Technology for Assessing the Level of Foreign Language Proficiency of Students of Non-Linguistic Universities

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Annotation: One of the current issues is to educate the younger generation in the spirit of love and devotion to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values through the teaching of foreign languages. Radical reforms in the global education system raise the problem of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas with knowledge of a foreign language, to develop their oral and written speech in a foreign language. This article details all the theoretical and practical skills on the topic.

Keywords: Educational process, non-philological educational institutions, action strategies, international standards, linguistic information, extralinguistic information.

Introduction

The development of these issues in general trends plays an important role in the formation of modern and foreign language skills in the younger generation and serves to increase the creative abilities of students in connection with the problems of modern education.

In the reform of the education system of the Republic, the coordination of curricula in accordance with international standards, based on foreign experience, became the basis for improving the system of higher pedagogical education. In the context of Uzbekistan, a radical reform of the quality of education on the basis of foreign experience, taking into account our national mentality and traditions, is a requirement of the times.

In this regard, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 states: "Improving the quality and efficiency of higher education institutions in our country on the basis of the introduction of international standards for quality assessment of education and training.

To stimulate research and innovation, to create effective mechanisms for the implementation of scientific and innovative achievements, to improve the quality of training, to create the necessary conditions for the training of qualified specialists in accordance with international standards, each higher education institution to establish close cooperation with educational institutions and develop students' creative abilities, effective use of interactive methods in working with young audiences, to provide them with quality education in a foreign language, to raise the level of higher education to an exemplary level and improvements have been identified as key objectives [1].

Therefore, in order to form the ability to read the original literature on the speciality, to participate in oral communication in a foreign language in the process of production of future

personnel and finding the necessary information for scientific purposes in the higher education system of the republic classes are being held.

Every citizen of the independent Republic of Uzbekistan must be able to read the original literature in a foreign language, understand the text and use it in their profession. In addition, he should be able to communicate freely in a foreign language with his interlocutor on a given topic. After all, learning foreign languages is a requirement of today's globalized world.

Thanks to independence, special attention is paid to the teaching of foreign languages in our country. Thousands of foreign language teachers have been trained, all conditions have been created for professional development in our country and abroad, multimedia textbooks in English, German and French, electronic resources for learning English have been prepared.

The organization of language rooms is clear proof of this. The main goal is to create conditions for young people to use the achievements of world civilization and information resources around the world, to develop international cooperation and dialogue, based on the education of the younger generation in foreign languages and the training of specialists who are fluent in those languages.

The famous German scientist Y.V. As von Goethe said, "Who does not know a foreign language, does not know his own language." For this reason, it is very important not only for foreign language specialists but also for all prospective students studying in non-language universities to learn foreign languages and exchange them freely. Indeed, a person who knows a foreign language will have many opportunities and advantages. One of the main requirements for today's staff is a good command of foreign languages.

In the process of training specialists in all areas, it is important to prioritize the education system, including the introduction of new technologies and mechanisms for teaching foreign languages. After all, communication, spiritual and other communication between nations is expressed through language.

Research on foreign language teaching to students of non-language higher education institutions in the world is carried out in the following priority areas: Improving the pedagogical mechanisms of teaching foreign languages to students in accordance with the requirements of the European CEFR; teaching content, educational technologies, strengthening the objectivity of control, the organization of independent learning in the classroom and outside the classroom[3].

Today, foreign language skills are becoming an integral part of vocational education. Specialists in various fields have a high level of cooperation with foreign partners, so they have a high demand for language learning. In modern society, foreign languages are becoming an important part of vocational education.

Such knowledge is first acquired by people in schools, colleges, high schools, and later in institutes, training courses, or by familiarizing themselves with basic information sets that help them learn a foreign language independently. Today there is a large collection of teaching materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers.

The ability to use information technology and modern teaching methods helps to quickly grasp new material. By combining different methods, the teacher will be able to solve specific curricula. In this regard, teachers and students need to become familiar with modern

methods of teaching foreign languages. As a result, they develop the skills to choose the most effective ways to achieve their goals. Using a variety of teaching and learning methods can be effective.

Teaching takes place in small steps and is based on the student's existing knowledge system. As time goes on, there is more and more innovation in every field. There are also different styles of language teaching. In English teaching, step-by-step teaching, depending on the learner's ability and level, and age, gives good results. Students are divided into groups based on elementary education, intermediate education, and advanced education. A special program will be developed by the teacher for each stage[6].

