

The Purpose of Educating Foreign Language at Unspecific Universities

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ANNOTATION

Our people say that if you know the language, you know the hand. In fact, the most widely spoken language in the world today is English. Therefore, today in our country a comprehensive and systematic work is being done to teach and teach this language. The fact that children learn English from the very beginning of their education will enable them to quickly and perfectly master several other languages in the future. Therefore, in this article, the author describes in detail the methodology and importance of teaching English in preschool education.

KEYWORDS: students, educator, English, Curriculum, methodology, non-specific universities, foreign languages and etc.

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 world 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. Organizations such as UNESCO, UNICEF, the European University Association, the European Network for Higher Education Quality are involved in the development of students' thinking in a foreign language, the ability to speak fluently, the formation of intellectual activity, the assessment of their readiness. is being used. 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.

Therefore, in order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of production of future personnel in the higher education system of the republic and finding the information necessary for scientific purposes 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. He should also 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 staff to improve their skills 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 a 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, by teaching the younger generation in foreign languages and improving the training of specialists who are fluent in these languages. The famous German scientist Y.V. As von Goethe said, "He 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 future professionals studying in non-language universities to be able to learn foreign languages and communicate freely. There is a proverb among our people: "He who knows the language knows". 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 around 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. 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 the 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. As scholars O. Hoshimov and I. Yakubov say in the book "Methods of teaching English", "the goals of teaching a foreign language determine the content, means, methods and principles of teaching."

Another way to meet the demands of the modern world 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 also been widely used. Optimization is the search for and application of an easy, convenient method, way, method, system, principle, tool, and exercise that is appropriate to the situation, conditions in which the foreign language is being taught, and to the students of the university and their chosen field. Optimization is specific to different types of higher education institutions, as class hours vary and students' native language characteristics are also affected. Nowadays, communication skills, the ability to provide information in a foreign language (by speaking, not writing) and the acquisition of information (through reading, listening comprehension) to further develop skills and abilities, along with education and upbringing requires carrying. The old method of reconstruction, which is not relevant today, is to remove the roads and improve the education system. Improving the scientific level of foreign language methodology is the dissemination of best practices, the reconstruction of the methodology on the basis of innovations in linguistics, psychology, pedagogy, psycholinguistics. For foreign language teaching to be practical, the student must focus on the ability to work independently and competently on a foreign language. 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.

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 instruction 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 teaching a foreign language also affects the amount of content taught. 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 side of the subject of a foreign language;
3. Independent study of a foreign language subject.

The process of teaching foreign languages in non-linguistic higher education institutions (i.e. higher education institution, where the foreign (English) language is not a specialized one) first of all reflects the history and the process of changing approaches and priorities to teaching foreign (English) language in search of the most effective and acceptable scientific and methodical activity. However, this process of teaching foreign language (English) in higher education institutions should be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, as the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society [1]. The opinion and statement that mastery of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist on the labor market have long been accepted by the society. The use of foreign (English) language for professional purposes has become a necessity for specialists of engineering specialties, whose activity is directly connected with the world market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from simple acceptance of this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training of engineering specialists do not always meet the requirements. One of the factors complicating the entry of our engineering specialists to the world market, is the low level of foreign (English) language skills. Under current conditions, foreign (English) language should not be considered as a secondary discipline, but as a necessary instrument of professional activity, as academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of knowledge of foreign (English) language. A student has linguistic competence if he or she has an idea of the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his or her speech. However, in practice, students who have entered a technical university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this tendency is typical for all

institutions that provide training of bachelors and masters in non-linguistic areas.

Without a solid base of formed language skills and abilities, which we mentioned above, it is impossible to develop conversation skills, terminology base, fluent reading and other communicative, linguistic and intercultural competencies. However, the goals of an engineering university should not include training in the basic level of a foreign language. This task should be solved at the stage of school training, so continuity and consistency in the reform of general and vocational education is so important. Despite all these problems, the departments of foreign languages of technical universities are looking for ways to teach foreign language and professional foreign language in the most effective way, with the minimum number of hours allocated for this discipline and low level of language knowledge of school graduates. Thus, the institutes have introduced in practice the distribution of students into subgroups according to their level of foreign language knowledge, which is determined in the first lessons by testing methods. This allows in one program to provide the most effective teaching of foreign (English) language for students who know the basic level of language, as well as for advanced level. An important role in the learning of the language is played by the independent work of students, to which are assigned mandatory hours in the work program. Auditorial hours, allocated in the basic cycle for teaching a foreign language, are used in the first two years of study and are spent mainly on "pulling up" the language level of the majority of students. For most of them, there is no question of learning a professional foreign language at all. Often, the problem of the lack of classroom hours is solved by means of the so-called "variable component", which implies practical training in professional foreign language by teachers of specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the training profile and imply the discussion of these problems on a higher, professional level.

