



## THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES AT TECHNICAL INSTITUTIONS

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### Annotation

One of the actual problem of nowadays is language skills. The number of professional information in foreign languages are great and developing. The most dynamic in terms of international integration and in exchanging data are the branches of economy, law, industry, provision and supply of market economy and others, their rapid development requires specialists to know foreign languages according to branches.

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Modern society makes high demands on a specialist of any profile, among which composting literacy and knowledge of a foreign language are necessary for a modern specialist. Moreover, not only reproductive skills are important, but also productive ones. It turns out that encyclopedic knowledge fades into the background, and the ability to apply knowledge, skills and abilities to solve the tasks become primary. In addition, information technology and the Internet network allows students of technical universities to receive professionally significant information in a foreign language. [5, p. 100]. Thus, the requirements for a university graduate are high, but justified, because it allows them to be competitive in the labor market. Studying a foreign language at non-linguistic faculties of universities is an integral part of the professional training of a future specialist. A foreign language has enormous educational and upbringing potentials and successful knowledge of it contributes to the development of competent, mobile, competitive professionals capable of working at the level of world standards.

Today, the development of the modern IT industry makes the latest interactive resources available for studying English: the latest generation computers, the Internet, TV programs, newspapers, magazines. It is very important to put into practice all of the above [5, p. 98]. This helps to awaken students' interest in the history, culture, traditions of the country of the language being studied and helps to form skills that will be necessary in the future.

Education is an active interaction between teacher and students, and it cannot be one-sided. It depends on the teacher how successful the learning process will be.

Obviously, each teacher is guided in accordance with his personal experience in choosing methods and techniques of work. But, based on the results of the experimental work, it can be argued that the use of



a variety of techniques in the framework of communicative, inductive, deductive methods give a positive result and, undoubtedly, helps to increase the effectiveness of grammar training.

Currently, the problem of linguistic knowledge is highly relevant. The amount of professional information in foreign languages is huge and continues to grow. The most dynamic in terms of international integration and information exchange are sectors of the economy, law, industries, supply and trade and market relations, and others, the rapid development of which leads to the need to know foreign languages by each specialist in the industry. The classical approaches to teaching a foreign language, previously used as independent methods, somewhat lose their effectiveness in modern times. In view of the increase in the information load, the learning of material is complicated by students, the culture of education is also changing, and methods for delivering language knowledge and monitoring individual progress are improving. The methods of studying ESP are very popular - methods of studying a professionally oriented language or a language for special purposes, the development of teaching methods for ESP, ongoing research. The experience of scientists proves the effectiveness of structuring a training program by industry and offers the improvement of curricula and plans for teaching the language [2, p. 72].

The importance of teaching English technical at a university:

- Proficiency in a foreign language is an integral part of the professional training of all specialists at a university.
- The English language course is multi-level and is being developed in the context of continuing education.
- Learning English is built on an interdisciplinary integrated basis.

- English language training is aimed at the comprehensive development of communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students.

In modern times, a variety of interactive, automated methods are widely used:

- Multimedia manuals;
- Online communication with the teacher;
- Thematic communication in the language being studied in various social networks, on forums;
- Video tutorials, listening;
- Electronic communicative modes of communication: e-mail, conference calling, etc.

The use of interactive / electronic aids in language learning can be described as a combination of natural, cognitive and content-oriented methods using audio linguistics. This combination significantly increases the effectiveness of language learning [5, p. 98]. The approaches to the organization of the educational process in the study of English in a technical university considered in this article have shown their applicability and effectiveness, which is confirmed by an increase in students' interest in language learning and improved academic performance based on surveys and statistical analysis. When modifying ESP - methods, one should take into account the industry focuses and relevant didactic materials. The resource and didactic base of the department should regularly undergo modernization, due to the rapid development of technical and material industry resources and the expansion of the semantic composition of the language base. When preparing students, it is very important to evaluate



the initial level of a student's linguistic understanding and his individual characteristics. This approach is applicable in the study of any foreign language in any industry, but it shows the greatest efficiency when used in technical specialties.

One of the means of ICT in a technical university can be presentations. The main purpose of presentations is to visualize training material. Multimedia presentation is a qualitatively new approach in the study of a foreign language. To prepare such a presentation, the student must conduct research work, use a large number of information sources, which avoids templates and turns each work into a product of individual creativity [1, p. 38]. The presentation can be classified as follows: 1) illustrative (usually comes down to a demonstration of new educational material); 2) interactive (this type of presentation allows students to actively participate in the discussion of educational material: express their point of view on a given topic, conduct group discussions, etc.; consolidate knowledge and skills on topics already covered (for example, performing lexical and grammar tasks, both in a group and individually).

