



MODERN TECHNOLOGIES IN THE PROCESS OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL INSTITUTIONS

Rahimov A.B.

Docent, (PhD), Jizzakh Politechnic Institute

Abdullaev Z.

Head of the FL department, JSPU.

Tayanch so'zlar: oliy ta'lim, chet tillari, muloqot qobiliyatlari, tashkilotchilik qobiliyati, eksperiment.

Ключевые слова: высшее образование, иностранные языки, коммуникативные качества, организаторские способности, эксперимент.

Key words: higher education, foreign languages, communicative qualities, organizational skills, experiment.

Introduction. At this stage of development of education, it is important to know a foreign language, which determines the relevance of quality education for communication in foreign languages. Foreign language is an important condition for establishing and maintaining international business contacts, intensification of professional interaction with foreign colleagues. Various educational conventions also proclaim knowledge of foreign languages as a necessary basis for the mobility of students, teachers and researchers for access to education, research, teaching and internships. These consultations substantiate the economic value of knowledge of foreign languages and become a mandatory component of professional training of future professionals. The purpose of the article is to conduct research in the field of the historical emergence of the methodology of teaching foreign languages in higher education.

Theoretical Consideration. Literacy of specialists depends on the ability to read and translate professional foreign literature; on the formation of skills to listen to lectures and reports in a foreign language during conferences, round tables and seminars; about the ability to participate in conversations and discussions on professional and business topics; about the possibility to find the



necessary information on the Internet or in any other sources of foreign languages; on the ability to prepare and present a lesson. One of the main principles of the state educational policy of Uzbekistan is: ensuring the interaction of science, education and production in the development of international activities, supporting entrepreneurship in research and production activities, training in innovation, ie individuals who will work directly in international cooperation. Professional training in the conditions of high school is caused by volume, structure and dynamics of the educational material necessary for the student for professional formation in modern conditions. English is part of this complex. Analysis of scientific papers on the effectiveness of learning foreign languages in maritime higher education institutions, a powerful influence on the process of successful language acquisition have different factors: general pedagogical, methodological, individual psychological, psychophysiological, social. One of the main tasks of the higher school of the maritime industry is to meet the needs of the labor market, providing quality education. Effective study of a foreign language in maritime universities should exclude: overcoming the language barrier (psychological barriers, difficulties in expressing and understanding opinions in a foreign language); lack of incentives and language environment for cadets; doubts about the use of the formed communicative competence in the future. Learning a foreign language is a goal in the field of professional communication in the future, the training will be more effective than when it is only a subject, the level of professional readiness of future professionals. Elimination of shortcomings is possible only in the case of comprehensive professional knowledge and skills, their appropriate involvement, the ability to solve professional problems in a foreign language environment, the ability to integrate into modern world education. Professional competence of specialists with higher education in maritime education is an important and priority knowledge of foreign languages, knowledge of which makes professionals competitive in the international labor market. The study of foreign languages by future specialists in the maritime field, which will improve the level of development of their foreign language competence and will allow them to succeed in their professional activities. Teaching other disciplines, studying a foreign language for professional purposes in a higher maritime educational institution involves the implementation of practical, general, educational aspects. The subject of “foreign language” differs significantly from other disciplines, as the main place in its study is the implementation of practical aims, in the process of achieving of which other tasks are fulfilled. In addition to this, the practical aim of teaching a foreign language to cadets in



