
Improving The Quality Of Foreign Language Teaching Through The Implementation Of Non-Traditional Methods In Higher Education Institutions

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Abstract: *This article discusses the issue of improving the quality of foreign language teaching through the introduction of non-traditional teaching methods in higher education institutions. Quality of education - determines the state and outcome of the educational process in society, as well as the formation and development of professional, domestic and civic competence of the individual in accordance with the needs and requirements of society. The quality of education is assessed by indicators that describe various aspects of the educational activity of the educational institution. These indicators include the content of education, forms and methods of teaching, material and technical base, staffing, etc., which ensure the development of students' competencies. The quality of education in higher education is a multifaceted, multi-level concept related to the indicators, goals and objectives of the education model, as well as specific standards of the education system, educational institutions, curricula and disciplines. This article makes effective use of the latest research on non-traditional teaching methods.*

Keywords: *non-traditional education, methods, material and technical base*

1. INTRODUCTION

Every state that chooses rapid development and progress, the most first of all, it emphasizes the upbringing of the younger generation as perfect and mature people in all respects. It is worth noting that the education system has a special role in achieving this goal.

The development of the education system has been identified as a priority in the relevant direction of the Action Strategy for the further development of the Republic of Uzbekistan, put forward by the President of the Republic of Uzbekistan Shavkat Mirziyoyev.

The Action Strategy emphasizes the quality of higher education institutions. To increase their effectiveness, it is planned to introduce 94 international standards for assessing the quality of education and training. It's not just the students' knowledge, rather, it is also important to assess the quality of teaching and learning.

Naturally, this task is associated with the material and technical base of the educational institution, knowledge and potential of personnel, the use of modern innovative information and communication and pedagogical technologies. At the same time, those engaged in pedagogical activities must have high moral qualities. Only then will it be possible to think about the knowledge of students and the quality of education.

On April 20, 2017, the President of the Republic of Uzbekistan Sh.M.Mirziyoev adopted the Resolution PP-2909 "On measures to further develop the system of higher education". In order to fulfill the tasks set out in this resolution and achieve efficiency in the higher education system, on July 18, 2017 the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution. No 515 "On the organization of the State Inspectorate for Education Quality Control under the Cabinet of Ministers". The State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan was established on the basis of the Department for Quality Control of Training, Attestation of Teachers and Educational Institutions.

Quality of education - determines the state and outcome of the educational process in society, as well as the formation and development of professional, domestic and civic competence of the individual in accordance with the needs and requirements of society. The quality of education is assessed by indicators that describe various aspects of the educational activity of the educational institution. These indicators include the content of education, forms and methods of teaching, material and technical base, staffing, etc., which ensure the development of students' competencies.

The quality of education in higher education is a multifaceted, multi-level concept related to the indicators, goals and objectives of the education model, as well as specific standards of the education system, educational institutions, curricula and disciplines.

Highly qualified personnel, including quality personnel in our country teacher training has always been a priority. It is especially gratifying that in recent years this issue has been approached in a broad study of international experience, adhering to the principles of the idea of national independence. Based on the analysis of education quality monitoring, one of the most important factors in improving the quality of education is the full cooperation between OOMTV, higher education institutions, international organizations, and the second is a comprehensive approach to improving the quality of education. Such as curriculum reform in international practice, one of the most effective tasks in projects is to conduct research before the start of the reform and study the main features of the current situation, identify areas for reform and work on tasks that need to be improved accordingly. One of such important experiments was the basic research conducted a few years ago by OOMTV, the Uzbek State University of World Languages (UzSWLU) and the British Council to study the training of

English language teachers. This research project, aimed at continuously improving the quality and level of English language teaching in Uzbekistan, improving the process of training future English teachers and mastering the requirements for graduates that meet clear and international standards, has the following main conclusions:

- There is a growing interest in the profession of English teacher, the majority of graduates choose this profession;
- English, according to all major stakeholders the curriculum for teacher training includes subjects that do not meet the professional and linguistic needs of students;
- Higher education institutions teach mainly through grammar-translation methods (in Uzbek or Russian), which does not allow students to develop communicative competence in English;
- Most teachers and students do not have a clear idea of the communicative types of assessment and assessment criteria;
- In the current curriculum, more attention is paid to theoretical disciplines of language, less time is spent on practical training;
- Training in English and English language teaching methods the programs are based on outdated textbooks and do not meet the needs of students as English teachers (1).

