

10-5-2021

THE ORIENTATION OF PROFESSIONALLY TEACHING OF FOREIGN LANGUAGES IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

Gulchexra Xudoyberdiyeva

Chirchik State Pedagogical Institute, xudoyberdiyeva.gulchexra.1988@mail.ru

Follow this and additional works at: <https://uzjournals.edu.uz/tziuj>



Part of the [Education Commons](#), [English Language and Literature Commons](#), and the [Language Interpretation and Translation Commons](#)

Recommended Citation

Xudoyberdiyeva, Gulchexra (2021) "THE ORIENTATION OF PROFESSIONALLY TEACHING OF FOREIGN LANGUAGES IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 5 , Article 6.

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/6>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Mental Enlightenment Scientific-Methodological Journal by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.

THE ORIENTATION OF PROFESSIONALLY TEACHING OF FOREIGN LANGUAGES IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS.

Xudoyberdiyeva Gulchexra Isamidinovna

Teacher of Foreign Language and Literature Department (English),

Chirchik State Pedagogical Institute of Tashkent region

E-mail address: xudoyberdiyeva.gulchexra.1988@mail.ru

Abstract. This article is about the effectiveness of using descriptive methods in English classes and professional-oriented teaching foreign language at a non-language university. It analyses the peculiarities of descriptive method, comparative-historical method and the role of linguodidactics in teaching foreign language at a non-linguistic university. The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge that has hitherto been used in teaching practice and its practical application, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. So, Great attention is paid to the teaching of dialogue and monologue speaking competence. In order to improve the efficiency of teaching process teachers are to develop new organizational forms and methodical techniques. One of these forms is writing a report on a professional subject and its presentation. All the factors which influence the effectiveness of the process of writing a report and which contribute to the improvement of communicative competence of students are considered in the article.

Key words: professionally-oriented foreign language teaching, principle of differential individual approach, communicative competence, non-linguistic university.

INTRODUCTION.

The huge changes taking place in the life of our society are affecting all areas, as well as the process of higher education. The breakdown of old forms of

social relations and the emergence of a new democratic way of life require the creative activity of the individual. By improving the education system in the country, great attention is paid to the training of mature, well-rounded, independent-minded, strong-willed, dedicated and enterprising personnel. Today, due to the integration processes and the new socio-economic conditions of the development of Russian society, interest in foreign languages is growing. New educational institutions, various courses and faculties are being established. The educational process plays a leading role in the training of qualified, competitive personnel. The essence of teaching is the effective organization of an active learning process aimed at expanding the educational opportunities of professionals and the formation of a particular worldview. The foreign language in the higher technical educational institutions is taught as obligatory discipline and its teaching is carried out beginning from the first year of study. However, the duration of teaching of a foreign language depends on a curriculum of this or that educational institution and fluctuates from one year to four years. The problem of taking into account a specialisation in the course of training becomes extremely actual, causing the requirement to connect the learning of a foreign language with the future speciality of students.

MATERIALS AND METHODS

Research areas devoted to the introduction of innovative forms of foreign language teaching based on the latest technologies occupy the most serious and dynamic positions in the publications of researchers from all countries. Major international congresses of foreign language teachers (FIPF Liege, Belgium 2016). The descriptive method is the oldest and most common method in linguistics. It is especially important for the language teaching experience. The peculiarity of the descriptive method is that it studies the object directly on the basis of information provided by the sensory organs. Descriptive method information is the basis for all other methods. In particular, the structural method works based on the conclusions of the descriptive method. Or even for the comparative-historical method, the

descriptive method provides an explanation of the object being compared. So, it is arguable that intoxicants of choice run the taste in diets. We have tried to simplify the use of the descriptive method for elementary school. Let's look at some examples of creative analysis based on the descriptive method.

