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Developing Controlling System over Effectiveness of Teaching Foreign Languages in Non-Philological Higher Educational Institutions

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Annotation: this article mainly focuses on the problems of controlling students' knowledge at the non-philological higher education and their solutions. Moreover, many types of controlling systems are recommended and their usage, effects are clearly defined. As well as, writing skills and their advantages are also analyzed according to their peculiarities.

Appreciate to the relentless care of the President of the Republic of Uzbekistan, Islam Karimov, during the years of independence, great work has been done in our republic to improve the conditions for learning foreign languages, the existing material and technical base of all educational institutions has been modernized, modern computer technologies are being introduced, and necessary educational literature is being published.

At the same time, as emphasized in the Decree of the President of the Republic of Uzbekistan Islam Karimov dated 10.12.2012 "On measures to further improve the system of studying foreign languages," much has to be done to modernize educational standards, curricula, use advanced information and media technologies, modern teaching and methodological materials.

The educational process is inconceivable without a clear organization of monitoring the success of training. Monitoring and evaluation of skills is the result of the work of both students and teachers. Teachers and students after studying each topic, section of the lesson of the training material should be sure that the previous one is understood and learned. The student needs to receive information about the correctness or inaccuracy of his actions.

An analysis of the organization of monitoring the success of training provides a basis for the conclusion that its effectiveness is largely reduced because of the different approach of teachers to its functions, tasks and methodological methods.

Teachers quite often forget about the purposes of control, and the submitted materials do not take into account that the control should be:

- 1) Systematic;
- 2) Simple;
- 4) Economical;
- 5) It is convenient foreseeable;
- 6) Objective.

The main function of knowledge control should be to assist students in mastering the material. The use of test forms of knowledge control should distinguish its following main functions:

- Educational;
- Developing;
- Repeatable;
- Fastening;
- Controlling;
- Guides;
- Educational.

The use of test methods makes it possible for a student to acquire new knowledge and skills, related to each other, interpenetrated into each other. These include the allocation during the test of new knowledge, the division into the main and secondary, the deepening of knowledge, obtaining additional information, operating knowledge in a new environment, and creative comprehension of knowledge.

The use of tests affects the improvement of students' qualities such as attention, memory, and thinking and stimulates interest in cognitive activity.

The solution of the problem of knowledge assessment should go on three parameters:

- 1) Benchmarking;
- 2) Development of evaluation criteria;
- 3) Development of control conditions.

We consider it necessary to apply the following tests:

- 1) Alternative (for identification);
- 2) Selective (selective);
- 3) Correlative;
- 4) Tests with omissions, substitution tests;
- 5) Constructive;
- 6) Tests for solving typical problems;
- 7) Tests-tasks.

In general, the use of tests contributes to the solution of such an important task as teaching students in foreign languages with less money and time. Written work is of great importance for all degrees of study in higher education.

This is due to the essential features of visibility of the input material, with the consolidation of information achieved by abstraction, the saving of space, the ability to depict various connections on a small object, and highlight especially important facts. Therefore, when studying foreign languages through the use of written work, didactic, methodological and psychological principles are realized. Written work implements a deliberate goal not only for the initial submission and development of educational material, but also for the introduction, consolidation, generalization, training and control. Consequently, written work in principle can be applied in almost all types and organizational forms of employment.

Writing intensifies learning, increases the independence of the student and student, and leads to awareness and experience of success in mastering the teaching material, which is a powerful motivator in the teaching. The written work has a specific meaning in programmed learning, when the material is fed in small portions. In this case, written work contributes to the systematization of the material, preserving the overall picture and communication necessary for the development of thinking. A sort of "splitting" of the teaching material is prevented. Written work is appropriate to use with different media (television, computer, electronic board, etc.).

Speaking about the great possibilities and various functions of written work, it is necessary to point out the harm of so-called formalism. It takes place if the written work is mistakenly used one-sidedly receptively, neglecting the logical path, the reality, and ignoring the level of knowledge of students.

Written work develops abstractions, in the process of teaching foreign languages, generalization abstractions are often encountered, which exist objectively, but are not easily recognizable. In this case, the written work of the optical selection of relevant manifestations and features explains and makes available an understanding of the typical general, the essence of the circumstances of the case, the structural connection. Written work "thickens" information about the essential, makes it compact, with a high pragmatic and semantic meaning. The facts become denser and go into an ordered value with a small redundancy. Correct use of written works visually represents knowledge, supports knowledge and memory. The use of written work in the assessment of knowledge has an optic-representative and cognitive meaning, represents a representative form that is similar to both the essence and the feature, makes visible and easily perceived abstractions and generalizations, depending on the diversity of the material being schematized, reveals large differences in the degree of generalization.

The didactic unity of content and form should be the basic principle of written work. We consider it inappropriate to saturate written works with textual materials, which were discussed during the educational process; on the contrary, written works should encourage students to independent activity.

The creative and skillful use of written works leads to a stronger knowledge of students, the formation of skills in working with documents, etc. in the future labor activity. We believe that the use of written works as a form of control of students' knowledge in non-philological universities is timely. However, at the same time it is necessary to take into account the factor of interdisciplinary communication in training and, consequently, it is necessary to go further-to introduce the tasks and other educational and organizational processes in a foreign language.

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