

Arziyeva D.
Andijan State Medical Institute

MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

Annotation: In modern conditions of globalization, knowledge of a foreign language is receiving increasing attention. This could not but affect the education system, which is currently undergoing major changes. The issue of foreign language proficiency is also not ignored by employers. This requirement often tops the lists of requirements for candidates when applying for a job.

Key words: method, modern approach.

At the same time, the professional spheres are very diverse. Modern technical specialists are forced to speak a foreign language in order to successfully carry out their professional activities, therefore, non-linguistic universities are taking certain steps to implement algorithms to improve the level of proficiency in a foreign language. The university authorities have noted steps aimed at improving the material and technical equipment of specialized classrooms, allocating additional funds for the opening of language courses for both students and teachers. Since education takes on an international character and the number of foreign students in our universities is steadily growing, lectures in a foreign language are planned in the future at universities. To achieve all these goals, universities are developing roadmaps of measures aimed at improving the system of learning foreign languages and developing their use in the educational activities of higher educational institutions. However, all these technical points only emphasize the fact that it is necessary not only to invest money, but also to improve teaching methods and, possibly, the approach to education itself.

At the present stage, the competence-based approach to education has strengthened in Russia, which is associated with the adoption of federal state standards in the field of higher professional education. A.K. Markova defines competence as "an individual characteristic of the degree of compliance with the requirements of the profession" [1, p. 24].

A. Yu. Petrov notes that "competence-oriented education is aimed at the comprehensive development of knowledge and methods of practical activity that ensure the successful functioning of a person in key areas of life in the interests of both the person himself and society, the state" [2, p. 72].

Thus, the competence-based approach contributes to:

- strengthening the personal orientation of education based on the needs of students and their activation in the learning process. Students move from an object of learning to a subject who is able to independently receive the information they are interested in;
- solving socially significant tasks by mastering new types and methods of activity;
- orientation to the personal growth of students.

In the context of a competence-based approach to learning, universities should strive to create favorable conditions for students in order to awaken their independence and creativity in solving educational tasks, as well as give them the opportunity to see their own growth and their achievements. At the same time, a special place is given to self-analysis, self-assessment and reflective activity of students.

The federal State Standards of higher professional education (FGOS) specify a set of competencies that a graduate of a particular field should possess. In the third generation of FGOS, general cultural competencies (OK) and professionally oriented competencies (PC) are noted. The discipline "Foreign language" belongs to the humanitarian, social and economic cycle (code B.1) and is aimed at developing both OK and PC among students. For example, in the field of training 03/15/02 "Technological machines and equipment" (training profiles "Oil and gas processing equipment" and "Machinery and equipment of the forest complex"), the following set of competencies is provided: OK-1 (possession of a value system of scientific knowledge about the world, the ability to navigate the values of being, life and culture), OK-17 (proficiency in one of the foreign languages at the level of social communication and everyday communication) and PK-17 (ability to systematically study scientific and technical information, domestic and foreign experience in the relevant training profile).

Thus, the competence approach is based on a clear set of competencies, formed in accordance with the standard for a certain area. However, this can cause problems when evaluating students, because the degree of mastery of a set of competencies is not reflected in the Federal State Budget and this issue requires further study.

Another approach to teaching a foreign language is a socio-cultural approach, which is more reflected in professional language training programs. However, in modern conditions of the existence of a competence-based approach, in which the student's competencies include "the ability and willingness to understand the role of art, strive for aesthetic development and self-improvement, respectfully and carefully treat historical heritage and cultural traditions, tolerate social and cultural differences, understand the diversity of cultures and civilizations in their interaction", it becomes impossible to deny the fact that the values that language learners are required to possess, They are also becoming significant for students of non-linguistic universities.

V. V. Safonova notes that communicative-oriented socio-cultural education is most realistically carried out on the basis of intensive regional, linguistic, and sociolinguistic enrichment of students' communicative practice [3, p. 158]. That is why educational and methodological complexes in non-linguistic universities contain a section "Consolidation of regional and cultural knowledge", which draws the attention of students to the fact that by learning a language, we also study the culture of the countries that speak it.

L.N. Selyuzhitskaya notes that the socio-cultural approach provides for a hierarchical system of problematic socio-cultural tasks, which also include games, and educational units with a linguistic and socio-cultural component are words (regional vocabulary), phrases (cliches, phraseological units, proverbs) and texts [4, p.163].

Thus, the application of a sociocultural approach can be interactive, which increases the chances of attracting students and opens up new prospects for effective teaching of a foreign language in a non-linguistic university.

List of literature:

1. Markova, A.K. Psychology of professionalism. – M.: Znanie, 1996. – 308 p.

2. Petrov, A.Y. Competence-based approach in continuous professional training of engineering and pedagogical personnel: Monograph. Nizhny Novgorod: VGIPU Publishing House, 2005. – 407 p.
3. Safonova, V.V. Sociocultural approach to teaching a foreign language as a specialty: diss. ... doctor of Pedagogical Sciences: 13.00.02 . – M., 1992. – 528 p.
4. Selyuzhitskaya, L.N. Sociocultural approach in teaching a foreign language in the context of a dialogue of cultures // Intercultural communication and professionally oriented teaching of foreign languages: materials of the III International Conference dedicated to the 88th anniversary of the Belarusian State University, October 30, 2009 / editorial board: V. G. Shadursky [et al.]. – Minsk: Theseus, 2009. – 302 p.