EURASIAN JOURNAL OF ACADEMIC RESEARCH
Innovative Academy Research Support Center
www.innacademy.uz

THE IMPORTANCE OF THE DIDACTIC SYSTEM IN TEACHING ENGLISH IN NON-PHYLOLOGICAL DIRECTION

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https://doi.org/10.5281/zenodo.5813109

ARTICLE INFO

Received: 20th December 2021
Accepted: 25th December 2021
Online: 30th December 2021

KEY WORDS

modern methods, theoretical and practical knowledge, technical field, motor-training system, design-technological system.

ABSTRACT

This article discusses the importance of the didactic system in teaching English in the non-philological field. The course covers modern methods of teaching a foreign language and the specifics of the effective use of the didactic system in these methods.

Introduction. General concept of the didactic system of education. The system of education is a purposeful structure, organization and consistency of educational material, which provides the correct composition of practical skills and labor skills, preparation for professional activity. Vocational education consists of two interrelated parts:

a) theoretical knowledge;

b) industrial education.

Industrial education and theoretical education are different, but there are similarities. Both of these types of education are associated with the need to separate the content of education, group its parts, determine the sequence of their study. The principles of such separation and the order of grouping usually depend on which of the systems of industrial education is used. In vocational education, the subject, operation, operation-subject system, motor training system, operational-complex and construction-technological systems are known. Initially, there was a system of objects.

Literature review. In this system, the student prepares items that are relevant to the profession in which he is learning. At the same time, the complexity of the items increased. The preparation process is not didactically divided into separate operations. The student was not particularly familiar with the rules of some methods of work, but only tried to repeat the work and other actions of the teacher. As a result of such training, students are not able to use their knowledge and skills to make a familiar product, and are forced to re-learn the work in the process of making

each new product. This is the main drawback of this system. The system of products reflects the method of production of handicrafts and was widely used until the second half of the XIX century. The emergence of manufactories and, accordingly, the division of labor led to the division of the technological process into operations, that is, the operational system of labor education. This system emerged in the late nineteenth century.

Basic concepts and expressions: didactic system, theoretical knowledge,) industrial education, subject (object) system, operation, motor-exercise system, construction-technological system. In the operation of the operating system, students learned the labor operations that make up the content of their profession.

Therefore, they understood that the manufacture of any product consists of the same operations, except that the order of operations and the requirements for the accuracy of processing differ from each other. Thus, the operating system did not tie students to the manufacture of goods, but equipped them with general knowledge, practical skills and abilities in the field. This is the advantage of the operating system over the product system of education. Creates conditions for understanding the technology of production using the operating system, allows you to organize training in a new sequence (from simple to complex operations), has a positive impact on the formation of labor skills and abilities, mastering basic operations. The disadvantage of the operating system is that the operations are generally mastered in the preparation of educational materials, that is, the work of students is not productive. As a result, their interest in work decreases. The operating system interrupts the production of items by performing operations.

Research Methodology. Operational-subject system - involves students thinking about labor operations and learning in the process of making selected items. Great attention is paid to the selection of items, the lightest 3-4 operations are mastered in the manufacture of the first item, and more complex operations are mastered in the manufacture of others. The success of the operation-subject system. The student sees the results of his work, chooses the operations. Disadvantages: the preparation of items that included several operations from the first lesson, led to the fact that students did not have a clear idea of the content of these operations. That is why the system is becoming more widespread.

Motor Training System (CIT System) - The disadvantage of this system is that the training in the motor training system did not involve the conscious acquisition of skills and abilities by students. Skills development was carried out with the use of special equipment and exercises reminiscent of the real work process.

Analysis and results. As a result of many repetitions, it has been hypothesized that muscles can be "trained" to perform certain movements without the involvement of the mind. Such an approach to education was not approved and was quickly rejected. The success of the motor-training system is that it is a didactic basis for the formation of labor training and skills, consistent with psychophysiological laws: the method of labor - labor operation - the labor process was first developed and applied.

In this system, vocational education of students is divided into five periods:

1. Exercises on mastering the basic labor activities and movements.

2. Exercises on mastering working methods.

3. Learning exercises to perform labor operations.

4. To teach students to combine previously mastered labor operations on a set of operations on specially selected items.

5. Independent period, in which students prepare items specific to the profession.

As a result, interest declines. At present, in the process of practical work in training workshops use the system of operations, as a separate study of the operation is planned and the type of product specified in the program can be changed depending on local conditions. Improving the didactic system of vocational education. In recent years, training workshops are organized on the design and technological system. The main idea of this system is to increase the creative activity of students. Before preparing a product, the student is introduced to the conditions under which he must carry out its design and processing. To sew a garment, a student first performs a complex process, such as taking measurements, drawing a sketch, making a pattern, modeling, placing the pattern on the fabric, cutting and sewing the item.

Conclusion/Recommendations.

Construction or design on the content of assignments aimed at developing the technical creativity of students; development of technological processes; divided into groups of proper organization of labor. The development of technical creativity should begin with the simplest tasks and gradually increase the independence of students, so that they can design things, develop technology, organize their work.

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