TEACHING ENGLISH AT THE INSTITUTE OF ARCHITECTURE

Axmedova Buvsara Majidovna
PhD of philology
Samarkand State Architectural and civil engineering institute

INTRODUCTION

Due to Uzbekistan's active entry into the global technical and scientific realm, where graduates of Uzbek institutions face stiff competition in a variety of disciplines of science and technology, the demand for high-quality language teaching at universities is growing.

The major goal of the course "Foreign language" in junior courses for students from non-linguistic universities is to develop a degree of foreign language competency in the sphere of professional communication among them.

Today, the competitiveness of a modern specialist is determined by the willingness to solve professional tasks, including tasks related to the receipt and use of professionally significant information, both in the native language and in a foreign language.

An indispensable condition for improving the quality of education is the creation of an educational space, understood as a set of individual forms of development of educational opportunities and functioning as some kind of information system, the optimal management process of which has such criteria as purposefulness, speed, efficiency, self-learning. Based on this, the information and educational space can be defined as the space for the implementation of personal changes in people for educational purposes based on the use of modern information technologies in the space of joint educational activities [1].

In the context of the formation of a multidimensional information and educational space, pedagogical technologies are transformed into systems of material (technological) and ideal (knowledge) means used in teaching for processing, transferring and disseminating information and transforming the ways of its presentation (pedagogical information technologies). Their functioning is based, on the one hand, on the achievements of modern pedagogy, psychology, computer science, management, on the other, on the use of the capabilities of modern technology. In particular, in the conditions of a technical university, with their help, informative, integrative, communication, coordinating, developing, vocationally orienting, general cultural and humanistic functions of the educational process are realized.

Innovation in the educational process is a special type of innovative technology that contains all the characteristics of social innovation [2]. Of these, the most in demand in the university are the flexibility of forms and the transition to a new level of organization not only of the educational process, but also of relations between all participants in the educational process. The organization of the innovative invariant of the educational process can be carried out within the framework of the problem-activity approach based on the principles of a heuristic polylogue, which is the most optimal form of knowledge assimilation, highly contributing to the individualization of the individual in society and the formation of moral, legal and socio-cultural consciousness.

The heuristic polylogue, like no other form, almost ideally meets the modern goals and objectives of teaching a foreign language in a non-linguistic university and approaches in which the educational process is viewed as a movement towards an information society. In this case, the goal of the educational process in the field of foreign languages is not so much the acquisition of linguistic knowledge and skills as the formation of the student's ability to use the acquired communicative-speech skills in real communication situations, including professional ones, regardless of at what stage of training. - beginner, intermediate or advanced - there is a learner.

However, preparation for real communication in the absence of a language environment requires conditions for its modeling, and here a foreign language teacher at a non-linguistic university is faced with a difficult task: how to create an intensive language environment within a standard curriculum, when only 340 hours are allotted for learning a foreign language, and of which only 170 are classroom lessons? As a rule, the course is spread over four semesters, which means that the number of classroom

lessons leaves a maximum of 2-3 hours per week. Naturally, there can be no question of any intensification of training. What to do? The answer seems obvious - to make changes to the curriculum. It was on this path that they went at the technical institute when about 10 years ago the departments of foreign languages and design and technology of light industry products began an experiment related to the introduction of intensive methods of teaching a foreign language into the standard practice of the university. Now we can say for sure that this experience has been successful.

The essence of the experiment is as follows. The entire course of a foreign language is implemented within 1-2 semesters. In addition to 170 hours allotted for classroom lessons in a foreign language within the framework of the OD section of the Curriculum, the graduating department also allocates more than 100 hours of optional classes to the department of foreign languages, which are "built in" into the curriculum. In the second year, the study of a foreign language continues through the inclusion of such elective disciplines as regional studies and a professional foreign language in the curriculum. As a result of these changes, in the first year, students receive 12 hours of a foreign language per week in the first semester and 8 hours a week in the second, and this is only for classroom lessons.

The new curriculum structure has enabled us to deliver intensive English teaching and use intensive methods. We are now talking specifically about the English language, since by agreement with the graduating department, taking into account the real needs of future specialists, we teach all students only English, retraining those who came to the university with a different foreign language. To do this, we form level groups - beginners and continuing education - no more than 10 people. The presence of a beginner group also allows us to include in its composition those students who studied English earlier, but for some reason did not receive sufficient knowledge within the school curriculum.

The use of elements of various intensive techniques (made it possible to optimize the studied educational material as much as possible; to focus on the formation / expansion of vocabulary and its application in oral communication; make extensive use of special game tasks; and also apply the so-called "design method". The use of the project method in the context of teaching a foreign language boil down to the fact that a group of trainees receives various creative complex tasks (projects), which they must complete independently under the guidance of a

teacher. An example is the conduct of the final exam for the first semester in the form of a mini-performance. A well-known theme is chosen, it can be a popular fairy tale, say "Cinderella", and an original script is written on its basis. The main condition for this scenario is to play out all the studied oral topics and apply all the learned speech patterns with the maximum use of the active vocabulary. The implementation of project tasks is carried out mainly within the framework of optional classes, while such elements of theatrical pedagogy as the rhythm of the process (intervals, significant pauses, waiting), intonation components, the involvement of students in singing, games, and dancing are used. The implementation of the project allows you to combine the linguistic (sign) side of speech and speech as a special mental function, as a type of human activity, training and developing them together in the process of completing the project with the help of various and exciting activities for students. Besides,

