ENGLISH LANGUAGE TEACHING METHODS FOR NON-LANGUAGE UNIVERSITY STUDENTS

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ANNOTATION
This article is devoted to the problem of studying the methods and techniques of teaching English to students of a non-linguistic university. As an example, there are several modern and relevant methods of teaching English.
KEYWORDS: *methods, techniques, experience, English, teaching features, knowledge, information resources.*

МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

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Аннотация
Данная статья посвящена проблеме изучения методов и приёмов обучения английскому языку студентов неязыкового вуза. В качестве примера приводятся несколько современных и актуальных методов преподавания английского языка.
Ключевые слова: методы, приёмы, опыт, английский язык, особенности преподавания, знания, информационные ресурсы.

DISCUSSION

Success in teaching English largely depends on the experience, skill, practical skills of the teacher and the depth of his knowledge of the modern language. In addition, the effectiveness of language acquisition is influenced by socio-cultural and economic components [3, p. 152]. It is also important to apply technical innovations in the teaching process. Rapid changes in the world and globalization require the teacher to systematically improve himself, update his own knowledge, use innovative methods and tools in his activities. In order to maintain and improve the socio-economic status of the country, English teachers must keep up with the times, at the same time be creative and resourceful, deeply know their subject, and master innovative teaching methods at a high level.

In light of the above, teachers need to:

1. Have access to online resources and fully provide it to students in order to improve the effectiveness of learning. Kurbanova Nilufar

2. Freely operate the most relevant selection of information resources that meet the requirements of the direction chosen by a group of students for study. In this way, contribute to the improvement of language learning skills using a computer.

3. To teach skills, without which it is impossible to work productively in the era of computerization, including reading and writing text, schematic, graphic or other info structures on a PC. Promote communication and publication in the format of online resources.

4. Fully and from different sides to develop computer literacy, so that the training course is a

single whole, and not just a set of separate components.

Teaching a foreign language using information and communication technologies (ICT) and multimedia (MMS) opens up great prospects. ICTs today are the backbone of the life of society. Therefore, good knowledge and excellent proficiency in ICT skills are very effective tools that increase the quality of teaching and its effectiveness, respectively. This technique allows not only to develop communication at a higher level, but also to significantly improve language literacy [1, p. 89]. Thus, the use of ICT gives learners the opportunity to become competent users of the English language with a broad profile.

According to research results, the use of ICT and MMS in learning English significantly helps:
• Improve writing and reading skills;
• Develop better speaking and listening skills;
• Ensure productive interaction both with the teacher and between students within the group;
• To unleash creativity;
• Improve the effectiveness of self-study and feedback.

Information and communication technologies, being a fruitful interactive environment for the group, open up a number of additional opportunities:
• Easy access to a wider range of sources, more diverse information;
Mastering the variability of the formation and presentation of the information received;
• Increasing the coverage of the trained audience;
• expanding the range of tasks;
• providing an opportunity to choose goals and methods of teaching;
• highlighting the main characteristics and features of the information offered for study;
• significant improvement in language perception, understanding and literacy in general.

The introduction and active use of ICT tools greatly facilitates the acquisition of the English language, thereby increasing the quality of education [7, p. 143]. Applying technological innovations in the modern world is an integral part of life. At the same time, computers and various software are mainly developed by English-speaking countries. Accordingly, everything is based on English. The World Wide Web has shown the process of combining technologies: television, telephone, music, as well as innovative consumer technologies such as multimedia PCs and Net TV. Due to this, the English language today is present every second in every home, in all educational, social and cultural institutions, etc.

Multimedia technologies - a set of different types of information presentation in the digital environment [6, p. 97]. In other words, text, graphic, audio and video information is collected into a single multi-touch interactive file that is intended for presentation to the audience. This method is intended to focus on auditory perception, visually attractive display of text blocks, possibly with additional animation, as well as on video and semantic load. For this, various devices are used: PCs, mp3 players, mobile phones, tablets. Individual components of multimedia can be easily digitized, modified whole blocks, adjusted individual elements, and then included in the final presentation.

