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METHODS OF FORMATION OF KNOWLEDGE, SKILLS AND QUALIFICATIONS IN NON-PHILOLOGY STUDENTS

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ABOUT ARTICLE

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Abstract: The development and expansion of international relations in all spheres of life in the Republic of Uzbekistan - science, culture, production, creates the need for a specialist to know a foreign language, as well as the Law "On Education", "National Program of Personnel Training" requires that. This increases the status of a foreign language as a medium of general education.

INTRODUCTION

The main goal of this educational system is the students' acquisition of a foreign language as a means of communication through various forms, that is, the formation of speaking skills, listening comprehension, reading and writing. The state standard is considered the main normative level for teaching foreign languages, its acquisition is mandatory regardless of the types of schools and educational courses, and it is necessary to assess the level of students' acquisition of foreign languages by its criteria. It serves as a basis for further study of foreign languages and their direct application in the implementation of the continuous education system, in the activities of students after graduation. This goal refers to the types of speech activity, different ways of speaking in a foreign language: listening comprehension, dialogue and monologue forms of speech, reading, writing. These methods of communication form the basis of communicative purpose and are formed from the knowledge and skills of language, linguistics and country studies.

MATERIALS AND METHODS

Students learn a foreign language in schools for practical, educational, educational and developmental purposes.

Practical purpose. Practical acquisition of a foreign language consists of understanding the spoken and written speech of others in a foreign language within the requirements of this program, forming and developing skills and abilities such as expressing one's opinion in a foreign language. As it is carried out through direct communication between people (reading, listening, speaking, writing), practical knowledge of the language requires the formation and improvement of skills specific to such types of speech activity as reading, listening, speaking and writing.

Educational purpose. The educational goal is the development of the students' thinking in the process of teaching a foreign language and the development of the knowledge acquired from the mother tongue by mastering this language. Knowing the similarities and differences between the mother tongue, Russian language and foreign language will increase the knowledge level of the students. In the process of learning a foreign language, students learn about the geography, history, literature, art, science and culture of our country and the country where the language is studied, as well as information about the environment that surrounds them. Interdisciplinary communication also plays an important role in teaching a foreign language. Such subjects include mother tongue and Russian, as well as literature, history and geography. Knowledge acquired in other subjects, firstly, serves as additional material for learning a foreign language, and secondly, in the process of learning a foreign language, it further expands the knowledge of geography, history and other subjects.

Educational purpose. Providing students with ideological and political education, forming mental work skills and abilities in them, as well as increasing the cognitive activity of students includes the following:

- educating students in the spirit of patriotism and moral rock;
- formation of a fully developed, highly spiritual, independent thinking person;
- formation of qualities such as honesty, respect for other people and their values, faith, belief, friendship, self-worth, and willpower.

The educational goal (such as patriotism, hard work, moral integrity) is realized by teaching the content of texts in a foreign language. The texts intended for the implementation of the educational goal are expressed in textbooks, manuals and other literature.

The developmental goal is to make the student a fully mature person, i.e. to develop his worldview, aesthetic taste, independent thinking, memory, intellectual work culture, communication culture with people, skills and abilities of independent learning. holds.

The developmental goal represents the development of mental, emotional and motivational (internal motivation) characteristics of the student's personality. Developmental purpose is revealed due to speech acts. The developmental goal is to direct students to independent reading during the course of the lesson and outside of the lesson. The practical, educational, educational and developmental goals of foreign language teaching are not only during the course of the lesson, but

also the work carried out outside the lesson (teaching oral speech, reading additional literature, playing various games, (participating in sports and competitions). To achieve the above goals, it is appropriate to define the following three tasks: tasks related to language teaching; tasks related to language learning; tasks related to the control of students' acquired qualifications and skills. The essence of the practical goal is to teach the use of a foreign language as a means of communication, which requires the development and improvement of skills specific to such types of speech activity as reading, listening comprehension, listening and writing. Four types of speech activity: reading, listening comprehension, speaking and writing are developed in an interconnected manner within the requirements of the State Education Standard. This is done by reading and writing, reading and listening, reading and humming, listening and reading, listening and writing, listening and humming, etc.

