



MODERN TECHNOLOGIES OF TEACHING THE LANGUAGE OF ENGLISH LANGUAGE LEARNERS FOR SPECIAL PURPOSES

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Abstract:

This article describes the methods of teaching texts in English to students whose specialty is not a foreign language, using modern methods and technologies.

Keywords: ESP, Multilevel, multi-level teaching of English, learning and teaching English for special purposes, transport and engineering educational direction, method, technique, method.

Introduction

Teaching foreign languages, especially English, for various purposes, for example, schoolchildren and students studying in various areas, as well as the development of educational and methodological support, becomes relevant in the modern rapidly developing period. Since the 60s of the 20th century, ESP, the study of English for special purposes, was first recognized as a separate direction of teaching English as a foreign language, and later this aspect of teaching within this framework has been significantly developed. Thanks to this, the teaching of English for special purposes took a leading place.

Materials and Methods

Global changes and socio-economic reforms have determined the importance of directing all branches of education to innovative development and the need to modernize the existing system. Teaching foreign languages in non-philological universities is characterized by the activity of interlingual communication. We could ensure that students of the Faculty of Automotive Engineering achieve a level of knowledge that meets international standards, first of all, we determine the level of knowledge of students in a particular situation, form small groups accordingly and conduct classes. use of language materials of the required level in each group. We intend to go.

When the levels of knowledge of students in a small group are equal or close to each other, it is possible to achieve the intended effectiveness of the subject being studied. And only after that we select topics and semantics appropriate to the direction, as well as language forms according to the level of the group members. The listener may understand the cognitive processes and strategies used by the speaker, or may not notice the features in this situation, since they correspond to the familiar structures of the first language. belong to the same language community, communication in foreign language classes may be more successful than with members of other language communities or the target language community. Thus, an intra-group language norm may appear in foreign language classes.



Today, in the field of pedagogy, the features of the new educational process in the acquisition of communicative competencies are specially studied in engineering education on the basis of the competence approach. The criteria for assessing the communicative competence of a speaker can relate to various areas of linguistics, namely to the theory of grammar, psycholinguistics, sociolinguistics, and language statistics interdisciplinary consideration of communicative action.

Teaching foreign languages in non-philological universities is characterized by the activity of interlingual communication. Participants in the dialogue communicate using the source of the foreign language, which includes elements of the studied foreign language and the native language or other foreign languages. In order for us to ensure that students in the field of automotive engineering achieve a level of knowledge that meets international standards, first of all, we determine the level of knowledge of students in a specific situation. We form small groups accordingly and conduct lessons using linguistic materials of the required level in each group. We intend to go. When the levels of knowledge of students in a small group are equal or close to each other, it is possible to achieve the intended effectiveness of the subject being studied. And only after that we select topics and semantics appropriate to the direction, as well as language forms according to the level of the group members. The listener may understand the cognitive processes and strategies used by the speaker, or they may not notice the particularities in this situation because they correspond to the familiar structures of the first language. Since participants belong to the same language community, communication in foreign language classes may be more successful than with members of other language communities or the target language community. Thus, an intra-group language norm may appear in foreign language classes.

At present, in the field of pedagogy, the features of the new educational process in the acquisition of communicative competencies are specially studied in engineering education on the basis of the competence approach. The criteria for assessing the communicative competence of a speaker can relate to various areas of linguistics, namely to the theory of grammar, psycholinguistics, sociolinguistics, and language statistics interdisciplinary consideration of communicative action.