maritime higher education institutes of Uzbekistan is to form communicative competence, i.e. the ability to communicate with representatives of the country whose language is being studied. In line with the analysis of foreign language communicative competence of cadets studying a foreign language in a professional direction, it is advisable to pay attention to the possibility and necessity of forming educational, linguistic, sociolinguistic, sociocultural, compensatory competencies as the main components in the process of communicative competence. The formation of language competence should be aimed at developing the ability to use language material in the process of obtaining certain information during intercultural communication. The presence of sociolinguistic competence implies the ability to use the realities, special phrases, specific rules of language communication, typical of the countries whose language is being studied. Instead, sociocultural competence is related to knowledge of the sociocultural characteristics of the country. Learning competence is formed by such skills as the ability to work with a dictionary, reference books, etc. A special place in the system of formation of communicative competence of cadets during the study of foreign languages in the maritime higher education institutes of Ukraine is occupied by compensatory competence. These are situations when a cadet is required to be able to perform communicative tasks of varying complexity with the use of limited language resources, provided that the development of each type of speech activity will be communicatively sufficient. The formation of foreign language professional and communicative competence requires changes in the content, structure, and technology of learning a foreign language for special professional purposes, encourages methodologists, technologists, linguists to intensify research. The transition from language as a “set of grammatical and lexical knowledge” to its practical use by specialists of various profiles asserts the problematic-communicative method of training as the main one, which is based on the focus on professional communication. The foreign language communicative competence of future maritime specialists is an integral component of professional training and is a comprehensive personal resource that allows for effective interaction in the process of using a foreign language as a means of performing professional tasks. Thus, there is a problem of improving the effectiveness of foreign language teaching, which can be achieved through the use of productive ideas of historical and pedagogical experience to improve foreign language training of future professionals in the maritime field. The competitiveness of a maritime specialist in the labor market depends on their willingness to master new technologies, easily adapt to changing working conditions, navigate



professionally in information flows and use a foreign language in professional communication. Most Uzbeks seafarers today work under a foreign flag, as part of multinational crews. Education and training of seafarers require consideration of the peculiarities of such work. A strategically important guideline in the teaching of a foreign language in maritime education is the improvement of foreign language teaching methods using the latest advances in science, technology, and informatics, which creates preconditions for effective integration into the world economic, political, and educational space, as well as for professional growth and increasing the competitiveness of freelance graduates in the labor market. The problem of taking into account the specialization in the learning process becomes extremely relevant, arguing the feasibility of linking the study of a foreign language with the future profession of students. The professionally-oriented approach to teaching foreign languages acquires special topicality, which provides for the formation of students' skills of foreign language communication in specific professional, business, scientific fields, and situations, taking into account the peculiarities of professional thinking. The principle of situationality serves as a powerful specific principle of formation of foreign language professional dialogic speech of future ship drivers and mechanics. Its implementation on the basis of cognitive-communicative approach involves the creation and use of situations of professional communication, close to real. After the cadets have mastered language skills (lexical, grammatical, phonetic), the formation of communication skills (interaction to achieve results) becomes a priority. It is in the process of communication in educational situations for the performance of professional tasks that speech interaction no longer becomes the aim of learning, but a means of forming professional communicative competence. Differentiation of training of students taking into account the basic level of knowledge. The level of knowledge of a foreign language of the individual should be interpreted as an important indicator of the successful activity of a modern specialist, as a result of their training. The readiness of students to learn a foreign language in the specialty is distinguished by the system of abilities of the individual, namely the ability to self-improve foreign language skills, understanding the customs and cultures of other countries, the ability to communicate with foreign professionals in person, without an interpreter, the ability to continue studying abroad, the ability to use foreign language skills in practice, communicating with foreign colleagues. Learning a foreign language plays an important role in professional communication in a higher non-language institution, affects the preparation of students for effective communication in a professional



environment. One of the main tasks of a higher education institution should be to help freshmen both in professional adaptation and in learning a foreign language in the specialty [14]. Teaching a foreign language should begin with a basic level of knowledge on the principle of “simple to complex”, as soon as possible to develop an algorithm for the student’s activities in the communicative series “teacher/audio and multimedia means-student”, “student-student”. Modern methods of teaching foreign languages are flexible information and learning environment. The modern approach to the search for optimal and effective methods of teaching foreign languages in non-language higher education institutes is to combine traditional and intensive teaching methods. With the active usage of modern pedagogical technologies in the process of learning a foreign language, students of different specialties achieve a positive result in the acquisition and use of a foreign language by future professionals in their professional field. The important tasks should be to provide assistance to freshmen both at the adaptive stage of learning a foreign language and in professional activities. Differentiated distribution is one of the main conditions for successful mastery, so it is necessary to take into account this factor when learning.

Conclusions. The analyses of the source base allows to identify the following trends of the unification period: paradigmatic (implementation of the ideological imperative in the language and training of future specialists in the maritime field); structural and educational (preparation according to unified curricula and programs, reading and translation as a leading type of speech activity); semantic (integration of foreign language teaching and multicultural education); instrumental and methodical.

