



## ORGANIZATION OF FOREIGN LANGUAGE TEACHING IN TECHNICAL UNIVERSITIES

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<b>Received:</b> November 10 <sup>th</sup> 2021	This article presents an analysis of various methods of teaching a foreign language. The right choice of methodology and approach helps motivate students of non-linguistic specialties and forms an interest in learning foreign languages.
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The problem of the organization and development of education, including higher education, has been one of the priorities at all times and in all states, regardless of their political, economic and religious structure.

One of the innovations of the higher school of modern Uzbekistan was the opening of a paid form of student education in all universities of the country. This was due to a sharp shortage of funds for financing higher education in the nineties, as well as the desire to expand opportunities for young people to receive higher education. The consequences of this innovation led to a negative result, namely, obtaining maximum profit.

There is another important problem - the problem of part-time work in universities in Uzbekistan. The shortage of qualified personnel and the sharp increase in the number of universities in Uzbekistan have led to the fact that a huge number of teachers combine work in several universities in one city. There are cases of combining professor positions in universities in different cities. It is quite clear why this is happening, but I would like to note a number of negative consequences of part - time work. The work of a teacher on a part-time basis dramatically worsens the result of his work at the main university and is not, as a rule, effective for another university. This work focuses mainly on lecturing and conducting classroom classes. When working together, the quality of the teacher's work, the effectiveness of his work, and the interest in general are noticeably reduced. Very often, a part-time teacher ceases to take part in regular scientific seminars, his activity as a scientist decreases. In general, the negative consequences are obvious.

It remains obvious that at the end of the XX century in Uzbekistan there was a "revolution" in the methods of teaching English. Previously, all priorities were completely given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. These are the principles of the "old school", which (it is worth paying tribute to it) still bore fruit, but at what cost? Language acquisition was carried out through long routine work. The tasks offered were quite monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. When priorities were given to reading and working on "topics", only one function of the language was implemented - informative. It is not surprising that only a few people knew the language well: only very purposeful and hardworking people could master it at a high level. But in terms of grammar proficiency, they could safely compete with Cambridge graduates! However, they received good compensation for their labors: the profession of a foreign language teacher or translator was considered very prestigious in our country.

Now, to achieve such a still high social position, it also requires a lot of diligence, perseverance and everyday work. The offer is increasingly focused on the consumer. Why, for example, should a secretary acquire obviously unnecessary knowledge about the palatalization of consonants or the actual division of English sentences? The secretary-assistant or manager, who has an 8-hour, or, as it is now customary to say, "monopoly", work in the office, is focused on the development of very specific knowledge and skills, that is, on the consumption of a specific segment of the market of educational offers for learning English. Language teaching has acquired an applied character, whereas before it was relatively abstract and theoretical. The functions of a teacher in the educational process have changed significantly. The teacher-mentor, the teacher-dictator was replaced by the teacher-observer, the teacher-mediator, the teacher-pacifier and the leader. It is the teacher at most modern - foreign - courses who is the organizer of group interaction. The teacher today is not constrained in the choice of: teaching methods and techniques - from games and trainings to simultaneous translation; in the organization of classes; in the choice of textbooks and teaching aids - from a wide range of domestic publications to products from Oxford, Cambridge, London, New York and Sydney. The teacher can now select, create, combine, modify. He also knows various methods of teaching a foreign language. Let's consider the most common of them.

Fundamental methodology. This is really the oldest and most traditional method. The fundamental methodology is seriously relied upon in language universities. A translator is never sure of his knowledge of foreign language, understands perfectly the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a "native speaker" - a native speaker. Perhaps the most famous representative of the classical methods of teaching a foreign language is N. A. Bonk. Her English textbooks, written jointly with other authors, have long become classics of the genre and have withstood the competition of recent years.

A classic approach to learning a foreign language. The classical course is aimed at students of different ages and most often involves learning the language "from scratch". The tasks of the teacher include traditional, but important aspects of pronunciation, the formation of a grammatical base, the elimination of psychological and language barriers that hinder communication. The "classics" did not change the goals, but the methods, due to the new approach, are already different. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. - it is necessary to develop students systematically and harmoniously. The classical method partly turns language into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is aimed, first of all, at developing students' ability to understand and create speech. The methodology involves classes with Russian teachers, but this order (although not quite "fashionable") cannot be considered a disadvantage: a teacher who is not a native speaker has the opportunity to analyze and compare two language systems, compare constructions, better convey information, explain grammatical rules, and prevent possible errors.