The main goal of this method is to interest and hold the attention of students for a long time. The perception of information from multimedia and its further assimilation by students is much easier and more complete. In addition, with their help, students simultaneously and successfully develop four basic, inextricably linked and complementary skills: listening, speaking, reading, writing. Reading and listening are related to the ability to fully perceive information, while speaking and writing are investigative and productive skills. Collectively, they determine the way of communication (oral or written) and the direction - receiving or creating a message. This practice is very useful not only for English learners, but also for native speakers.

In the process of teaching English, it will be effective to use any of the above methods or a combination of them. It is only important to correctly choose the most appropriate, based on the context of the information being studied. There is no single best way, as the level of students varies. Therefore, the teacher needs to use those that are more suitable for a specific group of students and each specific case, and also correspond to the purpose of the lesson. Only in this case will the techniques be considered innovative.

The case-study technique (from the English case - case; in the programming language - the operator of the variant) is an analysis of a specific situation [4, p. 63]. That is, teaching English occurs by analyzing certain situational tasks. The main goal of the methodology is to develop students' analytical abilities and the ability to understand the essence of problems, teach them how to find ways to solve them and choose the optimal ones.

By analyzing specific situations, students acquire and hone their skills to work in a team, correctly determine the role of each participant, interact productively and find the best way out of the proposed situation. The use of specific situations implies the following stages of interaction [3, p. 156]:
1. Preparation. When a group of students is explained the essence of the work ahead.

2. Familiarization. For a group of students, the information with the initial data is summarized (approximately within 20 minutes).

3. Analytics. Students discuss among themselves, learn to ask the right questions that reflect the problem, and get meaningful answers.

4. Outcome. When, based on the information obtained during the discussion, students draw conclusions and determine the best way to solve the problem.

It is essential for effective learning to involve all members of the group in the discussion of the situation. At the same time, the teacher is not a direct participant in the discussions, his tasks are to encourage students to full, productive interaction, to set and correct the direction of the discussion, if necessary. By following this method, students become "players of the same team".

Moreover, there is absolutely no need for students to have special knowledge about the problem in advance. As has already been clearly shown in practice, learning English in an interactive way gives a number of main advantages [5, p. 112]:

• Involves each member of the group in the discussion, while students stop feeling like just observers from the outside.

• Many times superior to didactic methods in terms of ease and usefulness of information perception.

• Significantly increases the efficiency of assimilation of information in the training course.

Conclusion.

In order to remove some of the obstacles to effective teaching of the English language, it is important in the process of mastering not to forget about its great importance in all areas of life around the world. If in the course of training the emphasis is on traditional translations and standard tasks, work only with the grammatical features of the target language and pronunciation, then we can say that the degree of assimilation of information, as well as the depth of knowledge and skills will no longer meet modern requirements.

In addition, for students of different levels, for different conditions and purposes of study, other methods may be more appropriate. Several key points have been identified that are relevant to use in order to maximize student preparation:

1. Encourage and encourage students to actively interact with each other to discuss the information presented.

2. Prepare in advance questions that will support the debate, if necessary, ask, change or adjust the direction of the discussion.

3. Make it a rule to communicate with the group only in English.

By introducing innovation and the above concept, the teacher will be able to go beyond the traditional teaching method, thereby

will significantly increase the efficiency of its activities. And the success of the group will serve as irrefutable proof of this.

However, in order to keep up with the times, meeting the ever-growing needs of society, work is constantly underway to update and improve teaching methods in foreign universities. Moreover, given the pace of globalization, learning English is becoming a key investment in education.

Modern information and communication technologies have created ample opportunities for the development of new forms and methods of teaching.[8,p 145]

Applying advanced teaching methods and tools, it is possible to significantly increase student motivation and effectiveness, respectively, to achieve the depth of knowledge and skills that were previously possible only with a long stay of the student among native speakers.

It is also worth noting that the new paradigm puts the role of the student himself in achieving the desired result on the same level of importance with the work of the teacher. For its part, the role of the teacher has also undergone changes - now his function is more mediating. In the environment of an advanced generation with the use of innovative techniques, as well as computer, multimedia, information and communication technologies, this becomes quite logical and even inevitable.

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