

TEACHING A FOREIGN LANGUAGE TO STUDENTS OF HIGHER EDUCATION INSTITUTIONS THROUGH READING EXERCISES (ON THE EXAMPLE OF STUDENTS OF NON-PHILOLOGICAL SCIENCES)

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Abstract

This article studies the role and importance of reading exercises in the process of teaching a foreign language in higher education institutions. The article analyzes the methods of teaching a language, especially for students in non-philological education. Methodological approaches to language learning, the impact of reading exercises on increasing students' success in the language learning process are considered. Also, difficulties in learning a foreign language and effective methods to overcome them, including interactive and practical approaches, are analyzed. The role and methodological approaches of reading exercises in the process of teaching a foreign language to students in higher education institutions, especially in the field of music education, are studied. Methods and practical exercises adapted for students in the field of music education in teaching a foreign language are considered.

INTRODUCTION

The main part of the article examines the specific features of the process of teaching a foreign language to students in non-philological education. It analyzes how reading exercises can help in language teaching and what methods should be used to increase the effectiveness of these exercises. Reading exercises, as the most effective method in learning a foreign language, guide students to master the language through practical approaches aimed at developing solid understanding and communicative skills.

In addition, the article highlights the role of interactive methods, including group work, role-playing and other interactive approaches, in solving difficulties and problems that arise in the process of language acquisition for students using reading exercises. These methods increase the opportunities for students to practically master the language and strengthen their reading skills.

The process of teaching a foreign language to students in higher educational institutions helps not only to learn the language, but also to increase knowledge in culture, history, scientific language, and other areas. Reading exercises are one of the most effective methods for learning a foreign language. These exercises develop students' language skills, expand their cultural knowledge, and introduce them to scientific research.

Material and methods: The effectiveness of reading exercises in teaching a foreign language supports the practical mastery of the language among students. Through reading exercises, students master the language not only theoretically, but also in practice. Interactive methods are of great importance in increasing the effectiveness of reading exercises. Approaches such as group work, role-playing, and practical use of the language encourage students to actively participate and freely express themselves in a foreign language.

More practical exercises and interactive approaches are needed in the process of teaching a foreign language for students in non-

philological education. Among the most common problems are students' low interest in the language and internal barriers to learning the language.

The role of reading exercises in teaching a foreign language: Reading exercises provide students with the opportunity not only to learn a foreign language, but also to apply it in practice. The process of language learning for music education students requires more interactive approaches, increasing musical vocabulary, and integrating information about cultural changes. Reading exercises include the acquisition of musical vocabulary, conversation on musical topics, and reading and understanding musical works.

Reading exercises adapted to music education students: There are specific approaches to teaching a foreign language to students in the field of music education. Exercises aimed at mastering the language through reading materials on musical topics, for example, music history, reading notes, composers, and musical works, are effective. These exercises allow students to learn a foreign language in a musical context, and also help them master the language practically, through musical speech.

Integrating musical and linguistic skills: Teaching a foreign language to students in music education requires integrating musical and linguistic skills. For example, by learning a foreign language in conjunction with musical terminology, students will understand musical discourse not only in terms of language but also in terms of musical structure and imagery. This interdisciplinary approach helps students develop a broad vocabulary related to the language of music.

Another example is analyzing a musical work in a foreign language. For example, students might listen to a classical piece and read the score instructions (e.g., *crescendo*, *piano*, *presto*) in English. After listening to the piece and reading the score, students might be tasked with explaining these terms in a musical and linguistic context. This exercise helps students develop their listening and reading skills in a foreign language, while also providing an opportunity to reinforce musical concepts.

Analyzing musical works in a foreign language helps students develop their reading and listening skills. These exercises improve students' musical literacy by teaching them the connection between musical concepts and language. The student also has the opportunity to freely use the foreign language in musical analysis, which facilitates practical language acquisition.

As a practical exercise, students can conduct interviews with foreign music experts or participate in online music forums conducted in a foreign language. For example, students can talk about a particular piece of music with a musician from an English-speaking country. Such interactions can significantly develop students' speaking and listening skills, as well as provide an opportunity to gain a deeper understanding of the language and the piece of music.

Communicating with music experts in a foreign language creates real communication situations for students. These practical exercises provide students with freedom in understanding and expressing the language. During the conversations, the student learns to use the language in a musical context, and through these exercises their language skills are strengthened.

