



THE USE OF ACTIVE METHODS IN PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE TEACHING IN NON-LINGUISTIC UNIVERSITIES

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ABSTRACT

In the context of professionally-aimed foreign language acquisition in non-linguistic higher education, the article clarifies the usage of active approaches. The essay answers queries about the application of active foreign language learning techniques in non-linguistic higher education institutions. Professional foreign language instruction for students in non-linguistic higher education is most successful when it uses techniques like educational role-playing, project-based learning, and discussion. In a non-linguistic university, active foreign language teaching techniques help students develop their professional and cognitive motivations and interests. They also provide a comprehensive perspective on professional activities and educate future specialists in system thinking use of interactive techniques like conversation, project-based learning, and educational role-playing. enhances the efficacy of the professionally focused foreign language teaching method.

The idea that aims to construct the educational process in this way is gaining traction in the higher professional education system. Experiential education resolves the issue of getting pupils involved in autonomous, active learning and cognitive exercises. setting an example for their further self-education. Active teaching techniques have therefore gained popularity recently.

According to research on the subject, students at non-linguistic universities can learn a foreign language more deeply when active teaching techniques like project-based learning, educational role-playing, and discussion are used.

There are two reasons to support the use of game-based learning in specialty training. On the

one hand, the high efficiency of learning the program material and, on the other, the application of the technology taught in game training to the direct topic of professional activity demonstrate the efficacy of game education. In addition to offering an opportunity for active interpersonal contact and knowledge and skill acquisition, the game also helps to reduce stress and broadens the scope of training educational materials. It is intended to establish and strengthen teaching motivation while also energizing and enhancing the learning process. A carefully considered and deliberately well-structured game is a learning tool that enables you to fully solve challenges of a developmental, educational, and practical nature. An educational game is a particularly designed educational activity that suggests the existence of a problem and potential solutions. It usually takes the form of enjoyment. It is overseen by the instructor and fosters an environment that encourages students to use their creativity; it demonstrates initiative, intelligence, and resourcefulness in evaluating the situation and making choices [1, 1997, p. 76].

Multivariance and multialternality of solutions, from which the most logical one must be selected, are characteristics of educational games.

the necessity of making choices in a conditional practice and unpredictable world;
a range of conditions for the game that deviate from the norm, which could manifest in a specialist's future practice shortened time period, the potential for reoccurring circumstances, the visibility of the outcomes of choices taken, the integration of professional action and theoretical knowledge, the development of specialized abilities abundance of options training customization.

Students' capacity to work independently, think professionally, solve problems, and lead a team is enhanced and strengthened by the instructional game. Students get the following abilities and skills while playing the game:

gathering and evaluating data required for decision-making; making decisions when information is lacking or not sufficiently trustworthy. assessments of the decisions' efficacy; examining a particular kind of problem creating connections between various future professional endeavors; collaborating with others and reaching decisions as a group using group thinking strategies; and using abstract and creative thinking as the foundation for the successful, innovative application of a methodical approach to the study of processes and phenomena [2, 2004, p. 148].

The game serves mainly as a speech exercise for students learning a foreign language. They take on a variety of social and interpersonal roles while using both spoken and non-spoken communication techniques (e.g., gestures, facial expressions, opinions, etc.). 11 Educational games employed in a non-linguistic university can be separated into language (or aspect) and speech based on the learning objectives and goals. There are phonetic components to language games that teach you vocabulary, grammar, syntax, style, and phonetics, among other language-related topics. grammatical, syntactic, stylistic, and lexical. The goal of speech games is to improve proficiency in certain speech activities. The purpose of these activities is to teach listening skills. Reading, writing, and dialogic and monological communication [2, 2004, p. 150].