Therefore, as one of the solutions to this problem, a large amount of foreign language teaching material is taken on the student's own work, which he must do outside the classroom. For this purpose, online versions of the laboratory works of various levels have been developed, both for first-year students and for students studying a professional foreign language. It is possible to work independently in the language laboratory, which is equipped with special audio-visual equipment. Insufficient motivation of students to master a foreign language also plays an important role. Motivation, as we know, is directly related to the effectiveness of learning. Any cognitive process is based on a desire to learn a foreign language culture. The low motivation for learning a foreign language is largely based on the negative experience of learning it at the level of secondary education. Students entering a university often do not see the scope of a foreign language in their future profession, as they simply do not yet have an idea of their professional future. The low motivation for learning a foreign language is also due to its limited use in educational, industrial and real life conditions. Here too, for the university, for specialized chairs and departments of foreign languages there is a wide field of activity in the sphere of establishing international educational and research contacts, joint international projects, academic exchanges, etc.

Another effective method (from the point of view of increasing students' motivation) are projects, festivals, theatres, scientific and practical conferences, which are organized on the basis of the Institute by the departments of foreign languages. Such events not only increase students' motivation to learn a foreign language, but also contribute to the development of communicative and presentation skills, teamwork skills and other competences necessary for

the future engineer. It should be kept in mind that all the activities are extracurricular and take quite a long time to prepare. But even participation in competitions with a minimal language component gives the student a sense of achievement, which is multiplied in case of winning a prize. Success and attention is associated with English, which helps to increase motivation. This growth is particularly noticeable in the case of students' group work in preparation for speeches. Collaborative work brings together and gives added importance to the unifying element, which, particularly in a competition, is the need to master certain linguistic phenomena, no matter how insignificant they may be. Partially solving these problems on the strength of one department of foreign languages, but without serious analysis, full cooperation with the professional department and modernization of the system of language training as a whole, their solution seems impossible.

Contemporary educational problem research admits that in recent years it has been experiencing a state of crisis, which manifests itself in the discrepancy between the results of education and the needs of society and specific individuals. The idea of the need to modernize education based on humanization and innovative technologies is becoming more and more widespread. Foreign language education plays a significant role in the humanization of higher education, in the process of new-format specialist formation. Leading experts in the field of language and intercultural communication consider language education as an important reserve for socio-economic transformations in the country; the main tool for the successful life of a person in a multicultural and multilingual community of people; factor of cultural and intellectual development and upbringing of a person with general global thinking; note the need to bring language policy to the new realities of society, the importance of developing a new educational technology. In this regard, the problem of improving the quality of teaching a foreign language in the educational system of non-linguistic educational institutions, aviation in particular, is of paramount importance and interest. The basis for this research is a number of approaches that allow to implement a systematic analysis of the object and subject of research. First, it is a comparative analysis (theoretical analysis, synthesis, generalization, systematization of scientific sources, periodicals to solve this problem and clarify the conceptual apparatus of the study); chronological and diachronic (determination of trends in foreign language learning in non-language education institutions); search and bibliographic (systematization and classification of pedagogical, methodical, scientific literature, archival materials, periodicals on the problems of learning foreign languages in a professional direction); comparative-historical (analysis and comparison of socio-pedagogical phenomena that make it possible to identify positive trends in the study of foreign languages in industry institutions of higher education); structural-system analysis of the content, forms, methods and means of teaching (systematization and generalization of the theory and practice of foreign language training at different stages of education), prognostic, through which the results were accumulated and extrapolated to the national educational space.