A common example in music education is reading texts on music history or theory in a foreign language. For example, students can read a passage from one of the famous composers, Ludwig van Beethoven, in English. This creates an opportunity for them not only to learn the historical context of the composer's work, but also to learn the relevant foreign language terms. Such reading exercises allow students to develop their reading skills in a foreign language and gain a deeper understanding of music history and theory.

Reading texts on music history or theory in a foreign language provides students with the opportunity to expand their musical knowledge while simultaneously learning a foreign language. Students not only learn musical topics, but also further develop their language skills through hands-on activities while learning a new language. This in turn encourages students to integrate musical and linguistic concepts.

Result and discussion: The effective use of reading exercises in language teaching is of great importance, especially for students in non-philological education. This helps students to practically master the language, develop new speech skills. It was also shown

that the learning process can be made more effective and interesting through interactive approaches, group and role-playing methods.

Integration of foreign language and music education: When teaching a foreign language to students in the field of music education, it is necessary to take into account the specific characteristics of music. In the process of teaching a foreign language, reading and understanding materials in a musical context can be an effective tool for developing students' linguistic skills.

Teaching students a language through musical works, articles or articles can be more interesting and effective for them.

The process of teaching a foreign language in music education is carried out through reading musical works, analyzing musical theories, composers and musical history. A unique approach to learning a foreign language for music students could be as follows: -Students learn not only the language by reading musical works or music historical texts in a foreign language, but also acquire the specific terminology of music. For example, reading musical works or music analysis texts written in English.

-Studying music-related terms in a foreign language introduces students to linguistic and musical knowledge. For example, understanding dynamics in music (*forte*, *piano*, *crescendo*) and other terminologies in a foreign language.

-Reading musical events, concerts, and music programs in a foreign language expands students' knowledge of the language and music. Through this, they combine music analysis and understanding.

In higher education institutions, students often read scientific and academic texts. Reading scientific texts when studying a foreign language provides students with the opportunity to master the language at a professional level. The main approaches to this process are:

Reading scientific articles and books: Reading academic and scientific texts is effective for learning a foreign language. Students expand their knowledge by analyzing foreign sources in scientific fields.

Analyzing and expressing opinions: After reading a scientific text, students express their opinions about the material they have read. This helps to develop reading and writing skills.

Reading exercises that are interactive and practical are more effective for students. Using interactive approaches to learning a foreign language, students consolidate their knowledge.

Dialogues and discussions: During reading exercises, students can discuss musical texts or scientific articles in small groups. These students will absorb information more deeply by actively using the language with each other.

Online resources and audiovisual materials: Students perform reading exercises by watching or listening to video and audio materials in a foreign language available on the Internet. This method is useful not only for learning the language, but also for learning the culture.

Learning culture also plays an important role in learning a foreign language. During reading exercises, students learn about various cultural events, the lives of composers, or musical traditions. By combining culture and language, students practically master a foreign language. Students combine language and musical knowledge by studying musical culture and history in a foreign language. This introduces them to the cultural factors that have influenced the development of music. Another way to learn a foreign language is to study different musical genres and understand their language. For example, reading about jazz, classical music, or folklore.

The importance of practical exercises: Practical exercises play an important role in teaching a foreign language to music students. Students learn the language more effectively by reading, listening to musical works, and analyzing these works in their own language. Also, learning a foreign language in a musical context helps to develop students' speaking skills.

The relationship between musical language and linguistic language: The process of learning musical language by music students ensures the integration of linguistic and musical aspects of the language. This allows students to master not only the language, but also the basic concepts of music when learning a foreign language. The musical and linguistic integration of a

foreign language simultaneously develops the speech and musical skills of music students.

CONCLUSION

The article emphasizes the importance of reading exercises and interactive methods in the process of teaching a foreign language in higher education institutions. For students of non-philological education, these methods are effective approaches to language acquisition. Effective organization of reading exercises helps to increase the level of foreign language acquisition among students and makes the language learning process more effective. It also shows the need to create more opportunities for students to master the language in a practical way.

Reading exercises and interactive methods are of great importance in teaching a foreign language to students of music education. The integration of musical and linguistic skills allows students to master a foreign language in a musical context. Effective organization of the process of teaching a foreign language to students of music education helps to develop their language and musical skills simultaneously.

Practical exercises and interactive approaches are important tools in teaching a foreign language, increasing students' success in language acquisition. Analyzing examples in teaching a foreign language in music education helps students not only to teach musical knowledge, but also to develop foreign language skills in a practical way. By studying musical terminology, analyzing musical texts, reading musical works, and conducting conversations in a foreign language, students' linguistic and musical literacy develop simultaneously.

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