THEORETICAL AND SCIENTIFIC PRINCIPLES OF TEACHING A NATIVE LANGUAGE TO FOREIGN STUDENTS IN NON-PHILOLOGICAL SUBJECTS

Makhmudova Gulchekhra Dilshadbekovna

Andijan State Medical Institute

Abstract: Learning an unknown dialect is an intricate undertaking, particularly with regards to non-philological subjects. This article investigates the hypothetical and logical standards fundamental the viable educating of local dialects to unfamiliar understudies in non-philological subjects. By understanding these standards, teachers can utilize methodologies that work with effective language securing and improve understudies' appreciation, investment, and generally scholarly execution.

Keywords: Unknown dialect, syntactic arrangement of a language, understudies in non-philological strengths, semantic and strategic model of learning.

Introduction: Showing a local language to unfamiliar understudies in non-philological subjects is a mind boggling and testing task that requires a profound comprehension of both the objective language and the particular topic being educated. It includes showing the actual language, yet in addition coordinating it into the substance of the subject in a manner that is significant and compelling for the understudies.

One of the fundamental difficulties of showing a local language to unfamiliar understudies in non-philological subjects is the need to offset language guidance with subject-explicit substance. This requires an elevated degree of capability in the objective language, as well as a profound comprehension of the topic being educated. For instance, assuming a local English speaker is instructing science to non-English talking understudies, they should have the option to make sense of perplexing logical ideas in a manner that is clear and conceivable in English. This requires not just a solid order of the English language, yet in addition a strong comprehension of the logical standards being educated.

Another test is the need to adjust language guidance to the particular requirements and capacities of the understudies. Various understudies will have various degrees of capability in the objective language, as well as various learning styles and inclinations. This requires the educator to be adaptable and versatile in their methodology, and to have the option to fit their guidance to the singular necessities of every understudy. This can be especially difficult in a non-philological subject, where the essential spotlight is on the substance of the subject as opposed to on language guidance.

To address these difficulties, there are various systems that can be utilized to show a local language to unfamiliar understudies in non-philological subjects successfully. One methodology is to coordinate language guidance into the substance of the subject in a manner that is significant and pertinent to the understudies. For instance, in a set of experiences class, the educator could show significant verifiable occasions and ideas in the objective language, involving language guidance for of supporting and extending the's comprehension understudies might interpret the topic.

Another procedure is to utilize genuine materials and genuine settings in language guidance. This can assist with making the language guidance seriously captivating and pertinent to the understudies, as well as giving them valuable chances to rehearse their language abilities in a significant manner. For instance, in a geology class, the educator could utilize guides, graphs,

and other bona fide materials to show geographic ideas in the objective language, giving the understudies a genuine setting in which to utilize and rehearse their language abilities.

Notwithstanding these procedures, teachers must give sufficient chances to understudies to practice and involve the objective language in a strong and empowering climate. This can incorporate exercises, for example, bunch conversations, pretends, and language games, as well as any open doors for understudies to participate, in actuality, correspondence in the objective language. By giving these open doors, teachers can assist with building understudies' certainty and capability in the objective language, as well as making the language guidance seriously captivating and charming for the understudies.

While showing a local language to unfamiliar understudies in non-philological subjects presents various difficulties, it likewise offers various expected benefits. For one's purposes, it can assist with extending's comprehension understudies might interpret the topic by giving them extra chances to draw in with the substance in a significant and pertinent manner. It can likewise assist with building understudies' language abilities and capability, permitting them to impart all the more successfully in the objective language and to draw in with a more extensive scope of scholarly and proficient open doors.

From a linguistic perspective, there are certain universals of language that apply regardless of one's first language. Noam Chomsky's theory of universal grammar posited that all human languages share an underlying abstract structure and grammatical rules. While surface-level features like vocabulary and pronunciation may differ across languages, the basic building blocks of syntax are thought to be innate. This implies that foreign students already possess some linguistic predispositions that can facilitate their acquisition of a new language. However, their first language may also induce negative transfer of rules, requiring explicit teaching and practice to overcome.

Cognitive psychologists have extensively studied how languages are processed and stored in the brain. Working memory constraints, as proposed by models like Baddeley and Hitch's, mean that language instruction must be carefully sequenced and scaffolded to avoid overwhelming students' processing capacities. Techniques like chunking, repetition, and context provision can help automate linguistic schemas. Theories of multiple intelligences also emphasize addressing different learning styles through a variety of modalities like visuals, kinesthetics, and group work. Memory research additionally underscores the importance of retrieval practice over passive learning.