Creative analysis. The introduction of the concept of competence in the educational process eliminates the gap between the theoretical knowledge that has hitherto been used in teaching practice and its practical application, that is, when the student has theoretical knowledge, it is difficult to use it in problematic situations. So, instead of the “knowledge paradigm” that prevails in traditional education, the “appropriate use of knowledge in problem situations” paradigm prevails. Language competence is the ability to use the capabilities of a language in practice, which is to achieve educational effectiveness. For this reason, experiments are currently being conducted in primary schools to improve the competence of students in secondary schools.

On the Basis of the Institute of Foreign Languages (RUDN University), English training is the most crucial aspect, passing through the entire educational activity of the student. Professional education begins with a basic level, which includes studying the generally accepted developmental topics necessary for the learner for a widespread perception of foreign language culture. The basic course consists of an introduction to the generally accepted phonetic, grammatical, cultural and linguistic aspects. Teachers train students through English-language textbooks, original manuals selected by teachers, as well as television products made by students and teachers depending on the subject of the lesson. Continuing education in English already at the business level begins with the third year and lasts until graduation from the higher institution. The objective of these lessons is to expand and enrich the values of the previous courses and prepare students to communicate on professional and business topics because overcoming the language barrier is arduous work. “To better prepare students for the higher educational demands of life and work in the 21st century, teachers need to become

high-level knowledge workers” who constantly learn professionally (Schleicher, 2012, p. 11). Foreign language classes should be close to real-life situations of foreign language communication. To resolve this purpose, the teacher needs to take the modern role of the teacher-manager, able to manage the activities of students, plan, adjust, quickly make changes in the structure of the stages of the lesson, monitor the achievements of results; teacher-leader, who can create creative teams, involve students in project or research activities in the field of country studies; teacher-consultant on preparation for professional international competitions, projects, trips abroad in the framework of exchange programs, self-study of a foreign language in intensive courses in the online system, etc.; teacher – researcher in the field of professional linguodidactics, methods of professional education, innovative pedagogy or psychology of foreign language teaching of students. Practical classes should become a space in which teachers actively improve foreign language skills of business and professional communication; reveal abilities to intercultural communication. Teachers should pass through active teaching approaches, for example, the process of training stations, the method of projects, tasks for training new lexical material, communicative assimilation of grammatical structures. “Collaboration, a focus on student learning in teachers' daily practice and longer-term programs are important aspects of effective teacher professional development programs” (Prenger, Poortman & Handelzalts, 2017, p.77).

RESULTS AND DISCUSSIONS

Based on teaching practice, we can say that comprehensive English training at the moment is impossible without an innovative approach. Teachers identify the primary task of professionally-oriented teaching the introduction of new interactive tasks and the creation of techniques to help students fully integrate into the foreign language environment. Based on The modern theory of language learning is aimed at international barrier-free communication, that is why foreign language teachers and linguists need to upgrade their such professional competencies as regional

geography through language, lingua didactic, culturological, presentive in addition to literacy and speech. and forums in the field of education (CRIFPE Montreal, Canada 2017; EDULEARN2018 Palma de Majorca, Spain; Russian and Ibero-American World Cadiz, Spain 2018) discuss complicated problems. These are the issues of creating a virtual educational space, changing the algorithm of the educational process participants, “the development of pedagogical support of innovative forms based on modern technological study aids” (Rodionova & Titova, 2016, p.94.) The results of the current state of research publications in the field of innovations' application in educational process, special attention is drawn to the innovative, motivational and active approach in education, as reflected in the most cited works of such researchers as Liu M. & Kleinsasser R. (2014), Takacs et al., (2015); Mikheeva N. & Dvoryadkina N. (2016), Petrova M. (2018).

