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Specificities English Language Non-Academic Hours

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Annotation: *the article contains an overview of interactive methods, represented by the Foreign Languages Department of the Tashkent Pediatrician Medical Institute in Uzbekistan in the process of organizing non-academic hours which represents important part of the process of teaching English in higher school. The article covers the actuality and essence of interactive methods, used in the non-academic hours, as the most effective methods of teaching English language.*

An importance of non-academic hours on English language at first is conditioned by modern needs of our society, deficiency of time, periods of globalization of education. Let's introduce with the concept "non-academic hour". It is optional class, which is structured only for special aims of the students, for ones, who are interested in deep studying of English language and development of practical skills of communication. Therefore, non-academic hour by concept is closer to the circles, study groups than traditional and obligatory academic hour of high schools. The development of practical skills of English language at students in non-academic hours is one of the main aims of the program of teaching English language in high schools. The practical skills such as to get additional information, to deep study of the English are rarely developed in academic hours.

The non-academic hours of English language give more options and possibilities for students to practice skills of English language by means of interactive methods and model games. Actually, the students, that interested in study of English language participate non-academic hours of English decreases the formation of ballast such as study of English against will. The aim of program of non-academic hours in the department of foreign languages in the TashPMI is fixation and development of before acquired knowledge and practical skills of English language in written and oral types of communication. Therefore, teachers of non-academic hours of English language are focused on specificities of future profession of students and relevant to the needs and demands of modern society. The study of English language in non-academic hours is creative process that requires variability of study material, to practice such piratical skills as investigation and activation at students. The printable material should have well-known grammar structures and filled with rich vocabulary according to the specialty of students. In addition, the problem situations for conversations, debates and role games should be organized in the non-academic hours of English language. The cliché dialogues and situation-oriented lexicon on professional themes should be included in printable material for students. The monologue and dialogue speech skills are practiced as main direction of working with students in non-academic hours of English. The development skills and practice of listening is realized in representation of audio and video materials. Practically all optional classes are organized with communicative practice and listening of audio texts and each

grammar rule is worked up in exercises and tests. As rule, the non-academic hours of English language have friendly atmosphere and takes less administrative nature than academic ones.

The students, participating non-academic hours of English language have strong motivation as practice of English language is demand of modern society in conditions of globalization. Therefore, organization of non-academic hours of English language in account of development of practical skills by effective interactive methods of teaching is important task of teaching program of any non-linguistic institutions.

As interactive methods of teaching English language in non-academic hours are graphic methods such as project method, Wien's circles, fish bone, KWH tables and etc. The realization of graphic methods in non-academic hours of English language of non-linguistic faculties is determined by a number of factors. According to the strategy of modernization of education, system of assessment of academic results of student is "development of practical skills of the got knowledge for realization practical-informative, value-oriented and communicative problems" (3). Therefore, students should acquire a number of key competencies, in particular self-informative activity, based on studying of realization of the got practical skills. Also, we should take into account a level of English at students of non-linguistic institutes. According to the above-mentioned factors, we put an aim of our investigation: to develop practical skills of English language by interactive method as mean of communication in the vocational and scientific-informative spheres.

Hence of experience in interactive method realization it will be reasonable to start gradual integration of some keys of interactive education, staged interaction and development of practical skills of English language.

Therefore, we could have classified interactive methods used in optional English class that help us to develop practical skills of English language:

1. by aim (research, informative, role)
2. by subject and contents
3. by coordination of plan
4. by a control.

As a rule, one of the interactive methods in non-academic hours of English language is used with informative internal group short-term project.

The method of project work staged in 4 levels:

1. Planning. (group discussion of the problem, dividing on sub-themes and terms of working out)
2. Search and analysis of information
3. Generalization of the got information
4. Presentation (in forms of reports, graphics, photos, thesis).

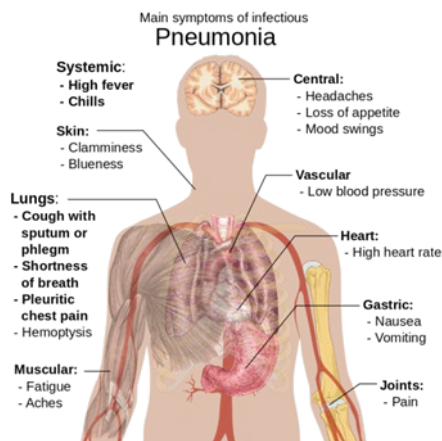
The project method helps to activate mental processes of students (attention, memory, imagination, thinking), promote to realize practical skills of English language in such areas as speaking, listening, writing and reading.

Other interactive methods such as brain storm, fish bone are based on collective-activity access, that promotes development and improvement of practical skills of English language in group types of work.

An interactive method as graphic one experiment of our research work was used in non-academic hours on English practical course for II course students of Tashkent Pediatric Medical Institute. There was represented the following theme: “Examination of the Patient”.

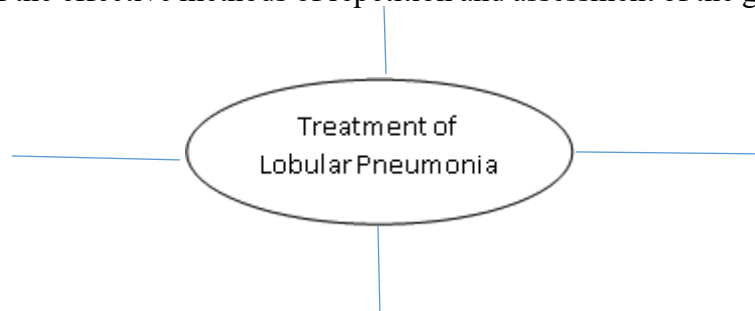
Here is an example of one of non-academic hour of English, where we can see the effective realization of project method in development of practical skills at students.

Teacher divides students in three mini-groups and give each one a theme for project. The first group has a task to represent a project under the name “Treatment of lobular pneumonia”.



The second group of students should prepare project under the name “Time and dosage of treatment” And at last, the third group prepares a project under the name “Favourable outcome and possible complications”.

After representation of all three projects and discussion of basic issues, teacher prepares control assessment of the presented information in projects at students. The method of cluster is used in this class as one of the effective methods of repetition and assessment of the got information.



On this evidence of experiment, we have observed that interactive method gives a possibility to increase time of oral speech practice and gives conditions for creativity and development of active practical skills of English language. Interactive methods can be organized in such way

that students would like to study in groups in integral control, inter-help and exchange of information. Moreover, the less confident students can adapt to free and easy atmosphere, not being afraid of direct critic from teachers. As being one of active method of teaching, the cluster method has competition features, increases motivation to study, forms a sense of responsibility at students.

An interactive method as one of the most effective and adequate teaching methods in the modern conditions serves as a source of information on discs, flash cards that often is used by students. As a rule, search as analysis of information is also is a duty of student, not teacher. Therefore, the given method represents not a final result, but a process of realization of the put goal.

In the process of experiment, we have revealed that realization of interactive method in non-academic hours of English language decreases auditory load at teachers also decreases a number of students that did not get credit for the course.

On this evidence of the got results we can conclude about efficiency of interactive methods in non-academic hours in institutions with other teaching methods of English language.

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