

Theoretical Features of Teaching Terms to Students of Non-Philological Directions in English Language Lessons

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Abstract: *This article highlights various new methodological forms of teaching English in non-philological educational fields. It is known that the study of foreign languages is mandatory for representatives of each field, and in this regard, it is important to develop methods to facilitate the study of foreign languages for all directions, especially for students of non-philological education. You can find answers to such questions in this article.*

Keywords: *Teaching Strategies, Types of Learning, Method, Competence, Terms Related to Geography, Typology of Terms, Classification of Teaching Strategies*

1. Introduction

It is no secret that the study of foreign languages is one of the most important issues today; therefore, scholars determine what a language learner must master to use it for communication purposes, as well as what knowledge and skills they must acquire to communicate successfully in foreign languages [1]. Various communication problems are purposefully formed in the process of language teaching, taking into account conditions and various constraints [2, 3]. Thus, according to the collected data, pedagogically communicative competence is a specific structure that allows a person to demonstrate their linguistic abilities when performing types of speech activity [4]: speaking, listening, writing, and reading; however, it is noteworthy that such an interpretation of the learner's competence has been criticized, as the rules of psycholinguistics based on it are limited to the problems of perception and sentence formation, viewed as ignoring the individual, specifically personal, conventional features of speech perception and production, and considers the learner's competence as an individual's ability to understand texts with various purposeful and different formal structures, link them to a broader context, and use them as an activity for developing opportunities for active participation in knowledge and social life [5, 6].

2. Methodology

Reading, as a rule, serves to learn new, unknown things. This is an informational function of the learner's competence, and the formation of reading competence is successful only when this competence is manifested in educational and practical activities. If it reaches a high level of formation, the person will focus minimal attention and consciousness on all necessary actions with the text, and the reading will ensure that information that cannot be obtained in any other way enters. In this case, a special informational function of the learner's competence is realized. Furthermore, the more effective self-education based on texts is, the better the learner's skills are formed. Therefore, the professional function of reading competence is also distinguished.

3. Results and Discussion

Although the vocabulary and grammar used in educational texts ensure the strength of knowledge, in some cases, certain exercises are performed to recognize words, develop language assumptions, predict grammatical structures, verbal images, information, and identify semantic connections between parts. In addition, we consider it necessary to take into account the aspects of the student's activity and curiosity [7, 8].

The second stage of the student's activity is the directional-research stage, in which the choice of means and methods for recreating someone else's thought, formed by someone else and organized in written form using linguistic means, is carried out for the actual reading and comprehension of the text [9]. At this stage, the student draws up a program of actions for working with text based on existing knowledge and determines the necessary reading strategies. The third stage of the student's activity is executive control. At this stage, the actual process of reading and working with text data is carried out [10, 11].

The primary impact of reading on the brain and its emotional basis is visual perception of the text. The perception of the text is related to its direct impact on the organs by seeing its physical properties, that is, in the form of spelling [12]. The spelling form is unique, under the influence of which complex physiological processes begin, its function is a mental phenomenon, the perception of graphic signs of printed text and the mental activity of the student. The process of understanding the text does not end there, the student analyzes and interprets the text, that is, explains its content, determines the author's intention, understands the hidden subtext [13, 14].

Thus, reading competence is defined as an individual's ability to carry out reading activity that is, to perceive, understand, interpret, and evaluate information from a read text. Based on the psychological analysis of the concepts of reading activity and reading abilities, we will examine reading competence from a methodological perspective.

The most recognized thing in modern methodology is setting a goal before starting a lesson or selecting types of viewing, entering, learning, and searching based on the student's communicative task. In this classification, visual analysis is considered the most basic type of reading, the purpose of which is to determine what is being discussed in the text [15]. It is one of the most important factors for the learner to have a general idea of the available information and to decide how important or interesting it is. Learning to read is aimed at solving two problems: fully and clearly understanding all the information in the text for further use, and saving time. It involves the ability to find pre-known information elements in a text by "searching for and reading" the required keywords. It is widely used in teaching a foreign language to students of non-philological education, as it allows them to read information in specialized literature not in its entirety, but by finding the main necessary parts. Thus, search reading is continuous reading because the text is read in full, at a fast pace. Visual reading differs from search reading in the nature of speech activity. In this type of reading, it is sufficient to read the headings, individual paragraphs, or semantic parts. Accordingly, visual reading is defined as selective reading. Its speed is much higher than the input reading speed. At the next stage, various speech exercises are performed, including:

- a) Make a plan and repeat the text in parts;
- b) Answering questions about the text;
- c) Retelling the text;
- d) Naming the main semantic parts of the text; in connection with the question under discussion, it is necessary to pay attention to another detail: analytical reading should not be confused with explanatory reading.

4. Conclusion

In conclusion, exercises are widely used in teaching foreign languages to teach text comprehension at the semantic level. However, until recently, the methodology lacked ideas about the interaction between the learner and the text, and the lack of development of this problem leads to attempts to understand the text using traditional methods. In connection with the above, it is necessary to create a program for forming foreign language reading competence based on modern approaches to teaching reading comprehension, where much depends on the teacher's ability to formulate tasks for the text that stimulate creativity.

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