The main reasons that determine the insufficiently high quality of teaching a foreign language, taking into account the professional specifics in a non-linguistic university, are not only those that were previously mentioned, but also insufficient elaboration of foreign language teaching methods in integrative connection with professional training. A specialist must know the language(s) at a level that allows him to use it in the field of professional activity actively and freely. To achieve a positive result, it is very important that the study of the language is not only in-depth, but acquires a professional status. In the practice of

teaching in a non-linguistic university, the concept of "professional foreign language" (a foreign language for special purposes) is increasingly being used, new approaches and teaching technologies are being developed. However, the effectiveness of training is largely determined by the scientific rationale for innovation. A significant role in the scientific substantiation belongs to historical and logical analysis, which allows one to assess the development of methodological thought, take into account the best foreign and domestic experience, understand current trends and identify development prospects. When it comes to 80s taking into consideration all factors, operating in LSP training, becomes a principle characteristic feature. Methodologists of this period mention such factors as:

- professional competence of teachers;
- availability of educational studies and instructions;
- opportunities for individual work;
- development of vocational manuals, textbooks and audio materials.

It is obvious that teaching a professional foreign language from the standpoint of a competence-activity approach must be carried out through certain types of activities, which is impossible without the participation of specialists from profiling departments. The participation of profiling departments professors in the training organization, including subjects of "Vocational foreign language" discipline, ensures the transition from vocationally oriented training to professional and meets modern trends in education - focus on the practical needs of society, its social order and individual needs, which would contribute to the adaptation of a university graduate to the requirements and conditions of real professional activity. The modern concept of language education in a non-linguistic university implies the creation of a flexible teaching technology differentiated by content, methods and terms of study, which enables young specialists to a quick adaptation to the conditions of a new cultural and information space.

When learning a new language, you can acquire knowledge about a new culture. You are more open to other ways of doing things and other traditions. Nowadays, it is almost impossible to live without this skill, as you will find yourself communicating with people from different countries more often. When you are immersed in a language, you automatically get immersed in the culture as well. The unknown is scary for most of us. Unfamiliar situations make us uncomfortable and we ultimately end up avoiding situations that would otherwise be beneficial for us. Learning a new language helps with avoiding the unknown. Language learning improves people's tolerance to the unknown and ambiguity and that is true for people knowing more than two languages. One good example of this situation would be avoiding relationships with people from other countries or cultures. The unknown we find ourselves into when communicating in another language prevents us from nourishing those relationships. People with a higher level of tolerance would have no problem picking up the dictionary and learning as they go.

However, traveling by yourself or with people of the same culture can often lead to a limited experience. How amazing would it be to leave your map aside and start communicating with locals? This is closely related to what we spoke about earlier. Knowing a second language and using it in your travel adventures opens up the opportunity to immerse yourself and learn more about other cultures. It is harder to have a connection with other people from different

cultures if you don't know how to speak their language. Establishing and maintaining intercultural connections require communicating with people directly and understanding their way of living. People of different cultures and nationalities have different reactions and views over the world around us. Besides needing to understand them, you also need to speak their language without doing it robotically. To establish an intercultural connection between yourself and other people, you will not only need to enroll in language learning courses, but also immerse yourself in different cultures. A foreign language is a foreign language. Oriental languages (Arabic, Turkish, Urdu, Persian, Chinese, Hindi) are taught. They are included in the curricula of educational institutions. The process of teaching three languages is different: first, thinking is formed in the native language, learning another language is in them sense of phonetics, then a second language, and finally a foreign language will pass third, the mother tongue and the second language in its natural state, a foreign language is learned in an artificial environment. Communication in a foreign language, mainly in the classroom under the guidance of a teacher. The mentioned three languages with certain aspects of foreign language teaching and learning differs sharply. This, in turn, is an appropriate foreign language requires the use of teaching technology. By carefully mastering the achievements of a foreign language teacher's methodological science, the student will gain the standard of language experience to know clearly and to improve it further.

By language experience, the student still speaks Uzbek, Russian, a foreign language (English, Spanish, German, or French). the negative (interference) or positive (transposition / facilitation) effect of the knowledge, skills, and competencies acquired from the language) on the acquisition of the foreign language material currently being studied. For example, when teaching a grammatical phenomenon in a foreign language called an "article", it is not available in Uzbek. As a result, the concept of "article" belonging to this grammatical category is formed. As a result, the student's language experience is limited enriched with "novelty" in the language. Present, past, and future tenses in grammar (e.g., Present Indefinite, In the study of Indicativo, Prasens, Present), their application (function), construction (form) and meaning (semantics) require a special methodological approach. Of the verb tense the functional side is almost a challenge for students say because the grammatical phenomenon is "repeated It is known from the Uzbek language that This is the case with students' knowledge of their mother tongue allows you to capture a foreign language event. The form of this verb tense is Uzbek and foreign is completely different in language. Two words in a foreign language (auxiliary and a prepositional form consisting of prepositional verbs) (e.g. Future Indefinite, Future Simple, Futurum I, Futur simple) (second language) is preferred (budu + delat, budesh + xodit). After all, it is impossible for a student to make a verb tense in his native language style is not acceptable in teaching language phenomenon (future tense), where the mother tongue experience is 'interference' inevitable.

