

## METHODOLOGY OF TEACHING ENGLISH IN NONPHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

**Sirojov D.K**

Teacher of Tashkent State Pedagogical University

**Annotation:** In this article, students in non-philological educational institutions will be able to quickly and easily memorize new words and terms learned in a method that encourages students to think more in the process of teaching English, and to identify unknown aspects of the topic. issues of being understandable and interesting to learn and express new knowledge.

**Keywords:** non-philological educational institutions, memory-strengthening exercises, "chain", "Speaker with Translator".

In order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of training future personnel in the higher education system of the Republic and finding the information necessary for scientific purposes, English lessons wishing. An expert in his field should be able to read the original English-language literature of his profession, understand the text read and apply it in his profession. In addition, he should be able to communicate freely in a foreign language with his interlocutor on a given topic.

In non-language higher education institutions, the teaching of English through interactive methods has a positive effect, thereby further developing students' thinking, learning and imparting information in English, new knowledge of English, scientific research in their field. tracking changes and unaware of news and this expands the students' worldview. It is interesting and useful for students to work on relevant material in their profession. To do this, the student must first know the meaning, pronunciation, and use of the new words or terms involved in the text. A variety of interactive methods come in handy. For example, the "chain drill" method. Students pronounce an audio of a new word or term and say it with a translation of a word they have learned well, and the next student repeats the word without translation and adds another word they have learned. Thus, the game continues until the last student's word, where the word order can help the student repeating the words only in Uzbek or Russian, otherwise he will leave the game. This game helps the student memorize new words more easily and with interest.

The second method: the group is divided into 2 or 3 small groups and stand in a row and reinforce the words through a "broken telephone" game. In this case, the student standing first composes a sentence in the presence of new words and phrases and tells it to the ear of the student standing behind him, and he tells it to the next student, and so the game continues. And the game continues until you reach the last student. The main task of the game is to work together as a team and to feel the responsibility to fully understand and deliver each student's opinion. In the process of understanding and delivering, they assimilate much information. The first group to deliver an error-free opinion is declared the winner. Now it's much easier to work with groups that have mastered the words. Students listen to the text over audio and observe the written view. The second time the audio is played, the teacher distributes the new words in the same text in the omitted form. The student has to listen to it for a while and fill it in no matter what. The result of this practical work is checked with all groups of students and worked on errors. Now the text is divided into 2 or 3 parts and distributed to groups. Depending on the capacity of the group, time is set and they are given

a task in the form of a game "Speaker with Translator", in which each student works as an interpreter and speaker, that is, the speaker speaks not tone to point, tone to tone, does. In this way it is processed one by one. The rest of the groups follow up on their mistakes and shortcomings and write a "feedback" on their work and talk in English about what they have understood using their speech and translation. The rest of the groups work the same way. The price is set by the students themselves. In this hands-on activity, each student strives for a quality outcome of their group work.

These methods are quick and easy to learn words and terms, especially in non-philological educational institutions, to express independent opinions, to explain to each other peers giving students of the same level to improve their teaching skills to each other and to actively participate in elective classes. An individual comment given by the teacher to the students at the end of the lesson will motivate the students. The groups are given the task to find additional information about the given text or processed texts and to prepare various presentations.

This allows students to search for more information related to the topic, to exchange ideas and to connect their ideas based on the presentations, to use grammar correctly, provides the ability to work independently from dictionaries. Apparently, the student participates in the lesson with a desire to learn and a desire to raise the level of self-knowledge, rather than looking bored or overloaded.

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