



FOREIGN EXPERIENCES IN THE FORMATION OF NON-PROFESSIONAL TEACHERS' ENGLISH LEARNING MOTIVATION

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ABSTRACT

This article analyzes foreign experience (on the example of Germany, France, Canada, Australia, America, South Korea) in shaping the motivation of non-specialist teachers to learn English.

KEYWORDS: *mnemonics, era of globalization, educational technologies, motivation, teaching English to non-specialist teachers.*

It is clear that the foreign language teaching system formed in the twentieth century can no longer fully meet the requirements of modern life, as the need for alternative methods remains high, despite the fact that many educational institutions around the world are testing different pedagogical strategies and teaching technologies. It is no exaggeration to say that one of the main trends in education today is the expansion of high-quality language services focused on the needs of the world community.

In the course of our research, foreign experience in the formation of motivation of non-specialist teachers to learn English was also studied.

As a result of researching a new model of quality training of specialists by German teachers, efforts are being made to expand the scope of their knowledge, including the acquisition of a foreign language, understanding of job functions, communication skills, creative thinking, professional development. However, there is a lack of modern educational technologies and methods based on the knowledge that German educational institutions have the opportunity to design and adapt the process of teaching foreign languages to teachers, to improve the quality of education.

Traditionally, modern English language teaching in this country is given special attention. Our analysis shows that in countries such as Germany and France, public and private educational institutions are implementing modern methods and technologies in the educational process. First of all, this applies to teaching English. Among the most popular such innovative technologies in these countries are:

- 1) International curricula (programs of cooperation with foreign educational institutions);
- 2) Use of the Internet in the educational process (including distance learning);
- 3) block-module lessons;
- 4) Communication (mostly in the regional aspect);
- 5) person-centered approach;
- 6) Interactive teaching methods;
- 7) Methods of using tests in the educational process;
- 8) Linguistic socio-cultural methodology;
- 9) Design methodology;
- 10) Professional teaching of a foreign language;
- 11) Standard programs of teaching English (methods of extracurricular activities);
- 12) Use of elements of intensive methods of teaching foreign languages.

There is a wide range of international programs for teaching English in foreign countries - Germany, France, Canada, including the field of foreign language teaching, which can be debated today as a "business card" of these countries.

A distinctive feature of many international English-language programs is the establishment of bilateral relations with a particular foreign university.

Collaboration takes many forms: access to information sources such as libraries, personal training, intensive courses that complement the local curriculum, active support for international student and teacher exchange programs between universities, and other forms. The College in Penang, Malaysia is evident in its collaboration with Antarabangsa



University, where the University of Sydney is the main academic partner.

These universities are developing a comprehensive international relations strategy for teaching English, which is updated annually.

In recent years, the block-modular education system in English language teaching has been introduced at the above-named universities, and interest in active forms and methods of teaching has also increased dramatically. There have been cases of mnemonic harmonization of these methods (didactic games, business games, “brainstorming” method, etc.) and intensive forms of teaching (cybernetic, immersion, concentration learning, etc.). Research is also underway to put into practice other active alternative methods of teaching English.

Taking into account the level of special knowledge and skills through a system of entrance and exit tests on the basis of English language teaching technologies; preparation of an individual curriculum taking into account the level of professional competence established; flexible combination of forms of distance learning and careful teaching and methodological support of each module and training element; finally, it is embodied in the adaptation of training modules to the content of a particular profession or position.

Problem-based learning technology lies in the logically complete unity of the learning material, which is aimed at learning one or more basic concepts of teaching English through block-module.

The content of the teaching material for teaching English to non-specialist teachers is presented in a holistic structure; the methods, tools and forms of training are sufficiently selected and, in some cases, the opportunity to choose full, abbreviated or in-depth training options appropriate to their level of training.

Our research shows that when teaching English in Malaysian educational institutions, the teacher has to manage his / her own knowledge, i.e. implement a level of metabolism. Each non-specialist teacher independently achieves the objectives of the learning activity in the process of working on a module that combines the content of teaching and methods of learning activities to master this content. In teaching English, the module works as a modular learning tool because it includes: a targeted action plan, a data bank, a methodological guide for achieving didactic goals.

Problem-based modular teaching in English teaching can also be seen in the example of the University of Queensland. In this educational institution today, the block-modular methodology is very popular among foreign language teachers and students because it combines all the advanced things accumulated in pedagogical theory and practice.

During the study, a comparative analysis of the paradigm of teaching English in the educational system of our country and educational competencies in developed countries of the world was studied (Table 1).