The ability to use information technology and modern teaching methods helps to quickly grasp new materials. By combining different methods, a teacher is able to solve specific curricula. In this regard, teachers and students got to become conversant in modern methods of teaching foreign languages. As a result, you will be able to choose the most effective way to achieve your goals. Using a variety of teaching and learning methods can be effective. Teaching takes place in small steps and is predicated on the student's existing knowledge system. At the initial stage, the stress is on pronunciation. According to Harmer, the first requirement of a native speaker is pronunciation. At the start of the training process, the teacher should specialise in the student's pronunciation. Although grammar and vocabulary

are important, it's useless if the speaker mispronounces them. Native speakers also can understand speech with grammatical errors if the speaker pronounces the words correctly. Therefore, in teaching, the most focus is on pronunciation. In this case, the utilization of various audios of native speakers gives good results. The teacher should teach the right pronunciation of letters and words during the lesson. There is also a robust emphasis on oral and reading skills within the early stages. If we look at the types of speech activities in foreign language teaching, the following tasks should be performed in their teaching:

- Create a reading mechanism;
- Improving oral reading techniques;
- Teach them to know what they're reading.

At the elementary level, the emphasis is on reading aloud. Reading texts are also going from simple to simple. However, it should be noted that although the add the first stages is especially focused on the event of oral skills, it doesn't solve the matter of developing oral communication in English. She is only in the process of preparing to work on a real speech. In addition, reading words beautifully and fluently increases a student's love of learning the language. In addition, students are going to be introduced to this indefinite Tense, The Past indefinite Tense. , Are required to be familiar with verb tenses such as The Future indefinite Tense and to be able to use verb forms vividly in these tenses. Students learn that nouns are used in the singular and plural, that suffixes "s" or "es" are added to the third person singular form of a verb in the present indefinite tense, which interrogative, negative, and imperative sorts of sentences also are introduced at an early stage. during the study period. Question-answer exercises are wont to strengthen the student's speech, improve memory, and repeat. New words from the text are memorized. Questioning and answering will assist you to memorize the words and use them in your speech. In addition, a spread of games within the classroom can increase a student's interest in learning and speed up learning. In the Hot Ball game, students form a circle and say one among the new words to every other on the ball. Participants do not repeat each other's words, are expelled from the game if they repeat or stop speaking. That's the way to go.

In the middle stage, grammar is taught in additional depth than within the first stage, and students are given exercises and tests supported the principles of grammar. Computer and phone learning programs also are great for elementary and secondary school learning . Examples include Talk (English speaking practice), Daily English, Learn English (English master), the way to speak real English. These programs are designed to incorporate all sections of reading, listening, and testing. Recording new words on a phone dictaphone is another good way to concentrate in your spare time. Also, showing more English subtitles and cartoons is an efficient way to teach the language. At the higher level, independent work plays a special part, especially in foreign languages. Of course, the requirements for this course are different from those of the previous stages. And now the lesson is no longer based on oral speech, because of this at this stage most of the language material is studied passively (receptively). That means, reading comprehension plays a key part. Texts are also large in size and language materials are complicated. Reading, speaking, listening exercises are held regularly. When organizing a lesson, a separate day is set for Reading, a separate day for Speaking, and an another separate day for Listening. Homework is also more complex than previous steps. Speaking lessons involve a topic and a two-minute talk. Alternatively, text

cards will be distributed to students. Each student gives their opinion on the topic on the card of their choice. The speech requires the use of previously used phrases, introductory words, new words as well as synonyms. Homework can be used to prepare additional text topics using the press, periodicals, media, and also online materials. Students will be interested to learn about interesting research and scientific discoveries.

