

CHANGES IN ENGLISH TEACHING METHODOLOGY

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In the process of training specialists in all areas, it is important to prioritize the education system, including the introduction of new technologies and mechanisms for teaching foreign languages. After all, communication, spiritual and other communication between nations is expressed through language.

Research on foreign language teaching to students of non-language higher education institutions around the world is carried out in the following priority areas: Improving the pedagogical mechanisms of teaching foreign languages to students in accordance with the requirements of the European CEFR; teaching content, educational technologies, strengthening the objectivity of control, the organization of independent learning in the classroom and outside the classroom.

The goals of foreign language teaching are determined by the needs of society, social order, conditions, policies. The goals of foreign language teaching depend on the development and progress of the society. Teaching a foreign language in higher education institutions has its own goals, and all coaches who teach a foreign language must make it clear in advance. As scholars O. Hoshimov and I. Yakubov say in the book "Methods of teaching English", "the goals of teaching a foreign language determine the content, means, methods and principles of teaching."

Given the goals and objectives of teaching English in higher education, they can be divided into 2 groups:

Foreign language - universities, institutes, faculties that train specialists in English.

Foreign language - non-philological educational institutions that do not train specialists in English.

The goals of teaching English in these 2 groups are different, and due to the training of English language specialists in the higher education institutions of the first group, English is taught in depth, both theoretically and practically. In the second group, the non-philological educational institutions, there is a complex goal in English. The goal is for the student to receive a general education in English and to be able to use English in their future endeavors. Part-time professional communication involves learning words related to their specialty and reading and translating texts.

Teaching foreign languages in higher education institutions includes 1) practical or communicative, 2) general education, 3) education, 4) the use of acquired skills and abilities for other purposes, ie development goals. 'he said. General, educational, and developmental goals occur in the pursuit of a communicative goal. Let's take a closer look at these 4 goals:

1. Communicative (practical) goal: This goal develops students' skills in English language materials. Students should be able to use lexical and grammatical pronunciation materials independently in speech. English speaking, reading and writing skills will be developed.

2. General Learning Objective: Through this goal, students will be able to develop their thinking, learn and transmit information in English, gain a deeper understanding of English, gain new knowledge about English and the history and literature of the people of the country where the language is studied. and broadening the student worldview by gaining insights and information about the culture. Students will be able to understand, develop their thinking and broaden their horizons at the expense of a foreign language or in English.

3. Educational goal: This goal is to provide international, moral and aesthetic education in a foreign language - English class, as well as to develop an attitude to work. Of course, this is done by analyzing the topic of English speech, the content of English texts through English - materials.

4. Developmental Objective: This goal sets out guidelines for the student to learn, to teach, to learn personally. It develops language analysis, generalization, independent reasoning, listening, speech, and movement skills. It teaches to imagine, to create a logical situation in speech, to have a logical connection in speech, to think independently, to understand the meaning of words, to work independently with a dictionary, manuals, and in optional classes, develops independent preparation for extracurricular activities, their conduct. The above four goals are always complementary and interrelated. These four goals should be

achieved through English language materials and speaking activities that are taught and repeated in each lesson.

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