Linguosociocultural method. One of the most serious and comprehensive methods of learning a foreign language is linguo-socio-cultural, involving an appeal to such a component as the social and cultural environment. Proponents of this method firmly believe that language loses its life when teachers and students aim to master only "lifeless" lexical and grammatical forms. Someone remarked that "personality is a product of culture." Language, too. And this is most convincingly confirmed by our language mistakes. The linguosociocultural method takes into account the simple fact that 52% of mistakes are made under the influence of the native language, and 44% are hidden inside the studied one. Previously, they monitored the correctness of speech; now, in addition, they strive to increase its content. The meaning of the transmitted information is important, that is, the communicative level, because in any case, the ultimate goal of communication is to be understood.

A communicative approach. The first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication. This technique works perfectly in Europe and the USA. The communicative technique, as its name already implies, is aimed precisely at the possibility of communication. Of the 4 "whales" that support any language training (reading, writing, speaking and listening to speech), special attention is paid to the last two. You will not hear particularly complex syntactic constructions or serious vocabulary in the classroom. However, it would be a mistake to think that the communicative method is intended only for light small talk.

The communicative method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. However, there is also a flip side of the coin: clichéd phrases and a poor vocabulary. Add to this a lot of grammatical errors and you will understand that the only way not to be considered, let's say, an unintelligent interlocutor is increased attention to partners, knowledge of etiquette and a constant desire to improve.

British methods, as representatives of the communicative approach, have a number of distinctive features. Most of them are developed based on the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach make it possible to develop an individual human personality, affect its worldview, value system, self-identification, and ability to think. Simply put, the individual approach, which is now popular, is put at the forefront. Without exception, all British methods are aimed at developing four language skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of methodological techniques, among which language technologies occupy one of the leading places, British courses contribute to the formation of skills necessary for a person in modern business life (the ability to make a report, make presentations, conduct correspondence, etc.). The indisputable "advantages" of British developers are the preparation of a course based on authentic material, great attention to stylistics, the desire to teach "situational" and "live" English through "life" examples of semi-real characters. Some (but not all) methods are distinguished by a good systematization of the material. Perhaps British methods are the best option for those who want to study "real English" or pursue a narrowly specific goal of linguistic training.

Intensive technique. Intensive methods of teaching English are gaining particular popularity. She helps out everyone for whom the phrases "time is money" and "money is time" are equivalent. A high degree of templating allows you to study English intensively - this language consists of clichés by 25%. By memorizing and practicing a certain range of "stable expressions", you will, in principle, be able to explain yourself and understand the interlocutor. As for the timing, it is difficult to learn English even at the simplest level "in two weeks" and in a fantastic dream, but in 2-3 months it is already more real.

Emotional-semantic method. At the origins of the emotional-semantic method of learning foreign languages is the Bulgarian psychiatrist Lozanov, who worked with patients using his own method of psychocorrection. The

Kitaygorodskaya school has been working for 25 years according to the method of the same name, built on a combination of Lozanov's developments with a fundamental course, and accepts both adults and children [2].

Preparation for tests and qualification exams. In order to pass the test effectively, it is best to apply to a language school or to courses that have been specializing in preparing students for certain certificates for a long time (someone cooperates with the USA using the TOEFL method; there are colleges that help to obtain an ESOL certificate from Pitman University (UK); most courses make it possible to obtain a SAE or GMAT). The tests are divided by levels, and the method of preparation depends primarily on the student's knowledge base. It should be taken into account that the test does not provide any additional knowledge, it is only a check and certification of the existing "baggage". Therefore, test methods do not serve for language learning: they help the student to better present himself at the exam, encourage him to repeat sections of grammar, vocabulary, and focus on specific forms of work.

Aerobatics of test techniques - preparation for foreign exams. If you are pursuing the goal of their successful delivery, you will need not only knowledge, but also speed, the ability to concentrate, discard unnecessary information, highlight the main thing, as well as the ability to show maximum creative abilities when writing an essay. Obtaining a diploma or certificate is a qualification and a guarantee of employment, therefore it requires a particularly serious approach and preparation.

So, there are products for every taste on the domestic methodological market, and it remains only to determine the goals, means, and most importantly, methods. Then the choice of courses and training program will not be so difficult [2]. Thus, the English teacher is free to choose methods and approaches depending on the tasks facing him. In addition to the correct choice of methodology, the teacher should motivate the student, especially the student of non-language specialties, or, in other words, form an interest in learning foreign languages.

Today, innovations in the field of higher education are becoming most relevant, aimed, firstly, at forming the personality of a university graduate as a professional; secondly, at forming his ability to scientific and technical activities; thirdly, at updating the content of the educational process, as well as at reorienting priorities in the educational process to the process of self-education.