The demand for learning a foreign language is growing day by day and step by step. Foreign language, as it was mentioned above, is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective tool of modern information technology in the educational process. It is also going to aim 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 use such information and communication technologies in learning foreign languages. The important 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). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CD. 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. Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the process of playing games, the student is more interested in this activity than in a normal lesson and works more comfortably. Use of computer at foreign language lessons helps in solution of different didactic problems such as:

- improving pronunciation;
- formulating and developing skills and abilities of reading;
- improving abilities of writing;
- enriching the lexicon of learners;
- training grammar;
- forming steady motivation of studying foreign language

Possibilities of usage the Internet resources are huge. The Internet creates conditions for receiving any necessary information for pupils and teachers which is in every spot on the globe: regional geographic material, news from life of youth, article from newspapers and magazines, necessary literature, etc.

It should be supposed that the game is, first of all, a way of teaching. Students are willing to be interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he can play, speak, listen, understand and write in English. We know that in the current educational process, the student must be a

subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, based on the experience of educators in the United States and the United Kingdom: - To use this method, the beginning of the story is read. students are referred to the judgment of the students; - Merry Riddles is an important part of teaching English to students, where they learn words they are unfamiliar with and find the answer to a riddle; - Quick answers help to increase the effectiveness of the lesson; - The use of "Warm-up exercises" in the classroom to engage students in the lesson; - "Pantomime" (pantomime) is a method that can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises; - A chain story method helps to develop students' oral skills; - Acting characters This method can be used in all types of lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we, future teachers, will contribute to the more effective development of innovative technologies.

In conclusion, modern language teaching is aimed at shaping a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

Organizing a foreign language also depends on the ability of the organizer to understand it well. Every child needs to be encouraged to act while learning a foreign language. They need to develop acoustic, kinesthetic, rhythmic and visual differentiation. Kids get organized quickly, but quickly forget. Therefore, repeating the speech several times can help children remember it through a month or handouts on the subject. The courses are spiral and regular rehearsals are an integral part. Successful teaching of foreign languages requires a wide range of methods. Quantity and quality of communication are the main reasons for learning a language faster. During the lesson, students' attention should be focused on the content and importance of the language. Students should focus primarily on the content of the language. In preschool, in teaching English, children gradually develop the basics of communicative competence, which includes the following aspects in the early stages of learning English:

- the ability to repeat phonetically correctly English words behind the teacher, mother tongue or speaker, i.e. the gradual formation of auditory attention, phonetic hearing and correct pronunciation;
- mastering, combining and activating English vocabulary;
- mastering a certain amount of simple grammatical structures, composing a coherent statement.

Successful learning of foreign languages also depends on the skill of the instructor. Students should be given tasks so that they can apply what they have learned in the classroom. Communication skills are important in the development of language skills. Social interaction, especially if students are able to put the meaning of the language into practice, allows them to use the language effectively. One of the main conditions for successful

teaching is the ability of the teacher to have meaning and negotiation for this process. Foreign language teaching should, first and foremost, encourage the organization of everyday knowledge, real knowledge and skills in a foreign language, but the development of specific knowledge should not be neglected. If we focus on the methodological and didactic approaches used in foreign language teaching, we need to emphasize the following: The teaching process should include not only communicative, but also competencies that will allow you to apply the knowledge learned in the future. Most children are interested in learning foreign languages. Their interest, of course, lies in the organization of the learning process and the ability of the children to achieve some success in the learning process. It is wrong to believe that this interest will remain the same for years to come, so educators need to take care of this, that is, to ensure that the organizers are happy and involved in the lesson. The content and purpose of the lesson will be understandable and memorable for the organizers only if both the topics being organized and the questions are important, interesting and relevant for the organizers. Foreign language organizers come into conflict with another language, culture, in foreign language teaching. For this reason, it is recommended to use reliable materials specific to the foreign language, texts and literature that can convey the same culture. One of the most popular ways to teach a foreign language is to use information and communication methods such as computer technology, multimedia, audio and more. The use of audio, video stories, fairy tales, cognitive materials in direct educational activities helps to individualize education and develop motivation for speech activities of preschool children. It is the use of ICT in the direct teaching of a foreign language that develops two types of motivation: self-motivation, if the proposed material is interesting in itself, and motivation, which is manifested by the fact that the preschool child can understand the language he is learning. It brings satisfaction and builds confidence in one's own strength and strives for further improvement.