5.1. Proposed methods and approaches

Quantitative research methods:

- online questionnaire of foreign language teachers in Russian universities
- online questionnaire of students on the effectiveness of the use of innovative techniques in the classroom
- statistical processing of the data obtained

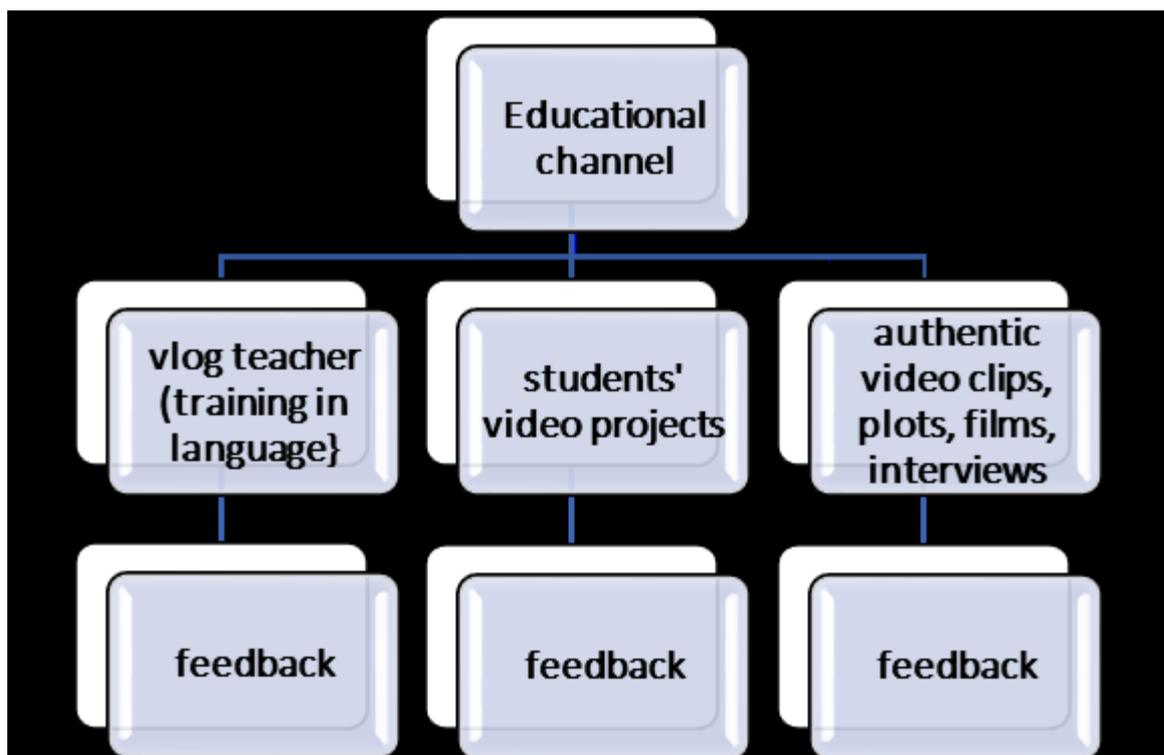
Qualitative research methods:

- individual and collective interviews with foreign language teachers
- direct or indirect (video) introduction with the implementation of communicative tele-communication method. The next stage of training is the improvement of already acquired knowledge. There are practical lessons where students perform tasks, write essays or letters of a specific orientation, participate in a business game or teambuilding operations. Business games are a great help to expand thinking, Outlook, and develop speech capabilities of each student. The group is divided into pairs and fulfills a particular role, and at the end of the discussion reports together or creates a Director's version of the video plan (following the task). Discussions, conferences, business games are the third type of classes, which are defined as

classes of generalization and systematization of knowledge. For such lessons it is good to ask a specific topic and conduct roundtable discussions with visual effects, presentations based on PowerPoint or Prezi initially explaining the rules and principles of creating a good slide report. This creative process introduces future professionals to both computer and public speaking skills. Providing design of personal presentations, writing texts, preparation of the speech itself play an essential role in the formation of confidence in the use of the acquired skills. Students are not allowed to use the full texts of presentations. Instead, cards with abstracts and brief information are permitted. This approach helps to reveal the speech's assets and to improve the morphological characteristics of the speaker.

