METHODOLOGY OF ENGLISH LANGUAGE TEACHING TO STUDENTS IN NON-PHILOLOGICAL EDUCATION WITH THE HELP OF INFORMATION TECHNOLOGIES

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Abstract: This article is devoted to the issues of methodology of teaching English to students of non-philological Education. This Article discusses using Information Technologies as the important source in teaching Foreign Languages.

Key words: teaching, professional skills, language skills, Information Technology, non-philological educational institutions.

INTRODUCTION

Training of future personnel in the system of higher education in our republic and scientific by specialization in the process of finding the information necessary for the purposes reading original literature, participating in oral communication in a foreign language English language classes are held in order to develop his skills. His field the specialist can read the original English language literature related to his profession, he should understand the read text and be able to apply it in his profession. In addition, he should be able to freely exchange ideas with the interlocutor in a foreign language on the given topic. Interactive methods of English in higher education institutions that do not specialize in the language Teaching through cultivation, receiving and giving information from the English language, new knowledge about the English language, keeping up with scientific developments in his field and keeping abreast of news allows not to stay and it expands students' horizons. It is interesting for students to work on relevant

material, i.e. topics, in their profession and useful. To do this, first of all, the new word participating in the text or the student should know the meaning, pronunciation and usage of the terms. Various interactive methods come in handy for this. For example, the "chain" (chain drill) method. Students they pronounce new words or terms after listening to the audio and learned well says his word with translation, and the next student returns his word without translation and adds one more word he learned. In this way, the game is the last student's continues until the word, because the word order of the student who repeats the words is the same he can only help by speaking in Uzbek or Russian, and even then if he can't say it, he will leave the game.

THE MAIN PART

This game makes it easier for the student to learn new words helps him to memorize with interest. The second method: the group is divided into 2 or 3 small groups and they stand in a row and play the broken telephone game. they will strengthen. The first student is new words and phrases he makes up a sentence with his participation and says it in the ear of the student standing behind him, and he says it in his ear tells the next student and the game continues. And reaching the last student the game will continue until the end. The main task of the game is to work together with the team and feeling the responsibility of fully understanding and conveying each student's opinion strives They are very informative in the process of understanding and delivery they master. The first group to deliver their opinion without mistakes is the winner is found. Now it is much easier to work with groups that have mastered words. Students listen to the text through audio and follow its written form. The second time the audio is played, the same text is written by the teacher new words are distributed in a state where they are omitted.

The student does it at the same time after hearing it, he should fill it without looking at anything. This is the result of practical work all are checked with group students and mistakes are worked on. Now text 2 or divided into 3 parts and distributed to groups. Time depending on the capacity of the group is determined

and they are given a task in the style of the game "Speaker with Translator", in which each of the students works as an interpreter and speaker, i.e. do not interrupt the speech of the speaker he translates tone by tone, not point by point, and speaks the next sentence himself. That's it is worked together. The rest of the groups are waiting for their mistakes and shortcomings go and write "feedback" on their work and their speech and they talk in English about what they understand with the help of translation. The rest of the groups work the same way. The grade is set by the students themselves.

CONCLUSION

In this practical exercise, each student is responsible for the quality performance of their group work moves. These methods, especially in non-philological educational institutions, make words and terms quick and easy learning, expressing independent thoughts, peers explaining to each other giving, improving the teaching skills of students of the same level and serves for active participation in optional classes. At the end of the lesson to the students individual comments given by the teacher will be motivation for students. Groups are assigned the task of finding additional information about the given text or processed texts and preparing various presentations. And this students to seek more information related to that topic to find, to exchange ideas and based on the presentations to be able to connect thoughts, to be able to use grammar correctly, dictionaries gives the potential for independent work. It seems that the student is bored with the lesson. Don't look at the load in love, want to learn and know yourself participates in the desire to raise the level.

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