In our country, much attention is paid to teaching English for special purposes, a number of reforms are being implemented to improve the teaching of foreign languages in the higher education system. New requirements are imposed on the practical training of future engineers in English on the basis of a competency-based approach, which, in turn, is based on a general cultural, professional, general approach, as indicated in the State Educational Standards (GOS). assumes that it is aimed at mastering professional competencies. Teaching foreign languages, in particular on the basis of a new approach in various areas of mining, is one such concept. Llash helps to realize oneself in one's activities. In the modern global information age, the development of students' lexical competence in foreign languages on social, cultural, technical, economic, medical and various industry topics is considered one of the urgent tasks of our time. Because teaching foreign languages, based on the selection of lexical and grammatical material that is suitable for each direction and level of knowledge of the student, in particular, is important for meaningful training of students in the direction of "Automotive Engineering" through a foreign language. Rin takes over. The role of lexical material in the collection of information by students on various topics, the necessary information from various subjects,



including their use in a speech situation, is incomparable, since with the help of these materials the lexical and grammatical competencies of students in the field of transport are developed. Engineering is developed. and improved. In addition to developing lexical and linguistic competence in a foreign language based on field sources, it allows for the integration of other language skills. This is also important in increasing the effectiveness of the educational process, in the formation of a general worldview of students by teaching them to apply the knowledge gained in various subjects.

Training based on the selection of lexical and grammatical material corresponding to the course and level of knowledge of the student, in particular, occupies an important place in the meaningful training of students in the specialty of transport engineering through a foreign language. The role of lexical material in the collection of information by students on various topics, the necessary information from various disciplines, including their use in a speech situation, is incomparable, since with the help of these materials students of the direction "Transport Business" are trained. to acquire lexical and grammatical knowledge. Competencies are developed and improved. In addition to developing lexical and linguistic competence in a foreign language based on field sources, it allows for the integration of other language skills. This is also important in increasing the effectiveness of the educational process, in the formation of a general worldview of students by teaching them to apply the knowledge gained in various subjects.

In our country, attention to the study and teaching of foreign languages is controlled as a matter of national importance. As an example, we can cite the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "Measures for the effective organization of the exchange of foreign language learning "Implementation of the decision on severance measures" No PQ-5117 dated May 19, 2021. has been signed and put into practice, according to which organizational work is effectively carried out to popularize the study of foreign languages, including by the 2024/2025 academic year, to ensure that 50 percent of teachers of professional subjects (except foreign languages) work in public higher education institutions have at least a national certificate of the B2 level or an equivalent international certificate. Digitalization of foreign language teaching, widespread introduction of modern information and communication technologies in this area. The efforts made in accordance with this decision include:

- a) launching online courses for young people in foreign languages in IT centers of the regions and assisting them in the use of modern educational technologies;
- b) organization of educational organizations based on distance (online) learning technologies in the educational process;
- consideration of the conditions of the educational organization regarding the means of training and determination of special requirements for distance (online) learning technologies;
- formation of the legal basis for the organization of the educational process on the basis of recognized foreign and international standards;
- taking into account the possibility of conducting the educational process remotely (online) through automated programs and video courses;



- it was decided to create an opportunity to attract to the educational process persons with practical skills in some areas, including information and communication technologies.

Also, in accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No395 dated May 13, 2019 "On measures to introduce certificates of national and international assessment systems for admission to higher education institutions", in 2019-2020, the following English language benefits have been established for entrance exams to higher educational institutions:

- a foreign language (English, German, French, Spanish, Turkish, Arabic, Persian, Dari, Hindi, Urdu, Chinese, Korean, Uyghur, Italian, Japanese) for a set of tests (professional (creative) exam) "foreign language" in Russian), who have applied for undergraduate courses included as the first (main) subject, and a certificate of the State Testing Center on foreign language proficiency (hereinafter referred to as the national certificate) or international International English Language Testing System Certificate (IELTS 5.5), Test of English as a Foreign Language (TOEFL IBT 72), Cambridge Assessment English FCE for applicants with a level of language proficiency B2 or higher in international examination systems in this subject, the maximum score is issued without exams, for other bachelor's degree courses in which a foreign language is not the first (main) subject in a set of tests (professional (creative) exam) (for excluding undergraduate courses of Tashkent State University of Law) who have applied and have a national or international certificate of the International English Language Testing System (IELTS 4.5), the Test of English as a Foreign Language (TOEFL IBT 42), the Cambridge Assessment English PET B1 international exam system, and applicants with higher degrees will be awarded the maximum score in this subject without exams.

