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**APPLICATION OF NATURAL AND COMPARATIVE METHODS IN NON-  
PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS**

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**Abstract**

In non-philological higher educational institutions, students acquire the scientific and practical foundations of various professions, the necessary professional knowledge, skills and qualifications at the level of certain specialities. It is known that the training of bachelor specialists in the conditions of higher educational institutions is complex and at the same time responsible work. The foreign (English) language learned in the process of training educated specialists in non-philological higher educational institutions serves as a basis to a certain extent. According to the requirements of educational standards and educational programs, students are expected to repeat the material of the secondary special vocational education program, strengthen it in an expanded and enriched volume, and master new educational material.

**Keywords:** Non-philological universities, active and passive forms of language, types of speech activity, educational speech situation, communication process, teaching English.

**Introduction**

If students study the knowledge of their future profession in English, along with their speciality and speciality subjects, their general knowledge level will expand and their educational needs will be fully satisfied. The fact that the technology of teaching English to students of higher educational institutions using modern methods has not yet been subjected to full-fledged special research, therefore, this problem has not been solved from a scientific point of view, causing certain difficulties in the process of teaching English [1,2,3].

Students have a limited opportunity to familiarize themselves with information on modern knowledge of the speciality. The subjects included in the educational programs are not fully covered, and textbooks and training manuals are almost not included in field texts. The importance of teaching specialized texts that reflect modern information is that professional texts from textbooks and manuals introduced in non-philological higher educational institutions are partially given, and the existing information in them is supplemented by sectoral-specialized texts. is carried out through teaching. It is known that the texts from textbooks and manuals should be aimed at realizing a practical goal and serve to increase the

professional potential of students. Due to the rapid development of information technologies, it is not possible to include new information in educational manuals or textbooks. Therefore, teaching professional texts related to specialization in English to students of non-philological higher educational institutions is one of the urgent methodological issues today [4,5,6].

As the reforms of foreign language teaching continued, it was noticed that the methods without translation (correct and natural) did not give the expected results in public schools. As a result, teaching methods were mixed. Mixed methods have emerged. One of the representatives of the mixed method, the Danish psychologist K. Flagstad (Ch. Flagstad) opposed the opinion of the supporters of the correct method in teaching a foreign language and researched the fact that translation is a means of communication in discovering the meaning of words [7,8].

The mixed method is distinguished mainly by the fact that it reflects the scientific and practical aspects of two major directions (translation and correct methods). Mixed methods emerged in the late 19th and early 20th centuries as a mixture of translation and correct methods. The mixed method and its representatives can be found in the scientific works of the Danish psychologist K.Flagstad, German linguists, E.Otto, F.Aronstein, G.Faul.

Ernest Otto (Emest Otto), one of the German methodologists, emphasizes in his studies that the ultimate goal of learning a foreign language is not only the practical goal of learning a foreign language but also the study of the culture of the people whose language is being studied [8,9].

German methodist and philologist F. Aronstein (Ph. Aronstein) explained the general and educational significance of foreign language teaching. In his research, he demonstrated the necessity of psychological processes such as awareness and comparison in learning languages belonging to different systems. F. Aronshetein was one of the first and advocated learning by dividing language material into active and passive and speech activity into recipe and reproductive activities [10,11].

One of the Methodists, Peter Hagboldt (Peter Hagboldt) supported practical and multi-academic goals in teaching, he included speaking, listening comprehension, writing and reading as practical goals. He developed the following principles for teaching:

- 1) learning the language in active and passive forms;
- 2) interaction of types of speech activity;
- 3) use of translation as a teaching tool, etc.

Francois Closet has three goals in foreign language teaching:

- 1) mastering vocabulary and basic grammatical concepts necessary for developing practical speaking, reading and writing skills;
- 2) the educational goal is to develop the learning and learning abilities of students;

3) it is assumed that the general target language is familiar with the life and culture of the countries being studied.