As a result of intensive training, after a few lessons, students unexpectedly for themselves realize that English is not just *necessary* to learn, but *you want it* study. It is known that when a learner relies on reason, he begins to fear making a mistake, and this slows down the assimilation of the material. Therefore, in classes in intensive groups, we try to create an atmosphere of relaxation when the subconscious is turned on. In an atmosphere of general goodwill and playful convention, the student during the lesson returns to the level of "temporary functional infantilization" (Georgy Lozanov) [5], which sharpens his emotional perception of the world and everything that happens in it. After all, it is emotions that set-in motion the triggering mechanisms of cognitive processes, being their integral and integral part, and emotionally colored information is perceived, processed and assimilated much easier and faster [7]. Among the various positive aspects of this approach, it should be especially noted the possibility of neutralizing the previously obtained negative experience of learning a foreign language; the formation of personal interest in learning a foreign language (that is, subjective motivation); overcoming psychological barriers in the process of educational communication and active adaptation of junior students to the conditions of the university

If the very first classroom lessons are usually held in a negative expectation mode, then subsequently, under the influence of such psychological levers as interest, novelty, brightness, emotional saturation and, as a consequence, a certain degree of unpredictability of activity, students are

already ready not only (more precisely, not as much) to read, translate and retell texts, i.e. perform the usual activities for studying a foreign language, but also write scripts, draw, sing, create multimedia presentations (a creative component of educational activities), etc.

An important role in the approach we use is played by the Internet, whose broad information and communication capabilities allow us to create (simulate) a genuine communicative and linguistic environment that contributes to the emergence of a natural need to communicate in a foreign language and, hence, a comprehensively motivated need to learn this language. This develops the culture of writing, communicative-verbal behavior, helps to form skills and abilities based on authentic regional texts, expands and deepens background knowledge, creates an objective idea of the culture and traditions of the country of the target language.

According to modern requirements, in the educational process of a non-linguistic university, it is necessary to provide linguistic professional training of students, contributing to their successful activity in a professional environment. A specialist needs to be able to extract the necessary information from a foreign language scientific text. Therefore, for foreign language communication in the professional sphere, the written form is most characteristic. These tasks are solved in the second semester using an original methodology.

The innovative methodology for the formation of foreign language competence of students in the field of professional communication, developed at the technical institute by the departments of foreign languages and psychology and pedagogy, based on the semantic analysis of scientific and technical texts, and an approximate set of tasks, exercises and control [8] allows to optimize the learning process in order to form foreign language competence in the sphere of professional communication based on the semantic analysis of scientific and technical texts.

This technique is complex, systemic and integrative in nature, contributes to the significant development of motivation and satisfaction of future specialists with the learning process. As the practice of working in experimental groups (at the Faculty of Design and Technology of Light Industry Products) shows, it provides the formation of strategies necessary for the implementation of semantic analysis and modeling in relation to foreign language scientific and technical texts. Thanks to this technique, after graduation, students can easily cope with reading non-adapted special texts.

Thus, our experience shows that teaching a foreign language at a technical university using innovative technologies, communication methods and a project-based approach contributes to solving not only specific problems of teaching a foreign language (reading and translating professionally oriented texts), but is also one of the ways to solve the main tasks - active mastering of foreign language speech activity in the field of professional communication.

REFERENCES

1. Bogoslovsky V.I., Izvozchikov V.A., Potemkin M.N. Science at the University: Questions of methodology, theory and practice. - SPb., 2000.
2. Pedagogical information technologies and the picture of the world in lifelong education (Informological aspect) / Under. ed. V.A. Izvozchikova. - SPb., 1997.
3. Makhova V.V. Development of motivational and semantic regulation of students' educational activity // Problems of education in modern Russia and in the post-Soviet space: collection of articles. articles 8 International scientific and practical. conf. / ed. IN AND. Levin. - Penza, 2006 .-- S. 68-70.
4. Makhova V.V., Kharzeeva S.E. An innovative method of teaching understanding and semantic modeling of a foreign language scientific text // Professional education: Appendix "New pedagogical research" / ed. board: I.P. Smirnov - prev., E.V. Tkachenko, A.M. Yakimov, A.S. Burmistrova. - No. 6. - M .: APO, 2006. - S. 75-79.
5. Lozanov G.K. Essence, history and experimental perspectives of the suggestopedic system in teaching foreign languages // Methods of intensive teaching in foreign languages. Issue 3 / Ed. S. I. Melnik. - M .: MGPIIYa, 1977. - S. 7-16., P.10].
6. Rumyantseva I.M.Psychology of speech and linguopedagogical psychology. - M .: PER SE; Logos, 2004 .-- S. 153.
7. Kremneva A.V., Myagkova E.Yu. Sensual foundations of the meaning of the word // Language, communication and social environment: Collected. scientific. tr. - Voronezh: Voronezh state. University, 2007. - Vol. 5. - S. 144-151. - 0.5 pp.