At the initial stage, the emphasis is on pronunciation. According to Harmer, the first requirement for native speakers is pronunciation. At the beginning of the learning process, the teacher should focus on the student's pronunciation. Although grammar and vocabulary are important, it is useless if the speaker mispronounces them. Native speakers can also understand speech with grammatical errors if the speaker pronounces the words correctly.

Therefore, in teaching, the main focus is on pronunciation. In this case, the use of different audios of native speakers gives good results. The teacher should teach the correct pronunciation of letters and words during the lesson. There is also a strong emphasis on oral and reading skills in the early stages. If we look at the types of speech activities of foreign language teaching, the following tasks should be performed in their teaching:

a) Create a reading mechanism;

b) Improving oral reading techniques;

c) Teach them to understand what they are reading.

Methods

The goals of foreign language teaching are determined by the needs of society, social order, conditions, policies. The goals of foreign language teaching depend on the development and progress of society. Teaching a foreign language in higher education institutions has its own goals, and all coaches who teach a foreign language must make it clear in advance. Indeed, as scholars, O.Hoshimov and I.Yakubov stated in the book "Methods of teaching English", "the goals of teaching a foreign language determine the content, means, methods and principles of teaching" [2, 31].

Results

Given the goals and objectives of teaching English in higher education, they can be divided into 2 groups:

➕ Universities, institutes, faculties that train specialists in foreign languages English.

➕ Foreign language -non-philological educational institutions that do not train English language specialists.

The goals of teaching English in these two groups are different, and due to the training of English language specialists in the higher education institutions of the first group, English is taught in a deep and comprehensive way, both theoretically and practically. In the second group, non-philological educational institutions, there is a complex goal for English[12].

The goal is for the student to receive a general education in English and to teach him or her to use English in his or her future work. Part-time communication in the profession involves learning words related to the speciality and reading and translating texts.

The teaching of foreign languages in higher education institutions is self-contained:

1) practical or communicative,

2) general education,

3) upbringing,

4) use the acquired skills and abilities for other purposes development goals.

General, educational, and developmental goals occur in the pursuit of a communicative goal. Let's take a closer look at these 4 goals:

1. Communicative (practical) goal: Through this goal, students develop skills in English language materials. Students should be able to use lexical and grammatical pronunciation materials independently in speech. English speaking, reading and writing skills will be developed.

2. General educational goal: Through this goal to further develop students' thinking, to receive and impart information in English, to gain a deeper understanding of English, new knowledge of English and the history and literature of the people of the country where the language is studied and broadening students worldviews through the acquisition of insights and information about their culture. Students will be able to understand, develop their thinking and broaden their horizons at the expense of a foreign language or in English.

3. Educational goal: This goal is to provide intermittent, moral and aesthetic education in a foreign language - English class, as well as to develop an attitude to work. Of course, this is done by analyzing the subject of English speech, the content of English texts through English-language materials.

4. Developmental Objective: This goal defines the guidelines for learning, teaching, and learning about students personally. It develops the skills of analyzing, summarizing, drawing independent conclusions, listening, speaking, and acting on language facts.

It teaches imagination, creating a speech situation, logical connection in speech, independent thinking, understanding the meaning of words, independent work with dictionaries, manuals, and optional classes, develops independent preparation for extracurricular activities, their conduct. The above four goals are always complementary and interrelated. These four goals should be achieved through English language materials and speaking activities that are taught and repeated in each lesson.

Upon graduation, students are required to be able to receive, comprehend, and express their ideas orally and in writing, both orally and in writing. In higher education institutions that do not specialize in languages, the number of teaching hours is given in the programs of those institutions.

In non-philological educational institutions, foreign languages are taught on the basis of special curricula. Since such programs and textbooks have not yet been developed for our English special non-philological educational institutions, teachers in such Uzbek-language educational institutions use a variety of textbooks and manuals, taking into account the specifics of the direction.

The content of teaching is one of the most important issues in the methodology. Nowadays, the content of foreign language teaching in higher education institutions that do not specialize in languages is defined as the amount of knowledge, materials, exercises and skills that are determined by the goals and objectives of the education received by students. When defining the content of a subject, it is important to keep in mind two general requirements and their interrelationships:

➕ the requirement that we choose the content of the chosen teaching to achieve or not achieve the goal we set for ourselves;

➕ it is a requirement for students to master or not be able to master the content of teaching chosen in our specific context.