Thus, the presentation allows students to form communicative competencies among students of a technical university, which is the basis for teaching a foreign language. To date, the most versatile technical training tool is the electronic interactive whiteboard SMART Board. Electronic interactive whiteboards are an effective way of introducing electronic content of educational material and multimedia materials into the learning process. The lesson material clearly emerges on the screen of the interactive whiteboard and aims each student at active fruitful activity. Pre-prepared thematic texts in English, educational and verification exercises, colorful pictures of various nature, material of English multimedia discs, audio, video materials serve to introduce or activate the lesson material, repeat or reinforce the lexical units and the grammatical structure of the language, control and self-control of knowledge. The interactive whiteboard allows you to work without using a keyboard, mouse, and computer monitor. All necessary actions can be done directly on the screen using a special marker [1, p.51]. Teachers are not distracted from the lesson to carry out the necessary manipulations at the computer. This has a positive effect on the quality of the teaching material.

Teachers instructing students in learning English as another language often face with a variety of common and student-specific problems. Instructing students in the English language involves building a student's reading and speaking vocabulary and understanding of written and spoken English language. To facilitate a positive learning atmosphere for students and encourage them to practice and continue to learn the language, teachers should find ways to correct these common problems and reinforce the core information students need to effectively communicate in English.

Teachers of foreign languages may first notice that their lesson plans change over the course of the class. Classes may progress slowly despite your efforts. Students learning a second language often learn at different paces and generally learn material differently. Encouraging students to practice the skills learned in class and incorporating listening exercises, such as learning poems or parts of a favorite story in the new language out of class, students may be able to stay on track with your plan of instruction at a slightly slower rate. Tutoring or other supplemental activities can allow you to assist those students who need extra instruction on some material and maintain a close pace to the schedule you have set.



Another noticeable issue for English language teachers is having students fall back on their native language for conversation. It is often easier for students to communicate in their native language instead of English. It is usually frustrating for students to rethink and reword their thoughts into the new language clearly. Diversifying your student groups so that not all of the students in one group speak the same native language will discourage students from reverting to their native language to communicate and encourage them to use the one they have in common.

The process of teaching foreign languages in non-linguistic universities (i.e. a higher education institution where a foreign (English) language is not specialized) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activities. However, this process of teaching a foreign (English) language in higher education institutions must be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. The opinion and assertion that the knowledge of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by world society.

The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists, whose activities are directly related to the global market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant compel us to move from simply accepting this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training specialists in engineering areas does not always meet the requirements. In the current conditions, a foreign (English) language should not be considered as a secondary discipline, but as a necessary tool for professional activity, since academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of knowledge of foreign (English) language. Also, the lack of motivation of students to master a foreign language plays a significant role. Motivation, as you know, is directly related to the effectiveness of training. Any cognitive process is based on the desire to know a foreign language culture. The low motivation to learn a foreign language is largely based on the negative experience of teaching it at the secondary level. Students entering a university often do not see the scope of a foreign language in their future profession, as they simply do not yet imagine their professional future [7, p. 45]. Low motivation to learn a foreign language is also due to the limited use of it in educational, industrial, as well as in real life conditions.

Another effective (from the point of view of increasing student motivation) method is projects, festivals, theaters, scientific and practical conferences, which are organized on the basis of the institute by the departments of foreign languages. This type of event not only increases the motivation of students to learn a foreign language, but also contributes to the development of communication and presentation skills, teamwork skills and other competencies necessary for a future engineer. It should be borne in mind that all activities outside of training require a lot of time for preparation. But even participation in contests with a minimum language component gives the student a sense of achievement, which is



multiplied in the event of a prize. Success and attention-grabbing are associated with the English language, which contributes to the growth of motivation. Such growth is especially noticeable in the case of group work of students in the preparation of presentations. Joint creativity unites and gives additional importance to the unifying principle, which, in particular, in the conditions of the competition, is the need to master certain linguistic phenomena, no matter how insignificant they are. Of course, solving this problem requires an integrated, systematic approach. The experience of teaching a foreign (English) language and a professional foreign language at universities shows the need to increase the number of class hours, introduce intensive teaching methods and technologies that are as close as possible to real communicative situations of a professional and academic orientation, ensure continuity of language training between junior and senior undergraduate courses, and also magistracy. Close cooperation with specialized departments is an important condition for the quality training of students of technical universities in a professional foreign language.

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