

SUCCESS IN MASTERING A FOREIGN LANGUAGE IN A MODERN NON-LINGUISTIC UNIVERSITY

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Abstract: The article considers that the limited number of hours allocated to the study of foreign languages, the small “density” of classroom lessons, i.e. significant intervals between them, the low level of training in a foreign language, with which a certain number of students enter a non-linguistic university. But, nevertheless, the learning conditions are hardly so bad that it is impossible to obtain at least minimal, but practically significant results in the effectiveness of learning a foreign language.

Key words: To foreign language communication, theoretical analysis, lifetime education, intellectual activity, determining role, average and low-ability students.

Despite the increasing importance for graduates of non-linguistic universities of practical knowledge of a foreign language (the need to read literature in their specialty, oral communication with foreign colleagues on professional issues), a considerable number of them do not master it even to the minimum required extent. The growing understanding among specialists of the need to practically use a foreign language in their work has been noted in many studies. Therefore, preparing students of non-philological faculties of a university for foreign language communication acquires significant importance in the modern global world and is an integral part of the professional training of a future specialist.

At the same time, it is known that the public need for high-quality language education, due to certain circumstances, may not find support at the state level.

The low efficiency of mastering a foreign language by students of non-linguistic universities is to a large extent due to completely objective reasons that do not depend on teachers, textbook compilers and the students themselves. This is a very limited number of hours allocated to the study of foreign languages, a small “density” of classroom classes, i.e. significant intervals between them, a low level of training in a foreign language, with which a certain number of students enter a non-linguistic university. But, nevertheless, the learning conditions are hardly so bad that it is impossible to obtain at least minimal, but practically significant results in the effectiveness of learning a foreign language.

Thus, there is a need to study the entire educational process at a university for studying a foreign language and the students included in it, in new learning conditions and at a new level.

In the new learning conditions, the role of the teacher increases, because he can no longer be only a transmitter of knowledge, he must be both a teacher and a psychologist. The success and effectiveness of the educational process in mastering a foreign language largely depends on



this. It is necessary to identify and study psychological and pedagogical factors that influence the increase in success in the process of mastering a foreign language by students of non-specialized faculties. The success of mastering a foreign language depends on a number of external and internal factors. It is the latter, individual psychological factors, that determine the high success of educational activities.

The theoretical analysis carried out made it possible to identify factors such as language abilities, activity (external and internal) and motivation, which constituted a set of internal, individual personality traits of students that ensure the effectiveness of mastering a foreign language.

According to some literature data, a student masters a foreign language if he has the appropriate ability to master a given academic subject. But other literary sources indicate that abilities are “lifetime education”, that environment, upbringing, and training actively shape abilities. In the process of specially organized and properly stimulated activity, components of abilities are formed and developed; it is only necessary to change and rebuild the nature of learning in order to get a sharp leap in the development of abilities.

We interpret the principle of activity as a fairly well-founded prescription to pay attention to external activity associated with the activation, intensification of the educational process, with the pronunciation of language material, as well as the internal, mental work of students, although it is known that external activity presupposes internal one.

The manifestation of activity by the student himself is considered in pedagogical science an indispensable condition for achieving the planned learning goals. Activity presupposes the activation of mental activity, without which awareness of phenomena is impossible. Intellectual activity belongs to the category of “trainable” functions of the nervous system and is determined by a linear dependence on the learning process itself. The implementation of the principle of activity in teaching a foreign language contributes to the manifestation of intellectual activity, the formation and development of abilities to master a non-native language.

In the totality of factors influencing the success of learning, motivation occupies a special place as a factor that gives activity “direction, selectivity, meaningfulness and dynamism.” Activation of the educational process ensures the emergence of interest among students, as a result, positive educational motivation for the process of learning a foreign language. Analysis of psychological and pedagogical factors indicates that, in their psychological essence, they are not only personal, individual qualities, prerequisites, conditions for mastering an academic subject, in this case a foreign language, but at the same time play an executive role in the process of mastering it.

The determining role of the identified factors lies in the fact that each of them inherently contains some leading tendencies. Therefore, it is necessary to correlate these factors, or, more precisely, their leading tendencies, with each other when solving the problem of teaching a foreign language. The combination, relationship, interdependence of the identified factors, according to the psychological nature of the activity, are sufficient to ensure the success of the educational process.



Considering that the process of teaching a foreign language in a non-philological university takes place in uncomfortable conditions, and that practical knowledge of a foreign language is one of the most important characteristics of a specialist in any field, the question was posed: how can one achieve maximum efficiency of educational activities in a non-linguistic university? It is well known that the formation and development of individual personality traits occurs in activity. It is advisable to turn to psychological capabilities that are not yet sufficiently used in teaching a foreign language.

