APPROACHES TO DEVELOPING FOREIGN LANGUAGE TEACHING SYSTEM IN NON- LINGUISTIC HIGH SCHOOLS OF UZBEKISTAN

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ABSTRACT

This article is about the main approaches to developing foreign language teaching system in non- linguistic high schools of Uzbekistan.

Keywords: Practically significant, non- linguistic, curriculum, colleagues-physicians, multicomponent, naturalistic exercises, linguistic contrast

INTRODUCTION

In this article, approaches to developing foreign language teaching system in non- linguistic high schools of Uzbekistan were offered, particularly in medical higher educational institutions, by introduction differentiated - continuous and professional – oriented English language and it aims at developing medical students' foreign language professional communicative competence. In this aspect realisation of the training system, based on information technologies and specification of foreign language learning is actual and practically significant.

MATERIALS AND METHODS

The offered concept was developed in execution the Decree of the First President of Republic Uzbekistan "On Measures For Further Enhancement Of The System Of Teaching Of Foreign Languages " from December, 10th, 2012 and provides coordinally improving teaching system of foreign languages in non linguistic high schools, particularly in medical educational institutions, by introduction differenciated - continuous and professionally - oriented approach of teaching of a foreign language and is directed on preparations of future doctors possessing wide access to achievements of a world civilisation and world information resources, and also development of the international cooperaton.[2,76]

381

The basic idea of the concept is that teaching foreign languages should be carried out continously and differenciated on the level - degree basis starting from the actual level of knowledge of the foreign language of students, without taking into account course and curriculum on a speciality. In order to achieve high results each level of training is regulated for students as on the completion time, connected with concrete educational semestre, and by their results of vocabulary volume and the foreign language communicative competence, in accordance with national educational standards, by criteria of foreign languages level at each step of the training. Assessment of these educational achievement will be reflected on the corresponding semestre.

Orientation to the end result of training shown in the formaton of foreign language professional communicative competence of the medical students and the ability to communicate at intercultural level with colleagues-physicians leads multicomponent of educatonal content. It includes information - remedial aspects, and organizational - motivational, taking into account motives, interests, requirements of students for educational process on a foreign language in medical high school.

Given these considerations about the nature of pronunciation, let me now make some recommendations about pronunciation teaching - though in the short space available here I can only outline in point form ideas that require a good deal of expansion and demonstration.

Learners benefit greatly from explicit explanation of how pronunciation fits into the overall process of communication. A very simple model of communication, showing a listener trying to interpret a message on the basis of cues in the speakers' speech, is sufficient. This gives learners a framework within which to understand what goes wrong when they are not understood or are misunderstood, and to gain a clear, practical idea of the nature of linguistic contrast - not just a classroom drill with 'thigh' and 'thy', but the living basis of our ability to communicate in real life contexts.

The advantages of working with this type of framework are:

a) It takes learners' focus away from their own 'performance' and places it more clearly on the listener's experience of their speech. This can be very helpful in reducing nervousness and the expectation of failure. Discussion of learners' experience of listening to foreign speakers of their own language can help them see how tolerant listeners are (in terms of understanding accented speech), and give them a sense that accents are nice - it is incomprehensibility that is bad, not the accent as such. These considerations can help give learners enough confidence in

their segmental production to allow them the fluency and rhythm so important to intonation.

b) It changes the goal of pronunciation from one of mimicking a native accent (extremely difficult to achieve), to one of creating intelligible messages (perfectly possible). Errors can be defined in terms of intelligibility rather than in terms of non-attainment of a perfect model - which allows much more scope for teachers to encourage successful communication rather than constantly focusing on deviations from native-like production. The rules of English can be defined in terms of what listeners need in order to understand a message correctly and easily, which makes them more meaningful and easier to relate to real speech.

c) It allows a blurring of boundaries between segmental and supra segmental aspects of speech, and an easy way in to teaching learners about the information structure of speech, which is highly useful in teaching English prosody. Following from the emphasis on the listener's experience of their speech, they can learn that in English we use stress to highlight the information the speaker considers will be unpredictable to the listener. Many other languages of course do not use stress for this function – the fact that English does needs to be explicitly taught and demonstrated. But spending time on this can give learners a 'handle' on understanding stress and intonation in terms of the meaning of the message, rather than as a set of classroom rules.

RESULT AND DISCUSSION

This type of teaching naturally encourages the use of naturalistic exercises and practice of real communicative situations. Classes must be learner-centered in the sense that learners should be able to practice speech that will be directly useful to them in their real lives. I think it is essential that the basis of all classroom exercises should be phrases and sentences. Not that individual sounds and words should never be discussed; indeed they should, but always in the context of the larger structures of communicative language use. Learners should be encouraged to bring examples of communication failure to class for work shopping – much can be gained from discussion of why a learner got a cup of tea instead of the cappuccino they ordered after lunch. They should also be encouraged to anticipate situations they will encounter after the class, and practise speech that will be useful in those situations. In these ways, the material learned in class will have maximum transferability to the learner's real world. But there are more profound respects in which pronunciation

teaching must be learner-centred. We have seen already that teachers need to be aware - to an even greater degree than most already are - that learners actually hear speech very differently from the teachers themselves do. This seems to me to be a natural and essential extension of efforts in all other areas of language teaching to be culturally sensitive in communication with students. Teachers can be learner-centred by developing skills in communicating with learners about speech and pronunciation in ways that make sense to the learners - as opposed to giving them phonetically accurate descriptions. This ability to start from where learners are in order to lead them to new understanding is the basis of all effective teaching. Even more important is for learners to be 'learner-centered': to develop their own skills in what I call Critical Listening - the ability to notice, diagnose and repair their own errors, and those of their fellows, rather than always relying on the teacher's feedback. It is through critical listening that perceptual discrimination, and appropriate conceptual analysis of English words and sentences into sounds and letters, can best develop. Many indications suggest that it is these that are the foundation of improvements in second language pronunciation.

CONCLUSION

In conclusion, the method of curriculum design and delivery for Medical English needs to shift from the traditional methods to being contextually - based and experiential. It needs to be delivered at the level of advanced English training where focus can be dedicated to the language of the career rather than the structural foundations and rules of learning a new language. The provision of this type of course or curriculum will improve the students' motivation to learn and participate in learning activities. Immersion activities and exposure to native English speakers who are also health professionals are crucial elements in enculturating the Medical English student into the way career-specific language is actually used. Foundational underpinnings of the curriculum and overall course goals should be linked to legal and ethical parameters for the health professions to provide credibility for the course provider and value for the health profession, the student, and the public. Designers and teachers need to be cognizant of the purpose and philosophy of the curriculum, and the goals of their students. Context of lessons needs to be relevant to the work the health professionals are doing and will be doing in the future to make it valuable to them.

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