When it comes to applying these theoretical underpinnings, Krashen's Monitor Model highlights the distinction between acquired and learned systems. A relaxed, low-anxiety environment best facilitates natural language acquisition via comprehensible input. Formal instruction is then most effective for developing students' monitored output abilities. Vygotsky's sociocultural theory also emphasizes the crucial role of social interaction and scaffolding from more capable peers/teachers in advancing language development.

Hypothetical Establishments

Language obtaining speculations give a structure to understanding the cycles engaged with learning another dialect. The most persuasive speculations include:

Mental Hypothesis: Accentuates the job of mental cycles, like consideration, memory, and critical thinking, in language learning.

Open Approach: Focuses on creating open ability, empowering understudies to utilize language successfully in certifiable circumstances.

Sociocultural Hypothesis: Perspectives language advancing as a social and social cycle, impacted by cooperation with others and the social setting.

Academic Methodologies

In light of these hypothetical establishments, a few educational methodologies have arisen for showing local dialects to non-philology understudies. These methodologies include:

Task-Based Learning: Includes drawing in understudies in significant assignments that expect them to involve language for bona fide purposes.

Content-Based Guidance: Incorporates language learning with the educating of other topic, like science, history, or math.

Mixed Learning: Consolidates customary eye to eye guidance with web based learning stages, giving understudies adaptability and customized opportunities for growth.

Techniques

Inside these academic methodologies, different techniques can be utilized to work with language procurement. The absolute best systems include:

Informative Language Instructing: Focuses on collaboration and valid correspondence, with an accentuation on familiarity and understandability.

Syntax Interpretation Method: Focuses on express punctuation guidance and interpretation works out, giving a strong groundwork in the objective language's sentence structure.

Sound Lingual Strategy: Underlines tuning in and talking abilities, utilizing tedious penetrates and design practice to foster familiarity.

Evaluation Procedures

Evaluating language capability in non-philology understudies requires a scope of evaluation procedures that action both phonetic skill and open capacity. These procedures include:

Formal Tests: Standardized tests, like TOEFL or IELTS, give a goal proportion of generally language capability.

Casual Assessments: Classroom-based appraisals, like introductions, papers, and pretends, permit educators to assess understudies' advancement and give criticism.

Portfolio Appraisals: Assortments of understudy work, like composing tests, accounts, and undertakings, show understudies' language abilities and progress after some time.

Conclusion.

Consolidating hypothetical and logical standards while showing a local language to unfamiliar understudies in non-philological subjects is fundamental to their prosperity and in general scholarly execution. Through viable language guidance, understudies can connect all the more profoundly with topic, foster more grounded relational abilities, and cultivate social trade and combination.

References:

1. BROOKHART, S. M. Évaluer pour faire apprendre. Dans Ménard, L. et St-Pierre, L. Se previous à la pédagogie de l'enseignement supérieur. Montréal : Chenelière-Éducation, 2010. No accessible on the web.
2. CUQ, J.P. Dictionnaire de didactique du français langue étrangère et seconde. Paris: Clé internationale, 2003. Accessible at: https://www.worldcat.org/title/dictionnaire-de-didactique-du-francais-langue-etrangere-et-seconde/oclc/76811758. Access: Walk 11, 2021.
3. REMOND, M. Evaluer l'activité de address. Les Journées de l'Observatoire : La address de 8 à 11 ans. Paris : Observatoire Public de la Talk, 2001. Accessible at: http://veille-et-analyses.ens-lyon.fr/DA-Veille/20-september-2006_EN.pdf. Access: June 11, 2021.
4. VECCHI, G. Evaluer sans dévaluer. Paris: Hachette, 2014. Accessible at: https://dumas.ccsd.cnrs.fr/dumas-01312936/record. Access: Walk 11, 2021.
5. VERGNAUD, G. Psychologie du développement cognitif et évaluation des compétences. L'activité évaluative réinterrogée. Respects scolaires et socioprofessionnels. Bruxelles : de Boeck Université, 2001. Accessible at: https://www.erudit.org/en/diaries/mee/1900-v1-n1-mee02554/1036765ar/conceptual/. Access: July 11, 2021.
6. RIEGER, C. R. How (not) to be discourteous: Working with the obtaining of L2 (im)politeness. Intercultural Pragmatics. 2018, V. 15, Issue 5, p. 651-691. Accessible at: https://www.degruyter.com/archive/doi/10.1515/ip-2018-0023/html. Access: Walk 11, 2021