The use of professionally-oriented educational role-playing games in foreign language classes at non-linguistic universities is thought to be acceptable for the formation and development of future specialists' professionally significant communication skills and capacities. A professionally-oriented educational role-playing game, as defined by O.A. Artemieva, is a developed form of meaningful collective professionally-directed game cognitive activity (under the supervision of a teacher in accordance with the requirements of didactic principles). Its goal is to help students master the skills of communicating in a foreign language by using specially modeled subject (game) actions while they solve problems and make decisions in the playing field [I.e. 25]. Therefore, a game of cognitive activity based on a developing scenario of professional orientation is the essence of educational and role-playing

games. It should be noted that the topic of this kind of game is a series of circumstances rather than just a single one bound together by a common plot in the educational role-playing game scenario [1, 1997, p. 78]. The following particular purposes of a professionally focused educational role-playing game are highlighted by the author: The incentive and motivational function, which presupposes the existence of instructions, installations, and a goal. game rules, player obligations, the existence of a dynamic game scenario, roles, and so forth. The function of information and training. It is implemented using a variety of information sources (TSO, teachers, visibility, etc.) and shows up as an impact on the knowledge-learning process: immediate familiarization with the educational content; comprehension, which offers a profound knowledge of the Sug content; memorization, which enables the memory to store and imprint information that enters the brain; [5, 2011, p. 50]

The engagement of students in the learning process, which is connected to the teacher's organizational actions and entails control and adjustment, is an expression of the role of organization and management;

The goal of cognitive and developmental function is to influence pupils' cognitive activity: communication function, which aims to improve pupils' ability to communicate. The command The evaluation actions of "players" mirror the reflexive evaluation function. The eradication of students' fear and humiliation is the fundamental function of psychotherapy, which starts when students grasp reflexive and evaluative behaviors of a professional orientation. building the ability to control one's emotions and maintaining a positive psychological environment that fosters productivity and creativity [1, 1997, p. 75].

A professionally designed instructional role-playing game in a foreign language differs from other games in the following ways the connection between modeled professional-oriented activities and foreign languages; the objective is to use a foreign language to implement the development of professional thinking; the existence of particular roles that are used to implement social and interpersonal roles. As if "packaged" yet distinct subjects, sections, texts, etc., educational role-playing games smooth the borders between the components of the training content by completing the creative stage of passing a particular topic (sector) of the program. It greatly aids in the generalization of knowledge since the broken-down knowledge of the game is integrated into a whole, into individual complexes of essential attributes. Since the development of communicative competence necessitates the establishment of suitable conditions for the application of speech and communication skills in the practice of real communication, it is appropriate to employ educational role-playing games at the end of each thematic block [3, 2002, p. 33]. In a non-linguistic university, the primary elements of a professionally focused instructional role-playing game are as follows:

the circumstance as a collection of particular speech communication situations;

3) The responsibilities that are assigned to the game's players:

4) the subject that dictates the speech interaction's content; 5) the assignment (setting) to act out the scenario from the perspective of the assigned role and role relationships with partners. 6) It is advisable to follow a specific methodological sequence of implementation when creating an educational role-playing game for students at non-linguistic universities undergoing professionally-oriented foreign language training. This includes defining the game's problem, content, and educational objective. [6, 2009, page 60]

- identification of the primary aspects of students' professional activities that should be modeled emphasizing the game's primary phases and common issue scenarios defining the precise objectives of the game's activities, the roles played by its players, and the character of their interactions with one another during cooperative gaming sessions: setting up the game scenario: establishing the game's rules creation of a set of standards for assessing game outcomes and indicators for assessing gameplay allocation of responsibilities among game players; - creation of guidelines and resources for each player; analysis of games.

The teacher can only guarantee the game's success if they can: foster an environment where

no one is afraid to speak: engage in the game and identify with the pupils; demonstrate to the game players their respect and admiration for them through particular assignments; have faith in the autonomous planning and execution of certain game forms or segments. Organizing assignments with consideration for each student's unique traits is engaging and varied. The latter phase of the game, particularly the discussion of its outcomes, is crucial to making the game process more effective. In order to provide everyone a chance to voice their opinions regarding the methodological requirement and outcomes of such a session, it is more acceptable to discuss the results utilizing the conference technique. Undoubtedly, the GT re-giver concludes the conference with a speech in which he or she evaluates each player's performance in addition to summarizing the overall outcome [4, 2000, p. 12].

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19. Eshbaevich, T. D. Gulistan State University, 120100, 4th microdistrict, Gulistan city, Syrdarya region, Uzbekistan E-mail: doniyor120373@ gmail. com Abstract. The article describes the creation of modern e-learning resources for educational process, their purpose, content, structure and stages of creation. The article also gives recommendations on how to create e-learning resources, and. *Pedagogika*, 21.