Training of foreign language teachers based on the results began to radically reform its programs. Along with the implementation of the Council of Europe's Common European Framework of Reference (CEFR) on "Common European Framework of Reference for Languages: Learning, Teaching and Assessment"

Requirements for learning foreign languages in the system of continuing education of the Republic of Uzbekistan have been developed [50]. It stipulates that graduates majoring in foreign language teaching must have at least a S1 level in a foreign language they are studying at the end of their four-year study at a higher education institution, as is the case in many countries. Also, the requirements for the level of preparation, knowledge, skills and abilities of students in the qualification requirements of the relevant areas of education have been updated. These reforms were implemented in the framework of cooperation between the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan and the British Council. To train English language teachers in the republic for the project 17 specialized higher education institutions became members and the Uzbek State University of World Languages acted as a coordinator. The Norwich Language Teaching Institute in the United Kingdom and the University of East Anglia participated as foreign international partners in the project, known as PRESETT.

The word PRESETT actually means 'pre-service teacher training' and is an internationally recognized term. The PRESETT program is a four-year undergraduate program designed to train teachers for primary and secondary special education institutions and has been implemented in 17 higher education institutions in the country, specializing in the training of foreign language specialists. Areas specializing in translator training are an exception.

It should be noted that as a factor in the reform of the curriculum, after gaining independence, the state has fulfilled a number of important tasks as the main reformer. In particular, a national training program has been developed, areas and specialties that are important for the future of our country have been identified and the tasks of higher education in the training of

quality personnel was determined. But the series that emerges in the next step shortcomings, including the fact that the knowledge, skills and competencies that a graduate student should acquire in each specialty are not clearly developed by the undergraduate universities, in which, above all, are being updated, modern requirements and the needs of the employer are not always taken into account, the curriculum is too redundant for the general humanities, and the special disciplines are sufficiently deep, the inability to learn, the increased focus on classroom learning, and the lack of emphasis on independent learning have been obstacles to the training of quality personnel until recently.

Also, a large part of the program was devoted to theoretical approaches, such as linguistics (syntax, phonetics, morphology, semantics, stylistics, etc.), and in these disciplines, mainly language and language history were taught. However, it is not the knowledge of the language system itself, but first and foremost, the ability to convey that knowledge, to listen, to speak, the main task is to be able to apply language skills such as reading and writing on a regular basis and to form them in the language learner.

Even in the early 2000s, in specialized universities most of the literature used was Russian-English literature written in Russia (A Practical Course of English Arakin, Textbook of English Bonk, etc.), based on the grammatical-translational method, methodologically encouraging individual mastery of the language, containing only one genre of texts. At the same time, instead of defining the calendar-thematic plan based on the goals and objectives of the subject, it was based on the topics in these textbooks, which prevented students from acquiring the most important skills and competencies.

Improving the quality of education in higher education institutions involves achieving the following goals:

- Increase the level of training;
- Development of innovative information products;
- Modern training of highly qualified specialists introduction of innovative ideas based on the introduction of methods;
- Ensuring continuity of education;
- Continuous professionalism and qualifications of teachers exaggerate;
- Training based on the use of new innovative technologies continuous improvement of the process;
- Educate students to be creative and responsible in solving professional problems.

The main focus in the educational process is the teacher. Therefore, the organization of the quality of education begins with the correct formation of the teaching staff. The question arises: how to determine the quality of a teacher? The teacher not only imparts knowledge to the students, he also plays an important role in shaping the personality, worldview and spirituality of the future staff. Therefore, teacher quality is a complex concept that can mainly include:

- Have a high level of knowledge and experience in the field of science and practice;
- Ability to engage in teaching activities and the presence of passion;
- Observation - abilities in students and individual quick grasp of features;
- Ability to communicate with external and internal environment;
- Recognition, position in their field;

- Activity in the field of research;
- The existence of a scientific school, etc.

The quality of learners is the most basic and important indicator that affects the final result. Because at the heart of the educational process are consumers of knowledge - learners. It is for them that classes are held, textbooks are written, new educational technologies are developed. Therefore, learners in determining the quality of education, it is necessary to pay attention to quality. Because as a result of the educational process, they have to give the final intellectual product (cadre). The quality of students can be assessed by the following indicators:

- Level of professional knowledge in the field of study;
- Level of knowledge of information (computer) technologies;
- Knowledge of a foreign language;
- Desire to study in a particular field (specialty);
- Memory ability, etc.

The system of retraining and advanced training also plays an important role in ensuring the quality and effectiveness of education. It is important to improve the scientific potential of teachers working in this system, to improve the quality of teaching, to create opportunities for them to engage in scientific research, to implement measures aimed at external evaluation of teachers. Ensuring continuity and continuity between the systems of public education and higher education in the process of training and retraining of teachers, informing teachers about innovations in teaching methods, theory of education and training, reforms in higher education, best international practices need. In this regard, it is worth noting the resolution of the President "On measures to further improve the system of training, retraining and advanced training of teachers".

According to the resolution, the institutes of retraining and advanced training of public educators of the Republic of Karakalpakstan, regions and the city of Tashkent were transferred to the higher education institutions of the region. Naturally, in the process, the demands on their performance, the quality and effectiveness of education will increase.