Literature:

1. Almekhlafi, A. (2006). The effect of Computer –Assisted Language Learning (CALL) on United Arab Emirates EFL School students’ achievement and attitude. *Journal of Interactive Learning Research*, 17(2), 121-142.
2. Zimina I.A. Psychological aspects of teaching speaking a foreign language. M., 1988. Pp. 34-37.
3. Rahimov A.B. Problems of teaching a foreign language in internet resources in technical educational institutions// ISSN: 2456-5083. *International Journal for innovative engineering and management research*. – India, 2020. –P. 29-33.
4. Shukin A.N. Teaching foreign languages: theory and practice. M.: Filomatis, 2001. P. 480.
6. Rahimov A.B. The use of modern educational technologies in teaching foreign languages (on the example of english) // *Халқаро илмий – амалий анжуман материаллари – Самарқанд, 7-июн. 2019.- Б. 311-313.*
5. Damon, W. and E. Phelps (1989). Critical distinctions among three approaches to peer Education, *International Journal of Educational Research*, 13(1), 9-

РЕЗЮМЕ



Asarda taniqli adabiyot va tarixiy manbalarning antologik tahlili amalga oshirilgan. Bo'lajak mutaxassislarning chet tillarini o'qitishni rivojlantirishga qator omillar ta'sir ko'rsatganligi aniqlandi: ijtimoiy-iqtisodiy (mehnat bozori ehtiyojlariga yo'naltirilganlik, xalqaro makonga integratsiya, ilmiy-texnikaviy taraqqiyot); ta'lim (ta'lim sohasidagi me'yoriy hujjatlarni yangilash, ta'lim mazmunini standartlashtirish, mutaxassislarning malakasini oshirish usullarini ishlab chiqish). Tarixiy davr tahlil qilinib, quyidagi bosqichlar aniqlanadi: g'oyaviy (bo'lg'usi mutaxassislarni lingvistik va kasbiy tayyorgarlikda mafkuraviy imperativni amalga oshirish); o'quv-uslubiy (yagona o'quv dasturlari bo'yicha o'qitish, nutq faoliyatining etakchi turi sifatida o'qish va tarjima); integratsiya. (chet tillarini o'qitish va ko'p madaniyatli ta'limning integratsiyasi)), uslubiy (an'anaviy og'zaki usullardan foydalanish, standartlashtirilgan darsliklar). Shunday qilib, maqolada olib borilgan tadqiqotlar chet tili ta'limining shakllanishi, faoliyati va rivojlanishi davrlarini (bosqichlarini) ko'rsatadi.

РЕЗЮМЕ

В работе осуществлен антологический анализ известной литературы и исторических источников. Установлено, что на развитие иноязычной подготовки будущих специалистов повлиял ряд факторов: социально-экономические (ориентация на потребности рынка труда, интеграция в международное пространство, научно-технический прогресс); образовательные (обновление нормативных документов в сфере образования, стандартизация содержания образования, разработка методов повышения квалификации специалиста). Анализируется исторический период и определяются следующие этапы: идеологический (реализация идеологического императива в языковой и профессиональной подготовке будущих специалистов); учебно-методический (подготовка по единым учебным программам, чтение и перевод как ведущий вид речевой деятельности); интеграционный. (интеграция преподавания иностранного языка и поликультурного образования)), методическая (использование традиционных вербальных методов, стандартизированных учебников). Таким образом, проведенное в статье исследование указывает на периоды (этапы) становления, функционирования и развития иноязычного образования.

SUMMARY

An anthological analysis of known literature and historical sources is carried out in the work. It was found that the development of foreign language training of future professionals was influenced by a number of factors: socio-economic (focus on the needs of the labor market, integration into the international space, scientific and technological progress); educational (updating legal documents in the field of education, standardization of educational content, development of methods of professional development of a specialist). The historical period is analyzed and the following stages are determined: ideological (realization of ideological imperative in language and professional training of future specialists; educational-methodical (preparation according to unified curricula, reading and translation as a leading type of speech activity); integration (integration of foreign language teaching and multicultural education)), methodological (use of traditional verbal methods, standardized textbooks). Thus, the research conducted in the article indicates the periods (stages) of formation, functioning and development of foreign language education.