

USE OF MEDIATECHNOLOGIES IN TEACHING ENGLISH

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ABSTRACT

The emergence of the concept of a competence-based approach in European higher education entailed a reassessment of teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR, 2001).

Key words: “*competence-based approach*”, *audiovisual, professional-critical practice, teacher, “Liberal Arts”*”.

At the pedagogical level, this approach means a change in the paradigm of the teaching process, since the main emphasis is not on the transfer of knowledge by the teacher to the student, but on the activation of the role and motivation for students to search for information and learning keys.

At the methodological level, the specific goals of training programs within the "competence-based approach" are determined depending on the acquired competencies of future graduates. This statement of the problem is absolutely consistent with the structure of multidisciplinary education, or, since there is a practice of English notation, - the "Liberal Arts" system.

The complex of educational disciplines "Liberal Arts" means "subjects and skills that in classical antiquity were considered fundamental for the competence of a free person who takes an active part in social and creative life, what in Ancient Greece included participation in political, social, philosophical discussions, defense in court, participation in construction, military service. " Grammar, rhetoric, geometry, arithmetic, logic, astronomy formed the basis of Liberal Arts.

In the modern world in the era of globalization of the economy and communications, the development of cooperation in all areas of social, political and cultural life, there can be no doubt that English - the language of international communication, the Internet, science and technology - is an integral part of multidisciplinary education.

One of the principles of the competence-based approach in teaching a foreign language at a technical university is “the formulation of learning objectives based on the end result, i.e. the acquisition of knowledge, skills, attitudes, values and / or competencies for students to master with subsequent application in practice after completing the academic period "(CEFR Methodology).

In this regard, in our opinion, the process of teaching a foreign language in a non-philological university, including engineering specialties, should be structured depending on and in accordance with specialized educational programs. As part of the bachelor's degree in engineering, foreign language training lasts 3 years. The “competence-based approach” technology implies the planning of educational material, focusing on three stages of training, depending on the tasks set: general training, the basics of phonetics, grammar, conversational practice; specialized training - skills of selection, scanning, reading texts in the specialty, annotation, preparation of messages in the specialty; socio-professional training - an advanced level of language proficiency, which includes the ability to listen and understand lectures in a foreign language, participate in seminars and discussions on professional topics, make presentations in the specialty.

In the first stage of linguistic training, the main task is to develop general communication skills - i.e. general competence (speaking and reading comprehension skills).

The second stage, the stage of specialized training, includes initiation into specialized communication: mastering professional vocabulary units and structures of technical discourse, pragmatic understanding of texts, annotation and discussion of what has been read.

The third stage - the stage of socio-professional training implies further improvement and development of the acquired skills, namely the development of the skills of oral and written discourse, given by the proposed circumstances. This is the sociolinguistic competence in the field of language teaching; full possession of it will allow students to be involved in the process of academic mobility, and also make it possible for future specialists to participate in international projects and scientific activities.

LITERATURE

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