The content of a foreign language subject can be determined based on these two requirements. The draft Higher Education Foreign Language Program outlines the content of English language teaching. Every foreign language teacher is obliged to organize their work on the basis of this program. O.Hoshimov and I.Yakubov include the following in the content of the subject of methods of teaching foreign languages at the present time.

1. Topic: (topics) oral and reading topics.
2. Language materials (phonetics, vocabulary, grammar.)
3. Formation and development of lexical, grammatical, spelling, pronunciation skills;
4. To form, teach, develop speech skills (listening comprehension, speaking, reading, writing skills).
5. To teach the skills of working with additional literature when working on English.

Texts are selected based on the topic. The acquisition of speaking skills and activities is the essence of the practice of foreign language teaching. The content of foreign language teaching answers the questions of what and what to teach in a foreign language.

Currently, language materials in foreign languages (English, German, French) have been selected for the higher education institution. Properly selected content will help you achieve your goals. Content selection takes into account the purpose of the training and is guided by it. When the content is selected, along with the language materials, speech patterns are also selected. They are the basis for teaching speech. The choice of content takes into account the methodological organization of teaching. The content of the training depends on the conditions of the training. The purpose of foreign language teaching also affects the scope of teaching content[5].

Nowadays, it involves a radical change in foreign language teaching. It has the following 3 requirements.

1. Improving the scientific level and practicality of foreign language teaching;
2. Strengthening the educational aspect of the subject of a foreign language;
3. Independent study of a foreign language subject.

The first requirement can be met in two ways.

Line 1. Change the content of the training.

Line 2. Reconstruction of foreign language teaching methods.

The old method of reconstruction, which is not relevant today, is to improve the education system by removing the roads. Improving the scientific level of foreign language methodology is the popularization of best practices, the reconstruction of the methodology on the basis of innovations in linguistics, psychology, pedagogy, psycholinguistics. For a foreign

language to be practical, the student must focus on the ability to work independently and competently on the foreign language.

The future of any society is determined by the level of development of its education system, which is an integral part of it and a vital necessity. Today, reforming and improving the system of continuing education in our country, which is on the path of independent development, raising it to a new level of quality, the introduction of advanced pedagogical and information technologies and improving the efficiency of education has become a state policy[10].

In the process of development of pedagogical technologies and their integration into the educational process, as well as the rapid exchange and improvement of information technology, everyone has the opportunity to strengthen their professional training and skills. The introduction of advanced pedagogical technologies in the educational process is one of the milestones of the National Training Program. Today, innovative pedagogical technologies and interactive methods are widely used in education, especially in foreign language teaching.

The application of innovative pedagogical technologies in foreign language education the orientation of the individual to the needs of society, the organization of education on the basis of these requirements, the formation of the individual as a comprehensively mature staff on the basis of educational principles, methods, creating favourable conditions for the manifestation and development of the language.

Another distinctive feature of pedagogical innovative technologies is that the priority of student activity is that the student or learner is a key figure in the learning process. Knowledge in the educational process, the correct formation of lexical, grammatical, pronunciation concepts, the correct structure of the knowledge system in the mind of the student, the ability to self-control are part of innovative pedagogical technologies.

Today, the most effective teaching methods in the educational process, guaranteed to achieve the goals set by teachers, form the basis for students to develop independent thinking, free decision-making skills, solve their problems, get out of various situations without difficulty. such teaching methods capable of preparing are the most advanced feature of pedagogical technology[2].

By enhancing the educational aspect of a foreign language subject, by teaching meaningful, educational texts, newspaper and magazine articles, by analyzing socio-political and educational issues, by defining the main idea of the text, and by class, higher education. is done through extracurricular activities. They educate students in the spirit of patriotism, internationalism, friendship and broaden their worldview.

Discussion

One of the most innovative educational technologies today there are several different methods. When they are used extensively and in a variety of ways to cover a topic in the classroom, the effectiveness of the lesson is high and the interest of the students in the lesson is increased. It is intended to increase the effectiveness of education through the introduction and implementation of innovations in the educational process.

The use of a variety of role-playing, action games in foreign language teaching also increases interest in language learning in the classroom will be by working in pairs or small groups, it helps students to communicate with others.

