern foreign language teaching methods.

1. Topic: (theme) Oral speech and reading topics.
2. Language Materials (Phonetics, Vocabulary, Grammar)
3. Formation and development of lexical, grammatical, orthographic and pronunciation skills;
4. Forming, teaching, developing speech skills (listening, speaking, reading, writing skills).
5. Teaching skills to work with additional literature when working on English.

Texts are selected based on the theme. Acquiring speech skills and activities is the content of a foreign language teaching practice. The content of the foreign language answers questions about what and how to teach a foreign language.

Currently, foreign languages (English, German, French) are selected for higher education institution. The right content will help you achieve your goals. When selecting content, learning objectives are taken into account and led by them. When selecting content, speech patterns are selected along with language materials. They are the basis for teaching speech. Content selection includes training, methodological organization of teaching. The content of the training depends on the conditions of the training. The purpose of learning a foreign language also influences the amount of learning content.

At present, it envisages a radical change in the teaching of foreign languages. It has 3 requirements.

1. Increase the academic level and practice of foreign language teaching;



2. Strengthening the educational aspect of a foreign language;

3. Independent study of foreign language.

Another way to meet current requirements is to reduce student overload and to simplify the learning process. These are taken into account in the new foreign language program. A teacher takes a holistic approach to this by students. For this reason, the student focuses on productive (speaking, writing) and receptive (mastering, listening) reading materials, and the student's potential. The basis of a strong education is that the learning process is effectively integrated and enhanced. Optimization is also being used extensively lately. Optimization is the ability to search for, select, and apply, an easy, convenient method, path, method, system, principle, tool, and exercise for a foreign language teaching context, conditions, and university students. Optimization is specific to different types of universities, because class hours are different and students' native language is also affected differently. Modern communication skills, knowledge of everyday foreign language (speaking, writing and speaking) and acquiring information (through reading, listening and understanding), skills and abilities, and education and training requires that you carry.

In conclusion, foreign language teaching is essential in non-linguistic higher education institutions, because foreign language is of great importance in preparing students for their full development.

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