

THE SIGNIFICANCE OF INTENSIVE EDUCATIONAL TECHNOLOGIES IN ACCELERATING THE PEDAGOGICAL PROCESS OF NON- PHILOLOGICAL STUDENTS

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Abstract:

This article reflects the current state of the tertiary education system in the context of modernization and digitalization of the educational process. The issue of the continuity of approaches to teaching written and oral speech to students of non-philological specialties is considered, as well as directions for optimizing the teaching of foreign languages in a non-linguistic university in the conditions of informatization of education.

Keywords: technical, economic, radical, combination, educational system, linguistic

Traditionally, in non-linguistic universities, the study of a foreign language is not given enough time and attention because it is not a major subject in natural science faculties. Until recently, the existing education system contributed to students' acquisition of knowledge, skills and competences, but it was not enough to form a well-rounded person, a competitive specialist who is capable of handling rapidly changing conditions. However, nowadays, due to public interest in technology and various innovations in the fields of physics, biology, chemistry and other natural sciences, close cooperation of local science with the world community is necessary for growing scientific knowledge.

In the modern world, taking globalization into account, the need to establish contacts with representatives of other cultures is increasing, and a special place is given to the study of a foreign language, which should be taught at a sufficiently high level in all faculties. so that students and graduates of this faculty have the opportunity to join. According to E. N. Solovova, a foreign language is no longer an end in itself and can sometimes serve as the working language of seminars and lectures when studying at technical and economic universities [1-29]. Since a foreign language becomes a necessary tool for the daily activities of a scientist, modern students and graduates of universities of technical and natural sciences must master all the means of communication with foreign colleagues, which increases the attitude towards



teaching foreign languages in a non-linguistic environment. Language education should be optimized in the context of informatization and digitalization of education including a non-linguistic university considering new realities.

Each period was distinguished by the emergence of new methodological ideas and approaches to the methodology of teaching foreign language speech. This article discusses the development of foreign language teaching methodology over the past 100 years. At the end of the 19th - beginning of the 20th centuries. the direct method of teaching a foreign language promoted by foreign methodologists (M. D. Berlitz, M. Walter, S. Schweitzer, S. Simono - representatives of the radical movement; P. Pasi, M. Laudenbach, O. Espersen, V. Fietor , F. Gen, G. Shirin - representatives of the middle current), under their influence, a local methodology for teaching a foreign language also appeared. In the first one-third of the 20th century, Russian methodologists turned to this method, and the works of M. N. Andreevskaya [2-30], E. I. Spendiarov [3] and others devoted to the natural method was publicized.

There were several modifications of the direct method, but A. N. Shchukin identified the main general features of this technique. The main goal was to master oral speech, and reading and writing were considered as a teaching tool of oral speech; the mother tongue should be excluded in the classroom, which contributes. Reconstruction of the language environment; new vocabulary is introduced through visualization or interpretation; the main work is communication with the teacher and other students [4-24]. In fact, the learning process is reduced to memorizing ready-made samples of the speaker's thoughts by imitation and constant repetition, and then repeating them in various combinations.

D. V. Burimskaya notes the relevance of this method in higher educational institutions in the post-revolutionary period since peasants and workers who had not previously studied foreign languages became students and they had to be taught the basics [5-18]. The direct method was used in all universities of our country until 1925, but in the middle version it allowed the use of translation and comparison with the native language of students, since "it turned out that adults do not want to learn the language and cannot master it intuitively, because they develop a meaningful approach to the development of any activity."

As for teaching writing, L.V. Shcherba in his "How to Learn Foreign Languages" of 1929 considers reading as the main source of his writing: "the unconscious and the conscious, as if imitation of what he reads", "the article and the need for systematic work on the development of writing skills, the importance of abstraction as the first



stage of learning to write" should not be limited to the author's dot copying. In the 30s of the twentieth century, in connection with the development of an industrial society, the need for specialists from technical universities and the practical goal of teaching a foreign language are being fulfilled since it becomes necessary to conduct more or less responsible conversations with foreigners. Scientists, engineers, staff command, various commercial and industrial agents and others could find themselves in these situations. L. V. Shcherba emphasized that this is also necessary for the formation of the ability to write competent scientific and technical articles, working papers, and any flar may be necessary for the previous category of people with ties with foreign countries, all institutions, as well as employees. In the 1930s, the importance of independent work of students was first realized, and practitioner teachers for the first time encountered thousands of "printed characters" of texts that students had to read [6-164].

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