The use of graphic organizers in the educational process is one of the most important visits in the coverage of the topic and its delivery to students. It is also possible to use several different graphic organizers to illuminate a theme. When teaching a foreign language, it is useful to use graphic organizers to explain new words and grammar rules. These can be easily memorized by graphic organizers[7].

The use of different tables in the process of teaching a foreign language is also very effective. Using tables in the learning process, students can follow a specific grammatical rule, such as composing sentences using tenses and placing new words.
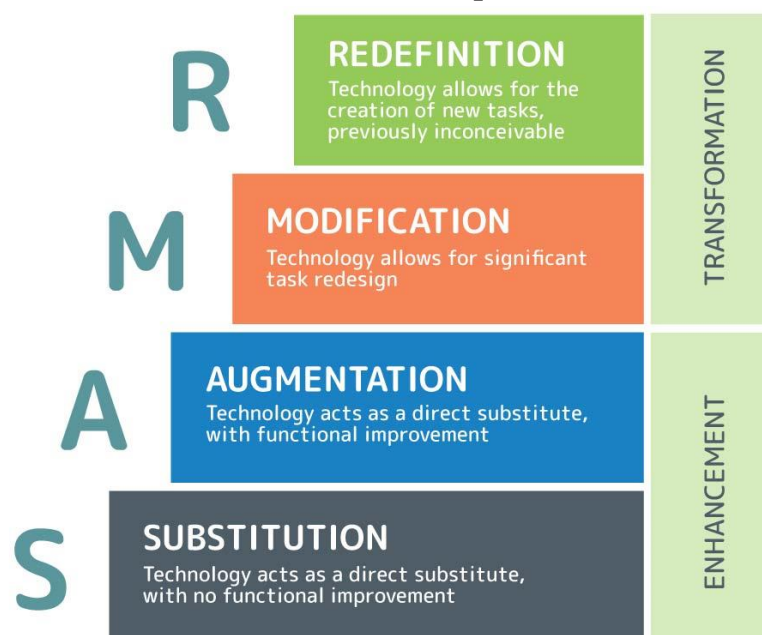
At a time when the need for learning a foreign language is high, the effective use of modern information technologies, innovative educational technologies in the educational process makes this process more effective. The effectiveness of innovative educational technologies lies in their correct and effective use in the educational process.

Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking).

At each stage of the SAMR model, the use of educational technology (EdTech) becomes more sophisticated. Substitution and expansion strategies use EdTech to improve learning and add value, while modification and redefinition stages use EdTech to transform learning and create new opportunities[14].

The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), with specific concepts and skills in each.

Fig 1.
The SAMR Model Explained

R REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

M MODIFICATION
Technology allows for significant task redesign

TRANSFORMATION

A AUGMENTATION
Technology acts as a direct substitute, with functional improvement

S SUBSTITUTION
Technology acts as a direct substitute, with no functional improvement

ENHANCEMENT

To understand, of course, it is impossible to perform this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process, including:

- When using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language;

- It is possible to listen and watch radio broadcasts in foreign languages and TV programs;

- Use of tape recorders and cassettes, which are more traditional methods;

- CD players are available. The use of these tools will make the process of learning a foreign language more interesting and effective for students.

In the process of globalization, it is hard to imagine our lives without the internet. It is one of the most effective ways to learn and use a foreign language. You will be able to communicate with foreign speakers via the Internet[8].

Conclusion

Another way to meet modern requirements is to reduce the amount of redundant material for students and simplify the learning process. These are taken into account in the new foreign language program. The teacher approaches this in terms of students' comprehensive practical mastery of the material. For this reason, the student focuses on the productive (speaking, writing) and receptive (listening, reading) learning materials, expanding the potential of students.

The basis of sound education is the effective generalization and improvement of the teaching process. More recently, optimization has been widely used. Optimization is the search for and application of an easy, convenient method, way, method, system, principle, tool, exercise, appropriate to the situation, conditions, students of higher education institutions and their chosen field of study.

Optimization is specific to different types of higher education institutions, as class hours vary and students' native language characteristics vary. Nowadays, communicative skills, skills of informing in a foreign language (through speaking, writing down ideas) and acquiring information (through reading, listening comprehension) to further develop skills and abilities, together with education and upbringing requires carrying.

In short, it is very important to teach a foreign language in higher education institutions that do not specialize in languages, because foreign languages play an important role in preparing students for full-fledged development.

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