

EFFECTIVE STRATEGY FOR TEACHING A FOREIGN LANGUAGE IN NON-LINGUISTIC UNIVERSITIES

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This article covers the specialties of teaching professionally oriented English reading to nonlinguistic students. Spread of international contacts makes us pay much attention to the skills of students to know new information in English, to get it in detail, to summarize it and make notes. For getting this knowledge in a proper way it is necessary to use differentiate approach to the teaching process and use of authentic, half authentic and model texts.

Key words: authentic texts, half authentic texts, model texts, differentiate approach, scan reading, detailed reading.

The reform of the higher professional education system in Uzbekistan, which has been carried out in recent decades, takes into account the promising trends of global development in this area. In accordance with this, not only the role, but also the structure of education in general and foreign language education in particular is changing. In the modern world, qualified specialists with a high level of foreign language proficiency are required.

They are called upon to become the intellectual elite that must solve existing and prevent emerging socio-economic problems, work in the interests of Uzbekistan's security, strengthen its internal stability and international authority.

At present, in the modern theory and practice of teaching foreign languages in higher education, there is no scientifically substantiated concept of teaching foreign languages in specialized universities working according to departmental standards. There are no comprehensive, generalizing studies devoted to the analysis of the organization of language education in specialized universities as an independent pedagogical system.

On the one hand, the trends of the modern stage of development of society and the changes in social needs occurring against the background of these trends, in the context of which a large number of specialists with knowledge of foreign languages are needed as a means of carrying out professional activities, and,

on the other hand, there is insufficient theoretical and practical development of the problem of teaching foreign languages in specialized universities that train specialists with knowledge of foreign languages, work according to departmental standards and do not currently have a specific linguistic status other than the proposed name of "non-linguistic specialized universities."

The expansion of international contacts requires paying special attention to students' abilities to get acquainted with new information in English, perceive it in detail, generalize and annotate it. To successfully develop these skills, a differentiated approach to the learning process and the use of authentic, semi-authentic and "plateau" texts are necessary.



Currently, the ability to read in a foreign language allows one to realize such aspects of professional activity as timely familiarization with new discoveries and trends in the development of science and technology, the study of modern technologies, and thereby improve professional qualifications.

The increasing flow of foreign language information received both through printed publications and through the global computer network Internet, confronts future specialists with the need to master a sufficiently large amount of information in order to use the necessary information to solve professional problems.

In this regard, the development of effective methods for teaching professionally oriented reading in a non-linguistic university is becoming increasingly relevant. When compiling teaching materials and manuals on professionally oriented reading, taking into account the specifics of the language being studied in order to implement a differentiated approach in a non-linguistic university.

Three models of organizing text materials (curriculums for differentiated groups of students) can be proposed: 1) a set of authentic texts with a sequential increase in volume, complexity of content, and problematic; 2) a set of didactically processed (semi-authentic) texts with a sequential increase in volume, complexity of content, and problematic; 3) a set of texts modeled as a "plateau" with a sequential transition to semi-authentic texts. Each set of reading materials is accompanied by a system of tasks that provide controlled practice in reading. Thus, we obtain a system of work that combines controlled practice in reading (external differentiation) and the organization of autonomous educational activity of the student.

In order to ensure the accessibility of texts for students with a low level of proficiency in a foreign language, in particular English, it seems possible to single out another type of texts – texts modeled on the "plateau" type. Thus, for the purposes of differentiated teaching of professionally oriented reading, the following typology of texts is proposed:

a) authentic, b) didactically processed (semi-authentic), c) texts modeled according to the "plateau" type. Authentic texts are selected taking into account the identified criteria based on the analysis of the professional needs of the future specialist, the general and subject context of professional training.

Semi-authentic texts are considered in the study as texts that have been didactically processed with full preservation of the signs of authenticity and supplemented with a reference apparatus that provides support for the necessary level of understanding and development of learning skills. Texts modeled according to the "plateau" type are defined as "retold"

(Reviewed by a specialist and a teacher of a foreign language) original texts with the preservation of the main features of authenticity. The simulated texts are accompanied by a reference apparatus as a support for understanding at the semantic and conceptual-evaluative levels of the text. It is important to emphasize that the modeling of texts according to the "plateau" type is not intended to create artificial reading conditions (to eliminate difficulties), and to ensure the accessibility of the text, the feeling of achievement of success in the reader. Preservation of the signs of authenticity in the text allows us to speak about the natural nature of the reading process. It is necessary to note the objects of didactic processing in order to determine the methods of composing semi-authentic texts for teaching professionally oriented reading.