Results and discussion

Currently, there are many monographs on ESP, a theory of teaching and learning English for special purposes has been developed, a methodology for teaching foreign languages to ESP students, English for special purposes, and various studies are being conducted. It is worth noting that the leadership of our country puts forward the idea that every student who graduates from a university should be fluent in at least one foreign language.

However, the majority of students graduating from universities in our country in the field of philology (foreign language) have a level of proficiency in a foreign language that is different from the requirements of students studying in other areas, and almost half of them do not have certificates of knowledge of the language. The program was developed by Ter-Minasova, and it is based on the rules noted in modern documents on the modernization of foreign language teaching in higher education:

- Knowledge of a foreign language is an integral part of the training of specialists in universities. higher educational institution.
- The foreign language course is multi-level and develops in the learning process. When we choose a method to use in our ESP classroom, our students, we need to think about our group and adapt one style to our instructional materials. In the learning process, demonstrating to ESP students how the content of the subject is expressed in English allows you to make the most of your students' knowledge of the subject, which will help them learn English faster.



At present, unfortunately, the ESP teacher does not have enough materials to work with students in a group, so most ESP specialists use ESP's specially designed teaching materials for the specific goals and needs of their students. Text Formatting and Wiki create learning materials for students by editing or entering texts on a variety of topics created with markup. It also makes independent work appealing. There is also a web quest site that works with students online and completes a specific learning task. This site consists of tasks and is divided into two types, that is, they help for short-term work activities to enrich knowledge and combine it further. They are usually designed for one to three courses and are aimed at deepening and changing students' knowledge for many years. These web-based assignments can be longer, perhaps until the end of the semester or academic year. The peculiarity of educational web tasks is that part or several parts of the information are located on different sites, which allows students to work individually or in groups, improve their group work, and receive new information related to the topic. helps to find. Web search technology helps to form and develop the following skills in students:

- Use of IT solutions to perform professional tasks (including search for the necessary information, computer presentations, websites, new videos, presentation of results in the form of databases);
- teamwork (planning, division of tasks, mutual support and mutual control);
- the ability to find several ways to solve a problem situation
- Public speaking skills, as we have to publicly defend a project, answer questions, or participate in discussions.

It is worth noting that for ESP, i.e. teaching English for special purposes, teachers need constant support in the use of new technologies. Ironically, young teachers are often better at demonstrating new technologies, so they can be excellent mentors for older teachers trying to implement these new technologies in their classrooms. demonstration of technical and technological achievements in the educational process. Group discussions and project work are also effective forms of working and learning with ESP students. Needs Analysis (ETQ) is commonly used in ESP to identify student needs. A successful result cannot be expected without an analysis of needs. Of course. We need to know why we are conducting a needs analysis, what needs to be met, and how to do it. Brown (2016) emphasizes the importance of collecting data from students[1; 16-31].

According to Hutchinson and Waters (1987), there are two types of needs analysis[2; 13-17]:

- a) target needs (what a student should do in a target situation need)
- b) learning needs (what the student needs to learn and how to do something).

Conclusions:

Needs analysis aims to find out what language skills a learner needs to perform a particular role, and to identify and understand the difference between what learners can do and what they should be able to do. Needs analysis gives us a better understanding of our students' needs and how we can assess them. But he was convinced that, as Graddall said, there was no single best way to teach ESP students a foreign language. ESP, English for Specific Purposes, any method can be chosen for use in the classroom depending on the context. [4; 19-31] However, it should be recognized that methods and approaches



change depending on the analysis of needs, including the types of students and their interest in the field, so it is necessary to create appropriate methods based on the needs and interests of students. important for students. We believe that it should be widely implemented.

B. Kholyrov in his articles made the following comments about pedagogical technologies: "The main content of pedagogical technologies should be chosen based on the needs, interests, talents and abilities of a person. Also, the meaning of education is to create an environment for the formation and development of personality. Therefore, the content of education should be based on people's ideas and the standards they have chosen." Therefore, the technology chosen by each teacher should be based on the needs, abilities, desires and wishes of the student.

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