RESULTS AND DISCUSSIONS

Reading. Reading is a very important speech activity for students to acquire information. When reading, information is received through the sense of sight. Reading is one of the types of speech activity aimed at obtaining information from a written text. The acquisition of information in the text is done by reading without making a sound, and the transfer of information to others is done by reading aloud. Even when reading aloud, there is internal chatter (inner speech). Reading out loud is considered full speech compared to reading without sound. Students graduating from a general secondary school should be able to read texts on uncomplicated socio-political, scientific and popular topics, as well as fiction. The texts given for reading differ from each other, and their structure and description gradually become more complex. Reading skills are determined on the basis of the developed skills, that is, the level of understanding of the read material and the increase in reading speed. Reading skill is an activity that consists of the visual representation of a speech unit, its speech-movement representation, and its content. Acquiring all three indicates the formation of reading skills. Texts given for reading serve to acquire information, communicate and strengthen grammatical materials.

Listening comprehension. Listening comprehension means listening and understanding the speaker's speech directly or with the help of technical means. In other words, listening comprehension means perceiving the speech of others (live or mechanically recorded) and understanding its content. Students are usually introduced to new language material through reading or listening. Listening comprehension also develops pronunciation and intonation. Listening comprehension is a three-stage activity, in which the content of the speech is perceived, learned and understood behind the general auditory perception (acoustic perception), distinguishing the sound side of words (phonemics) and understanding the essence. The teacher's speech, audio-video recording, radio broadcast, sound film, film (video) film (or less) and television programs serve as the main sources of information

acquisition through the auditory sense and analyzer. The following three factors are considered for the implementation of listening comprehension. Dependence of the listener (developed listening skills, his memory and understanding of the content of the text by listening carefully), the conditions of the listening session (speech speed, volume and form of the language material, and the continuation of the spoken speech) and finally, the linguistic aspects of the material used (whether it corresponds to the listener's language experience) are taken into account, that is, the text given for listening comprehension is unfamiliar and includes the language material acquired by the students.

Garrish. Garirish is one of the types of speech activity, it is a verbal expression of an idea. Phrasing is the use of lexical, grammatical and phonetic phenomena of a specific language to express thoughts and feelings, and it is an important goal of learning a foreign language. Garirish - gives students an opportunity to express their feelings, discuss their interests and life activities, and compare them with the opinions of others. An idea can be expressed verbally in two forms, i.e. monologue (single) speech and dialogue (pair conversation). A monologue is a speech by one person, in which consecutive sentences are logically connected. The tone and content of the speech is directed towards the set goal. The monologue has the following characteristics:

- relative continuity prevails, more than one sentence is spoken, thoughts are expressed in a connected manner;
- content consistency is observed, expressed thoughts are gradually developed by means of basic sentences;
- a certain degree of completeness of feedback is expressed in speech samples.

In a dialogue, two or more people alternately exchange information as listeners and speakers. Dialog has the following main features:

- compatibility of an integral dialogic unit with the speech situation;
- dialogue is not only a relationship, but also the result of exchange of questions and answers;
- use of ellipses and abbreviations in the dialogic unit;
- content of the conversation.

Writing. The writing used in learning a foreign language means expressing thoughts in written form using the tools of this language (firstly, graphemes and lexical and grammatical units in written form, and secondly, the technique of writing written speech). Writing is a written statement of an idea, following the rules of grammar and spelling. The written statement of information is carried out in two ways: write your opinion; expressing (reading) another person's speech in writing.

In both cases, a written text (letter, open letter, greeting card, invitation, etc.) is created. Writing technique refers to graphics (sound-letter relationship and the function of letters to express meaning), calligraphy (husnikhat), orthography (spelling). Graphics are closely related to the concepts of

reading and writing techniques. Spelling. Spelling is a set of rules for the correct use of punctuation marks in the process of writing and writing words.

The concept of husnikhat includes a set of writing and drawing tools (letters, letter combinations, superscripts and subscripts) that describe sounds and sound combinations in writing. Husnikhat is taught on the basis of letter, letter combination, word, spelling is taught on the level of morpheme, word (gar), and written speech is taught on the basis of gar, paragraph and interconnected text material. Writing skills consist of spelling, spelling, composition (connecting words to express an idea in writing), lexical and grammatical skills of writing. Pupils study these types of speech activities in the course of the lesson, depending on each other. These types of speech activities are mastered in each class.

CONCLUSION

The content of foreign language teaching depends on the goals of education, which usually determine the content of the goal. If the content is a methodological concept or category to be mastered during education, its product reflects the goal to be achieved. The content of teaching includes speaking topics, competences and skills, and language material. These three components require comprehensive mastery in learning a foreign language. Speech topics are selected based on educational goals.

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