Today, the productivity of a methodological trend with a special structure for organizing the educational process, specific forms and methods of teaching is objectively limited. In this regard, the intensification of the learning process, the selection of the most effective teaching methods and specific methodological techniques for working with students, based on the individual psychological characteristics of the audience, are decisive for ensuring the quality of the educational process in university education. Intensification of the educational process involves the use of the principle of individualization of learning in the activities of the teacher, ensuring the activation of the potential capabilities of each student, the inclusion of each student in the process of learning a foreign language, taking into account and identifying the abilities and capabilities of both “weak” and “average” and “strong” students.

Bearing in mind that teaching a foreign language at a non-linguistic university takes place under specific conditions, obviously, one can expect only minor success in mastering a foreign language by students of this university. To clarify this fact, it was decided to conduct a confirmatory experiment and study the level of development and formation of individual characteristics of students, in particular, language abilities, intellectual activity and motivation, which determine the success of mastering a foreign language.

The level of development of students' language abilities was determined by us by studying the components of thinking, auditory perception and memory, which form a complex and represent the “core” of language abilities.

The results of the study of this psychological and pedagogical factor made it possible to discover the following facts: all three groups of students: capable, averagely capable and low-capable - showed a low level of development of auditory perception with a slight advantage of capable students over averagely capable and low-capable students. The results of the study of speech-cognitive activity, i.e., verbal thinking, indicate a high development of the studied component among capable and averagely capable students, but also low-ability students showed a high level of development of this component.

A comparative analysis of auditory and visual mechanical memory data demonstrates a clear superiority in the formation of visual memory over auditory memory in all three groups. Indicators of development of auditory memory prevail only among capable students.

Analysis of intellectual activity suggests a high level of development of this factor among capable students. Averagely capable students again confirmed their “average” level, since most of these students have satisfactory grades in a foreign language, while in other academic disciplines the same students have good and even high grades. The absolute majority of low-ability students have “satisfactory” and “unsatisfactory” marks in a foreign language, which indicates a low level of development of the factor under study. We determined intellectual



activity by the academic performance of students in a foreign language and other academic disciplines.

The study of the motivational factor showed that capable students are characterized by internal positive motivation - 90% in this group receive satisfaction from the process of learning a foreign language. Average and low-ability students are characterized by a passive, indifferent attitude towards learning a foreign language. The study of this factor showed that students in these groups are forced to learn a foreign language, and they are characterized by “the motivation of fear of failure.”

Thus, during the ascertaining experiment, it was discovered that the level of development of all individual characteristics under study turned out to be significantly higher among capable students than among those with average and low ability. But at the same time, studying the level of development of verbal thinking and visual mechanical memory revealed the fact that average students are not inferior to capable students in terms of the level of formation of the named components of language abilities. In addition, the average and low-ability students have fairly good academic performance in social sciences. Based on these provisions, it was concluded that the average level does not always mean average (in relation to high and low levels) indicators of the development of individual characteristics of students.

Thus, we came to the conclusion that the entire educational process of mastering a foreign language must be structured in such a way that students receive satisfaction and experience positive emotions.

Following the methodological principle of “unity of consciousness and activity,” it can be assumed that in active, intense, motivated activity, the individual characteristics of students are developed and formed, and in general, foreign language proficiency increases. For this purpose, a formative experiment was conducted to ensure the activation of students’ activities and, as a result, an increase in the level of development of language abilities, tension in mental activity, and hence the emergence of positive motivation among students.

Our task was to lead average and low-ability students to a higher level of success in mastering a foreign language, to arouse their interest and positive motivation. To achieve this task, it was decided to intensify the educational process of mastering a foreign language, to use a variety of active methods, techniques, tools and forms of work in foreign language classes.

All work was carried out on the basis of maximum individualization of the educational process using specially designed series of exercises. As a result, each student had the opportunity to engage in active learning activities in foreign language classes, to express himself in various types of activities (reporting on a topic, building a dialogue, a game element, singing songs, dubbing and translating videos, discussions, interviews, brainstorming, etc. ...), which ensured the motivation of internal motives and the removal of constraint among students. At the same time, even the weakest students coped with the task.

Favorable conditions created an atmosphere of creative activity in the classroom, and learning sessions were accompanied by excitement and desire.

The results of the formative experiment confirmed the effectiveness of the proposed path - intensification of the educational process in specially prepared and properly stimulated educational activities.



The results of the study of individual characteristics of students revealed a significant increase in the level of development of language abilities, intellectual activity and motivation in the experimental groups.

The study of intellectual activity indicates that during the formative experiment the level of academic performance of students in the experimental groups increased significantly. Active learning methods had a positive impact on the entire educational process of mastering a foreign language. Students showed increased interest in the process of learning a foreign language, which is confirmed by the results of a study of motivation among students in experimental groups. The process of learning a foreign language gives them pleasure, which is manifested in their passion for this subject.

The experimental form of training, aimed at intensifying educational activities, during which the work methods used were based on taking into account the individual properties of the students, ensured high-quality mastery of a foreign language and stabilization of knowledge in the conditions of a non-philological university. The results of the experiment confirmed the fact that high success in mastering a foreign language is based on an individual approach, taking into account the individual psychological characteristics of each student, the high level of development of which is directly dependent on the conditions set from the outside.

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