



Application of Information Technologies of Interactive Methods in Teaching Foreign Languages in Non-Philological Universities

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ABSTRACT

The article provides specific examples from the practice of the author's work in the study of a foreign language in a technical university. The effectiveness of the use of various methods in the process of learning a foreign language in a non-philological university is substantiated.

Keywords:

foreign language, technical university, student, teacher, method, form, tool, information technology.

Education today is unthinkable without learning a foreign language and information technology. In teaching languages, various methods are used, various methodological manuals are created. Information technology makes it possible to get acquainted with developing language methods to improve pedagogical activity. For example, the use of distance learning, multimedia technologies are promising forms of learning and working with students, based on their interest and independence. Education allows the student with the help of computer technology to realize their creative potential. Teachers, together with students, create presentations on the most difficult topics: "Types of engines", "The first automobile manufacturing plants of Uzbekistan",

etc. All works are prepared by the students themselves under the guidance of a teacher, then they defend the chosen topic in a foreign language, providing an electronic version of the chosen topic. An important task is to teach the student the practical knowledge of a foreign language within the educational and professional sphere of communication, for example, technical. The main goal is the development of dialogic and monologue speech based on the vocabulary of the specialty. When using the interactive Dispute method, students are invited to discuss a topic, for example, "the design of a four-stroke engine." Initially, the topic is discussed in their native language, then students-translators translate into a foreign language. Such methods

of interactive lessons strengthen lexical, grammatical and speech skills on professional topics of students of technical universities. Innovative interactive methods present many positive results, such as creating a favorable atmosphere between the teacher and students. The widespread use of interactive methods such as "Pig in a Poke", "Weak Link", "Brainstorming", "Small Groups" perform certain functions in the development of the student's speech activity, make it lively and interesting, and help to assimilate the educational material. Students during gaming activities have the opportunity to realize their knowledge and personal qualities. With this form of learning, they show interest in the game, enjoy contact with a partner in the game and get satisfaction from the success of the answer, creatively perform the task received, the quality of the leader is formed, etc. And the teacher turns into an organizer, a professional consultant who imperceptibly controls and evaluates the knowledge and activities of the student.

As experience has shown, the use of business games stimulates the student's development of memory, thinking, the ability to convey his thoughts in writing and orally, thereby increasing academic performance and interest in the subject. This means that games allow you to consolidate vocabulary as the main language aspect. One of the well-known methods of introducing new lexical material is the "brainstorming" method. A new word is written on the

board, for example "Engine", and all the proposed words are written in a circle. Students remember the names of the details: first the main ones, then the small ones. Then the teacher distributes cards with the names of the main details and their image, work begins with visual material. Each student first gets acquainted with the word on the card and finds an image of this detail in the picture. Another method is the so-called chain method, when a student says a word from the list, and the next one repeats it and names his own, and so on. The teacher or student distributes cards with the names of car parts and their functions to other students. Also effective tasks are tests, where 5-6 sentences are given, where the name of any detail is omitted and a list is given by which the student can find which word fits the meaning. The use of such methods in teaching students helps them gain experience and its understanding. Each of them becomes a participant in joint research and problem solving, a participant in a role-playing game, a group discussion. The comprehensive nature of the problem of higher education allows teachers to highlight certain guidelines for their pedagogical activity, the essence of which is to introduce the student into the world of cultural values, through the knowledge of which the personality creates an individual life project. The personality-oriented approach in education that is relevant today aims to create conditions for the disclosure and subsequent development of individual personality traits, turning them into socially

significant forms of behavior [1, p. 6]. The unity of the upbringing of the cultural way of life in general, the culture of living, communication, self-expression helps to overcome the contradictions between the integrity of the world and the dismemberment of ideas about it in the individual mind of each student. On the other hand, it is necessary to develop technologies for the integrated formation and education of research, design, design, and organizational skills used at all stages of future engineering activities of students. At the same time, the most important factor in the training of highly qualified specialists and education of a creative personality is the problematic education of students, their active creative participation in research work on the basis of fundamental research in scientific schools of universities. The introduction of innovative technologies of education in higher education based on a professional-personal approach requires the creation of new training courses that integrate humanitarian and professional knowledge, new methodological support, advanced training and pedagogical skills of teachers.

Compared with other academic disciplines, a foreign language has specific features in the educational sphere. The main form of conducting classes in this discipline is carried out in the form of a dialogue between the teacher and the audience, which expands the possibilities of individual work with students and is the key to

success in educational work. The teacher can rely on the reserves of the student's personality, take into account the level of his development, ideological preparation, activity, creativity, psychological traits.

Along with the concept of "pedagogical technology", the concept of "educational technology" is widely used by researchers as a system of methods and techniques for diagnosing and developing a student's personal sphere. Today, the most significant are the requirements for the personal properties and qualities of the student.

This means that the process of teaching a foreign language takes an educational direction if it combines the goals and objectives of education with the goals and objectives of education, for which forms and means are used that contribute to the development of various aspects of the personality, the formation of its cognitive interests, activity and independence; the development of moral values contained in the content of educational material is facilitated by the process of emotional and evaluative speech activity; the constituent components of the scientific and pedagogical essence of educational technology based on a foreign language are the organization of a differentiated approach to education and the implementation of an integrated approach to the development of skills in the classroom and outside the classroom.

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