Therefore:

- Introduction of advanced forms and methods of pedagogy in the educational process to meet the methodological needs of teachers;
- Teacher of improving educational programs development of skills of personnel to perform educational and methodical work;
- Further improvement of distance learning methods;
- Modernization of relevant teaching and methodological resources to improve the professional skills of students;
- Full satisfaction of the demand for teaching staff;
- General and special disciplines in the relevant areas modern methodical, information-reference on blocks create a database;
- Continuous improvement of educational programs;
- Training on the basis of modern techniques and technologies. It is advisable to take organizational and other measures.

We have come to the conclusion that the quality of education in our country is determined primarily by the quality, level and qualifications of knowledge holders and distributors. Knowledge holders are the teaching staff of a particular university and their scientific potential. They use a variety of pedagogical technologies, innovative methods impart knowledge to learners. Therefore, the modernity of knowledge transfer technology, the level of mastery of students by it, the robustness and validity of the acquired knowledge also play an important role.

The factors affecting the quality of higher education mentioned above and their specificity using the reference columns formed on their basis a model of achieving a result while maintaining balances is developed.

Today, the material and technical base of educational institutions, computer technology, modern innovative technologies of education, information resources, the necessary inventory and equipment, to have access to materials and sufficient financial resources and to establish effective use of them to achieve quality educational results is a pledge.

Innovative in education in achieving quality learning outcomes the use of technology is crucial. Production while the quality of products in enterprises depends in many respects on modern technologies, the quality of results in educational institutions creates it the quality of knowledge of professors and teachers, the application of technology depends on the competence. The present is evolving is a relatively easy, versatile method of language teaching in our time and there are ways, methods.

2. THE MAIN FINDINGS AND RESULTS

In particular, I would like to cite from my own experience the method of “Motivation”, which can be used in higher education. This method is based on its name to form individual motivation in students serves. Before starting the lesson, students are shown a specific video in the language they are learning. It can feature posters that encourage students to learn, to move, to struggle, to have strong knowledge. The innovative aspect of this is:

- First, this method gives students the task of “Warm up activity”;
- Secondly, the fact that the video is in a foreign language makes students real involve in the process of live communication;
- Third, positive emotional motivation in students form and so on.

There is also another “Learning through movies” i.e. “Movies I would like to mention the method of “learning through”. In this case, the lesson is conducted through a specific foreign film selected by the teacher. The new words, phrases, originally used in this film, grammar devices, formal and informal languages, etc. will be briefly explained and handouts will be given to students. In this case, the teacher pause the film for a short time at a certain time and in the film draws students’ attention to new words, grammatical devices, comments, and continues to show the film again, and the process repeats in this way.

In conclusion, the importance of an innovative approach to improving the quality of education, the harmonization of the structure, content of educational literature with international requirements should be considered as an important factor.

It is well known that the education system is social in times of change requiring rapid development as a result of processes reaches. Through education, a new generation is formed in society that is able to perform future tasks.

With this in mind, strengthening the material and technical base of secondary schools and preschools, particular attention is paid to creating the necessary conditions and opportunities for the younger generation to receive a comprehensive education.

At the initiative of the President, 9th grade students, parents according to their wishes, consciously became professionals the establishment that they could continue their compulsory education in a college, academic lyceum, or in the schools in which they were educated has created all-round conveniences for the youth.

Satisfaction of such a demand, in turn, is among the youth increase interest in reading and lessons and teachers' attention to comprehensive educational upbringing there is a need to implement strengthening through modern social innovations.

Experts of the Independent Institute for Monitoring the Formation of Civil Society are exactly such requirements today considered some best practices aimed at improving the quality of education by evaluating and monitoring the development of education and science in most foreign countries, given that it is very important for the education system.

It is known that secondary and secondary special education is a continuing education. Significant work is being done to organize the second stage of the system and bring it to a new stage of development, further reform, as well as the provision of qualified higher education institutions. In particular, on October 16, 2000, the Cabinet of Ministers of the Republic of Uzbekistan implemented Resolution 400 "On approval of state educational standards of secondary special, vocational education". This decision further improved the system of secondary education and set standards for curricula and plans for secondary special and vocational education. This standard secondary special, the Law of the Republic of Uzbekistan "On Education" is the basis of a set of standards for vocational education, the development of which, law of the Republic of Uzbekistan "On the National Training Program", Cabinet of Ministers of the Republic of Uzbekistan "Development and implementation of state educational standards for continuing education resolution 5 of January 5, 1998 "On the introduction of based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 204 of May 13, 1998 "On measures to organize secondary special, vocational education in the Republic of Uzbekistan" obtained.