Didactic processing of the characteristics of the language level involves: at the grammatical level, dividing a complex sentence containing several grammatical phenomena into several components; at the lexical level, replacing poly semantic terms with unambiguous ones in a given context, adding reference information; replacing commonly used terms with equivalents in accordance with the context;

Replacement of special terms, abbreviations, new formations not registered in dictionaries with a description in the reference apparatus; support without equivalent vocabulary by the reference apparatus. Compilation of texts according to the "plateau" type (modeling) is a summary with the preservation of the conceptual and content model of the text and the main properties of authenticity.

Modeling is understood as the recreation of the main characteristics of the original text in scientific works and educational texts, relating both to its structural and semantic organization and to the linguistic side. Unlike semi-authentic texts, the reference apparatus is accompanied not only by key terms, but also by background information.

Thus, when compiling teaching materials and manuals on professionally oriented reading, taking into account the specifics of the language being studied in order to implement a differentiated approach in a non-linguistic university, we can propose three models for organizing text materials (curricula for differentiated groups of students):

1) a set of authentic texts with a consistent increase in volume, complexity of content, and problematic; 2) a set of didactically processed (semi-authentic) texts with a consistent increase in volume, complexity of content, and problematic; 3) a set of texts modeled as a "plateau" with a consistent transition to semi-authentic texts.

Each set of reading materials is accompanied by a system of tasks that provide controlled practice in reading. Thus, we obtain a system of work that combines controlled practice in reading (external differentiation) and the organization of autonomous educational activity of the student (internal differentiation).

Guided practice in reading is organized on the basis of differentiated sets of texts and an invariant system of tasks in each set, which includes: a lexical and grammatical block aimed at creating a base of receptive language tools, developing compensatory skills and developing learning skills; mastering the methods of carrying out activities, which includes basic skills of semantic processing of information, mastering compensatory skills of orientation in the text and educational tasks on types of reading (familiarization and study), which involves solving professional and communicative information tasks that determine the differentiated use of these types of reading.

When developing them, it is important to rely on the scientific works typology of tasks of professionally oriented reading of a specialist (engineer), aimed at satisfying the information need: 1) search for factual data for a set goal and a known course of action; 2) determination of the course of action for a set goal;

3) Development of new information based on comparison of what is already available in an explicit form; 4) satisfaction of interest in the new / delayed use. In this block, the following types of tasks can be distinguished, aimed at independent decision-making: problem-searching and tasks aimed at developing new information, a method of action, and arguing a personal position.

Taking into account the above information, we can suggest some tasks for introductory reading. Problem-searching tasks: 1. Highlight the information that reflects the modern approach to the



problem. 2. Make a list of the most significant problems for you, touched upon in the text. 3. Based on the article you have read, suggest a topic/problem for discussion in a group.

Tasks aimed at arguing a personal position: 1. Compare the information in 2 articles, determine the coincidence/discrepancy of the authors' positions. 2. Think over a possible ending to the article and your position on the problem. 3. Determine which of the descriptions provided best reflects the main technical characteristics. 4. List the facts on the basis of which the author bases his conclusions; in your opinion, do these facts provide grounds for such conclusions? Do you agree with the author's position regarding certain facts described in the text? The following tasks can be examples for the student of reading. Problem-search tasks: 1. Choose the most illustrative examples, make a classification scheme. 2. Provide a brief comment on the content of the article. 3. Assess the facts presented in terms of reliability and evidence of the information. Tasks aimed at arguing a personal position: 1. Select the necessary information to support your decision. 2. Classify the facts presented from the most important to the least in terms of supporting your decision.

3. Based on what you have read, make a decision regarding the prospects for using this device. 4. Select facts to support your position when writing an article. Differentiated sets of materials and tasks for guided reading practice within the framework of the proposed models allow for a consistent increase in the level of reading proficiency in a foreign language from weak to strong. Provided that the program requirements are met, the differentiated approach allows stronger students to achieve a level exceeding the program requirements and weaker students to ensure high-quality completion of the program.

It is recommended to create conditions for autonomous educational activity on the basis of an interdisciplinary substantive context of the student's professional training using contextual learning technologies.

Such technologies in the field of teaching professionally oriented reading include various types of projects, including multimedia, decision-making technology, analysis of professional situations (case analysis), and others.

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