It is much more fun to listen to or watch a fairy tale, story, or educational film than a curriculum. Children very quickly understand the semantic foundations of language and begin to speak on their own. If the method of complete immersion is used in teaching. This method involves regular and deep communication of the child with a foreign language. The child's subconscious is unusually sensitive, and even if no clear results are now visible, the child's abnormally developed linguistic abilities can be encountered within a year or two. The peculiarity of teaching English to preschool children is that he does not just sit at a desk and turn the pages of books and notebooks. The process should not be boring and the children should strive for knowledge on their own. Children think clearly, take everything literally, speak simple sentences ... If a teacher explains something, he must give clarity, an example. That's why English is a game for preschoolers. Only through this form you can achieve positive results and form a positive attitude towards the foreign language in the child. Forms of learning should be able to cultivate an interest in the topic, develop the child's communication skills, and express themselves, rather than mastering as many lexical units as possible. In the child's competence, it is important to achieve certain qualities of material mastery, situation and meaningful use of them, which will allow the child to provide a minimum amount of money, which will undertake the further development of language units.

The project methodology of teaching English to preschool children is suitable for 4-6 years. The teacher chooses an interesting topic for the children, a set of new words, phrases, and a variety of tasks for practice. Each subject is given several lessons, at the end of the course students are prepared for creative work ... Learning English using this method is multifaceted,

children always learn new things. Obviously, getting children interested in reading is much harder than it is for adults. For them, lessons should be conducted on a regular, active basis so that their attention is constantly drawn and focused on the tasks. Based on these principles, game techniques were created and put into practice. Playing is the most fun and favorite activity for younger students. This technique can be adapted to all levels of language, any age and characteristics of children. They are with toys, familiar things, a friendly, active teacher. Teach to speak and understand English speech in play and audio form using cartoons, songs, fairy tales, games and other activities. Materials and ideas can be developed in Russia, as well as in the UK and US. Therefore, in courses for toddlers, children do a lot of different things during the lesson: reading, painting, singing, dancing, playing cards, watching cartoons, and sometimes even crafting. And it's not a waste of time, as it may seem from the outside, but the elements of the lesson. Through painting or crafting, children follow the teacher's commands, i.e. develop listening skills and repeat the vocabulary they have learned - colors, names of things in a picture, and so on. Educational cartoons are also not superfluous. They are short (2-5 minutes), they repeat learned vocabulary and grammar, and they help children relax when they are tired of active games or challenging tasks. Today, foreign language skills are becoming an integral part of professional education. This does not exclude the process of pre-school education. The importance of teaching foreign languages to young people has increased significantly. Natalya Kireeva, a theologian and candidate of historical sciences, said, "Either we are preparing for life or for exams. We will choose the first one" he pointed out. He recently spoke about the local education system and principles, and shared his thoughts on why Finnish education is considered one of the best in the world. Today, the focus on pre-school education means the social, economic and spiritual development of the state [Interesting facts about the Finnish education system]. I would also like to point out that we ask preschool professionals to share their favorite teaching strategies in early childhood education to help them succeed. This list of teaching strategies for the preschool class provides excellent transition opportunities for development and learning as a teacher. Limited attention in preschoolers and younger students, they may not be able to do the same for long periods of time. Frequent change of activities is one of the conditions for successful training. It's all easy to calculate - we add 5 minutes to the children's age - which is the child's maximum concentration time. 5-6 year olds can do this for about 10 minutes. Otherwise, it won't work: when kids get bored of what they're doing, it's hard to calm them down.

In the last few years, learning a foreign language has become a necessity, not a way of self-improvement. Foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschools. The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the upbringing of modern man, but also the basis of his social and material well-being in society - on the other hand. making this moment foreign language learning especially popular and relevant.

In conclusion, the role of pre-school education is important in the development of our children. We need to provide them with modern technologies and a modern education system. Preschool education is also important for the development of the roots of every person in society, that is, for them to grow up in the future as a child worthy of the motherland, a strong person. We need to pay more attention to the education of our children, create modern conditions, and help their bodies in new ways. Organizing foreign languages

is also important for children to open the door to new opportunities in the future, to grow into skilled workers, to develop as a person who will benefit the whole society. That is why we teach our children from an early age, make them interested in reading, do not ignore every child in our society, deal with children with disabilities, attract their attention with various fun games, regularly encourage them to learn foreign languages. We will not be mistaken in saying that it will be a step.

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