Table 1

Comparative analysis of the education system of the Republic of Uzbekistan and the paradigm of teaching English in educational competencies in developed countries of the world

Name of countries	Number of basic competencies	Naming of basic competencies
Republic of Uzbekistan	6	1. Communicative competence 2. Competence in working with information 3. Competence for self-development as an individual 4. Socially active civic competence 5. General cultural competence 6. Competence to be aware of and use the achievements of mathematical literacy, science and technology
To the European Union member states (50 countries: UK, Germany, Finland, France, Spain, Italy, Austria, Luxembourg, Malta, the Netherlands, Russia, etc.).	8	1. Communication in the mother tongue; 2. Communication in foreign languages; 3. Mathematical competence and basic competences in science and technology; 4. Digital competence; 5. Learning to learn; 6. Social and civic competences; 7. Sense of initiative and entrepreneurship; 8. Cultural awareness and expression;



U.S.A.	4	<ol style="list-style-type: none"> 1. Ways of thinking (creative, innovative, critical thinking, ability to solve problems independently, decision-making, reading for learning, meta-knowledge). 2. Competences related to effective ways of working - ways of working. Ability to work in a team, to work collaboratively, to communicate effectively in the field. 3. To be able to use effective methods and tools of work - tools for working. Information literacy, ICT literacy. 4. To be able to live in the world, in society - living in the world. To have a civic position, to succeed in one's profession, to have social skills as an individual. (local and global citizenship, life and career, Personal and social responsibility).
South Korea	6	<ol style="list-style-type: none"> 1. Competence inquiry skills. 2. Basic learning skills. 3. Problem-solving skills. 4. Creative thinking, creative skills. 5. Communicative competence. 6. Citizenship.

As can be seen from the table, today the development of science, engineering and technology, the changing needs of society have changed the paradigm of learning English in the developed and developing countries of the world. This ensures that the learning process develops from the transfer of theoretical knowledge to the formation of motivations to apply the acquired knowledge in practice.

The approach to cybernetics in teaching English is transforming modular teaching into self-management, enriched by the idea of adaptive management of teachers' activities.

In the process of training and retraining of public educators in Uzbekistan, a competent approach to teaching English is strengthening, practical tasks in the field of lingodidactics, the main scientific tasks of modern linguistics, the functioning of language in communicative speech and cognitive mechanisms accompanying this process.

There are two interrelated steps that need to be taken into account in the organization of English language teaching, namely gnostic and practical. Given the creative nature of the professional self-development of a non-specialist teacher, as a subject of pedagogical work, it is required to organize a learning process that allows the listener to freely choose their own possibilities. At the same time, the requirements for the qualification description of a non-specialist teacher are taken into account. Such requirements are set out in the 2015 approved STC.

Mnemonic methods in the formation of the motivation of non-specialist teachers to learn English serve to expand the knowledge of the systematic structure of the language and the semantics of its lexical and grammatical units. At the same time, the level of linguistic competence expands the

individual's knowledge of the language through associations and the application of this knowledge in speech practice, because human competencies are formed and developed during the socialization of man.

The motivation of non-specialist teachers to learn English corresponds to the system of concepts related to the trinity of "language-speech-communication", and on this basis, language competence - speech competence - is expressed in communicative competencies.

Learning English in non-specialist teachers each includes specific subcompetitions. For example, linguistic competence embodies the sum of knowledge about the structural structure of language and combines knowledge about each of the levels of language, according to which lexical, grammatical, syntactic, textual and other competencies are distinguished. Linguistic competence can be defined as a high level of language competence, which is acquired by those who deal with language at a professional level, ie linguists.

The following aspects should be taken into account in shaping the motivation of non-specialist teachers to learn English:

1) Perception in the mind on the basis of speech-thinking mnemonic method. Divide the volume of the topic into smaller topics, defining their hierarchy, thereby achieving a clear structure and logical construction of the sentence; b) mastering the linguistic means of expressing the interrelationships between the elements of content;

2) The methodical embodiment of the studied English subject by means of associations.

Thus, the main qualities of a linguistic text related to mnemonics include fragmentation, coherence, knowledge of integrity, and the ability to



embody. On the other hand, these qualities, like the language tools themselves, acquire specificity in relation to the genre-methodological affiliation of the text.

In conclusion, the formation of motivation of non-specialist teachers through the study of English during the study of foreign experience depends in many respects on the content and equilibration (structure) of the use of mnemonic methods. Based on the study of foreign experience, the following approaches to the research topic were identified: the approach of national and universal values, ie the content of universal cultural competence, social, political, awareness, responsibility, information and communication classification, logistical competence in logistics competence. ; functional approach to the study of English organization, modeling of special tasks within the field of activity and within the field on the basis of the system of competencies; an individual-psychological approach aimed at developing the competence of agility and flexibility to the specific labor market conditions based on the study of the English language of the specialist.

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