Among the innovative technologies, the most promising are:

- 1) "case technologies" (training based on specific learning situations);
- 2) reflection as a method of self-knowledge and self-assessment and as a diagnostic and developmental technology itself;
- 3) training technologies (training of business communication, personal development, communicative skills);
- 4) project method. "Case-Study" consists of several stages: the first stage is the study of the text describing the situation. The task of students is to independently find out the essence of the problem and determine their own position in assessing the situation, think through answers to questions and find specific ways to solve the problem. At the second stage, there is work in small groups, an exchange of views on a range of problems. There is a selection of intellectual leaders who are able to suggest ways to solve problems after a group discussion. The third stage of this technology consists in a group discussion of the problem under the guidance of a teacher. The group expresses its point of view, and the task of the teacher is to skillfully direct the process of analyzing the situation, while as many students as possible are involved in the discussion.

Among the variety of modern pedagogical technologies of teaching a foreign language, the technology of project activity deserves close attention. The use of this technology develops students' skills of collective interaction, the ability to work creatively in a team, the ability to accept other people's opinions and defend their own. This learning technology ensures the activation of students' personal qualities, providing freedom in choosing the topic of the project and further work on it. The technology of project activity is based on the project method. The word "project" is used in modern language in the sense of "plan", "develop". An educational project is a joint educational, cognitive, creative or playful activity of students with a common goal. The project method is a developed technology for using a training project. The agreed methods, methods of activity, are aimed at achieving a common result in solving any problem that is significant for the project participants. In the discussion among teachers, designations such as project classes aimed at working on a project, project weeks, project work are used.

The boundaries between these designations are smooth, as there is some terminological vagueness. The "project method" assumes the fact that the center of the educational process is the active independent activity of the student, aimed at creating a specific product, as a result of solving a separate problem taken from real life. Mastering the technique of organizing the project method contributes to the development of intellectual skills of critical thinking, the ability to work with information, as well as the ability to work in collaboration. These skills form the basis of successful project activities of students and in the global network. The use of project technology provides an opportunity for students to participate in international telecommunication projects. International telecommunication projects that are organized on the global Internet and include an urgent, significant problem for young people around the world, are an incentive for cognitive activity, interest in mastering a foreign language in order to understand and be understood, acquiring skills to work with reference and other additional literature that make up the resource, as well as the formation of the ability to be open and interact with their foreign peers, including those who acquire the profession of an engineer. Multimedia, representing a special type of computer technology that combines both traditional static visual information (text, graphics) and dynamic (speech, music, video clips, animation), making it possible to simultaneously affect the visual and auditory senses of students, which allows you to create dynamically developing images in various information representations (auditory, visual).

A characteristic feature of multimedia technologies in comparison with traditional ones in the educational process is the presentation of information not only in the form of text, but also in the form of images that allow students to concentrate their attention as much as possible, contribute to better understanding, comprehension and memorization. The emotional excitement that students experience when working with multimedia systems activates the processes of perception, attention, comprehension, and memorization. It seems that this orientation of the organization of training creates favorable conditions for active, creative and productive activity of students, stimulates speech-thinking activity and significantly increases the effectiveness of the entire educational process [3]. Professionally-oriented teaching of a foreign language in non-linguistic universities requires a new approach to the selection of content. It should be focused on the latest achievements in a particular sphere of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, provide them with an opportunity for professional growth.

Thus, it will be legitimate to consider the content of teaching a foreign language in universities as a set of what students should learn in the learning process so that the quality and level of foreign language proficiency correspond to their needs and goals, as well as the goals and objectives of this level of education. The selection of content is designed to contribute to the versatile and holistic formation of the student's personality, preparing him for future professional activity. The essence of professionally oriented foreign language teaching is its integration with special disciplines in order to obtain additional professional knowledge and form professionally significant personality qualities. The training of specialists in non-linguistic universities consists in the formation of communicative skills that would allow professional contacts in a foreign language in various situations. The main and ultimate goal of the training is to ensure the active knowledge of a foreign language by students of non-linguistic specialties as a means of forming and formulating thoughts in the field of everyday communication and in the field of the corresponding specialty.

Thus, professionally oriented education is understood to be based on taking into account the needs of students in learning a foreign language, dictated by the peculiarities of the future profession or specialty, which, in turn, require its study. The term "professionally-oriented learning" is used to denote the process of teaching a foreign language in a non-linguistic university, focused on reading literature in the specialty, studying professional vocabulary and terminology, and recently - on communication in the field of professional activity.

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