F. Klose explains in his research such aspects as supporting the activity of students, giving impetus and motivation to students, awareness, and taking into account the interests of students when choosing topics in foreign language teaching. In his opinion, he mentions that language cannot be learned only inductively, that is, without the participation of consciousness [11,12]. Adolf Bohlen (Adolf Bohlen) in teaching a foreign language suggests such ideas as practical acquisition of the language, study of the culture of the people who are learning the language, and acquisition of educational and educational features through the language. The principles he developed in the methodology of foreign language teaching correspond to the correct method. It explains and controls the most complex lexical and grammatical phenomena through the medium of the native language. 2. New material is first learned orally, words are learned in context. 4. He put forward the principle that grammar is learned inductively (language material first in speech and then in rules). One of the advanced ideas of Methodist A. Bolen was to increase the hours of foreign language lessons, reduce the number of students in the group, and send teachers abroad to improve their qualifications. A. Bolen was one of the first in the methodology of foreign language teaching and identified three stages of foreign language teaching: elementary, middle and advanced stages.

Another variant of the mixed method has emerged as a combination of qualitative and comparative methods. The representatives of this modern mixed method are honoured in the studies of American methodologist P. Hegbold, Belgian F. Klose, German A. Bohlen and Russian foreign language teaching methodologist B.V. Belyaev.

In the former Soviet Union, B.V. Belyaev began to understand the nuances of the language and recommends practising oral speech exercises. The basis of B.V. Belyaev's method is the following scientific considerations:

1. Since thinking in a foreign language is different from that in the mother tongue, it is advised to learn the features of thinking in a foreign language;
2. For students to acquire language material actively and creatively, it is required to be directly reflected in their thinking.
3. Students learn to think in a foreign language better than in their native language.
4. It is possible to learn to think by practising speaking in a foreign language with less reference to the mother tongue, that is, translation.
5. When explaining the meaning of a word, it is necessary to use an explanatory note instead of a translation.
6. Language is a social phenomenon, speech is related to an individual.



In the method named the conscious-methodical approach, the facts of the language are discussed

commonly and different aspects of teaching communication skills are discussed. Conscious methods are based on understanding the language through thinking.

Among other principles of conscious method, those related to grammar include:

(1) language teaching begins with imparting knowledge and moves towards the formation of speaking skills and competencies;

(2) the principle of relying on the mother tongue to eliminate interference and use positive influence (transposition) is put forward.

In the methods that express a conscious approach to learning a foreign language, teaching grammar is given a different place.

As the name of the conscious-practical method shows, consciousness is expressed through the concepts of understanding language facts and performing practical exercises. According to the methodical recommendations of psychologist B. V. Belyaev, 15% of the time allocated to the training is spent on the presentation of linguistic information about the learned foreign language, and the remaining 85% is spent on speech activities in this language.

Among the unique aspects of the method, it is worth noting the following: taking into account the characteristics of the native language; giving the status of a speech (communication unit) to a sentence in a foreign language; practical acquisition of grammatical means of the language; observance of concentrations in the distribution and presentation of lexical-grammatical material; providing the leadership of the functional principle in the presentation and activation of educational material; structural-semantic approach, etc.

Activity theory (V. S. Vygotsky, A. N. Leontev) forms the psychological basis of this method. Also, the psychological aspects of this method are based on the implementation of the orinter system based on the theory of the step-by-step formation of mental actions (P. Ya. Galperin).

## **Conclusions**

When revealing the essence of the conscious-comparative method, it is necessary to reflect on its two variants. For example, until the 60s of the 20th century, comparison was carried out in the educational process, that is, the teacher and students were engaged in a special comparative analysis of the grammar of the foreign and native languages. In the new version of the method, the student is not directly involved in comparing languages. In connection with the development of the system of exercises, the authors of the textbooks take into account the native language of the students, and the compilers of the textbooks engage in a lingua-didactic comparative analysis to identify interference difficulties. Comparison among the principles of the method is not denied, but as noted above, the reader is freed from it, and the methodist

(author) and the teacher defend his interests and continue the comparative analysis. A language learner performs exercises based on the results of comparative analysis. In the course of the exercise, he learns practical rules, in modern language, algorithmic instructions (rules). Having completed the review of the concept of memorizing theoretical knowledge, writing, telling, and systematizing them, we begin to reveal the conscious meaning of the first part of the name of the method. In the process of language learning, understanding the phenomenon of language material with the help of thinking, understanding it, and writing it in speech happen at the same time. More simply, a grammatical event and a rule abstracted from it are components of a grammatical skill. A rule is a means of learning a phenomenon, a phenomenon is a means of mastering speech, and speech competence is a means of realizing a cognitive (knowledge) goal.

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