The implementation of this decision has a number of objectives it includes: "High quality of the CSTO and competitive economic personnel that meet the requirements of deep economic and social reforms in the country, building a developed democratic state ensure preparation; from the prospects of social and economic development of the country, the needs of society, science, technology and regulation of the content of training based on modern technological advances; Democratization of the CSTO, humanization and socialization, legal and level of economic knowledge, as well as the educational process increase efficiency; provide quality education services, training and protection of the interests of the individual, society and the state in the field of training; establishment of criteria and procedures for assessing the quality of training and educational activities; CSTO process and staffing ensuring consistency and

continuity of training; Ensuring competitiveness in the market of labor and educational services”.

In addition, this decision provides for the implementation of the following tasks: “Establishment of optimal requirements for the quality and training of staff, the types of educational services provided;

To the CSTO and its final results, the procedure for periodic assessment of students' knowledge and professional skills, as well as the creation of a regulatory framework that sets out the relevant requirements for quality control of educational activities;

Introduction of effective forms and methods of spiritual and moral education of students on the basis of the rich intellectual heritage of the people and universal values;

In the process of teaching and learning, pedagogical and informational to provide technology, to control the level of education, establishment of standards and requirements for the qualifications of students and their graduates in educational institutions; Ensuring effective integration of education, science and industry for targeted and quality training”.

It should be noted that today the level of knowledge of a foreign language is regulated by a number of laws and regulations the degree to which a language is mastered is determined by these means. There are currently a number of test forms around the world that determine the level of proficiency in a foreign language, including IELTS, TOEFL, CEFR. That is why it is important not only to know a foreign language, but also to be able to meet the requirements of world standards.

At present, foreign language teaching is widely practiced in our country, mainly in accordance with the requirements of the CEFR test system, and foreign language acquisition is developed at the stages A1, A1 +, A2, B1, B1 +, B2, C1.

Taking into account the above, it is advisable to implement the following recommendations:

- A comprehensive study of Uzbekistan's participation in international education quality assessment programs and in these programs ensuring participation;
- Development of a "National Program" for assessing or monitoring the level of knowledge of students based on international experience;
- English in schools, taking into account the most advanced results of scientific achievements and the publication of literature in English to consider the implementation of various foreign language programs;
- Determining the qualification requirements of specialists responsible for education in preschool institutions through clear criteria and the full orientation of children to general education determination of responsibility by law;
- Determining the maximum and minimum number of students in groups and classes in preschool and general secondary education, based on methods tested in international practice;
- Organize specialized classes in each school for 8-9 year olds, identifying talented children in primary school with the help of psychological tests.

That these proposals have a positive impact on the quality of education we hope that the composition, structure and content of educational and methodological literature in accordance with international requirements in improving the quality of education we believe that adaptation should also be considered as an important factor.

In addition to the above points, the following recommendations can be entered:

First, the work of a group of authors on the creation of textbooks, as well as the achievement of the creation of several textbooks in one subject;

Second, the components of the textbooks are closer to foreign standards;

Thirdly, it would be expedient to pay special attention to the creation of textbooks and manuals on the example of clear material, reputable enterprises and organizations.

These suggestions and descriptions lead to an improvement in the content of the teaching materials. This, in turn, serves as a basis for improving the quality of education.

“On measures to further improve the system of learning foreign languages” of the First President of the Republic of Uzbekistan Improving the system of teaching foreign languages to the younger generation in the Republic in accordance with the Resolution optimizing the process of teaching languages and teaching foreign languages training at all stages can be a solution to such problems as the need to train mature and fluent foreign language specialists in every field of our society.

3. CONCLUSION

Also a foreign language to preschool effective teaching from educational institutions and primary school is one of the important directions of foreign language teaching today. The introduction of language teaching from the earliest stages of education serves to better develop children's communicative competencies in a foreign language.

An analysis of international experience, in particular the experience of European countries, shows that Europe has always paid special attention to the teaching of foreign languages from an early stage. The first countries to introduce foreign language teaching from primary school were Denmark (1958), Sweden (1962), Finland (1970) and Iceland (1973).

After the reforms in the field of education (1980–1990), the teaching of foreign languages in primary schools became mandatory. Many EU member states have developed and implemented early language teaching programs.

Although the teaching of foreign languages from primary school in Europe today is not as popular as in our country, it is an important aspect of language policy. When introducing a foreign language subject to the primary school curriculum in European countries (children aged 5-6 to 10-11), teachers follow the recommendations developed within the framework of the EU Language Learning for European Citizenship project, and as a result, European countries achieved.

Several European countries (Germany, Denmark, Sweden) By analyzing the experience of teaching foreign languages to students at an early age, the following important areas can be listed: The purpose of teaching foreign languages is to develop their language competencies to ensure children's full and active participation in modern society reflecting different cultures and multilingualism.

Children start learning a foreign language at the age of 9, and the process of teaching a foreign language, its content and technology are included in the primary school curriculum, and foreign language teaching is carried out by highly qualified, highly experienced teachers.

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