In the Institute of the foreign languages of the Peoples' Friendship University of Russia, the most common is a combination of classes with different types of tasks for students. The combined form is the best way to provide as much information as possible and consolidate the material covered. In two academic hours, students have time to understand new material, combine previous knowledge and hold a productive discussion on the creation of a new video cartoon or an explanation of phraseology or topic. Control classes are held at the end of the passage of units and topics. Conducted in the format of tests, surveys, written works, tests, creative exams. It is also possible to check the control of the learned vocabulary. Students are given a topic on which students need to conduct a pair dialogue using the maximum number of vocabulary words found in video lessons, texts, tasks, items from the textbook. It is recommended to set a minimum threshold of words to get a credit, as well as the second attempt to pass such a dialogue with a change of partner. Professional vocabulary is a crucial requirement for the preparation of future graduates. Forming professionally-oriented training without it is impossible. It is worth noting the following principles of learning professional vocabulary: the didactic principle is based on imaging, using of visual aids, and consciousness; the linguistic principle based on the concentration and minimization of linguistic units; the psychological principle of gradualism

awareness of meaning; the methodical principle of the differentiated approach. Each of these principles has its advantages and when combined can help students better learn the material. As an example, the method of learning vocabulary via mind maps. Mental maps are a convenient and effective technique for memorizing information and visualizing thinking. This technique is useful for learning whole blocks of words or consisting of the same parts of phraseological units. The distribution of vocabulary on similar groups or topics helps to remember visually and psychologically this material. Visualization of the topics covered allows students to better consolidate their lexical, grammatical, phonetic and other skills. The use of video during lessons is a unique method of strengthening the information obtained from textbooks, as well as increasing the level of involvement in the academic situation. Just a short pause, spent watching videos on a specific topic, can improve academic performance and activity in classrooms



50 students and four teachers took part in the creation of the educational channel in the conditions of multifunctional Studio. For two weeks, teachers had been studying professional television production: filming on a SONY Alpha 7 video camera and editing on the Adobe Premiere Pro 6S program. Young teachers

recorded several short video blogs explaining new topics in grammar, vocabulary and academic writing. Students have got acquainted with the structure of the educational channel with great interest (Figure 01), even though in the new academic year the work was added as a result of joint television projects.

Various linguists have defined English for Specific Purposes differently.

Many definitions can be counted, and a lot of linguists have defined them. These definitions appeared to cover various characteristics of this approach. Anthony (1997) mentioned the “clear differences in how people interpreted the meaning of ESP” [6, p.1]. Hutchinson and Waters (1987) have defined ESP as an “approach” rather than a “product” [7, p.2]. Robinson (1980) has defined it as the teaching of English to the learners who have specific goals and purposes [9, p.2]. Mackay and Mountford (1978) have defined it as the teaching of English for “clearly utilitarian purposes”. These purposes are academic, professional or scientific. An ESP program should be aim-directed, learner-directed and situation-directed [8].

3 In NTUU «KPI» the principle of the professional orientation of foreign language training is the leading methodological principle which must necessarily be considered and realised in teaching and educational process. In the first and second years of study the discipline Foreign Language consists of two credit modules - Introduction to Foreign Language for General Engineering and Foreign Language for General Engineering as students have not received special professional knowledge yet. Beginning from the third year of study students start to master special professional disciplines and the necessity of teaching such a discipline as Foreign Language for Professional Purposes arises. The foreign language becomes a means of professional knowledge acquirement by students through the acquaintance with foreign sources of information.

CONCLUSION

Cherry is a fruit tree of different colors and tastes. Apparently, creative thinking develops students' ability to observe linguistic phenomena, search for

similarities, distinguish differences based on their characteristics, find commonalities according to integral features, identify differences in meaning, compare them and draw conclusions. does.

The organization of creative analysis lessons in the primary grades and a competent approach to it allows students to develop creative, independent thinking skills, to study the given tasks in depth.

Professor Mikhail Vasilevich Lyakhovitsky describes the methodology of teaching a foreign language as a subject that studies the goals, content, means of education, as well as methods of teaching using a foreign language. The task of a teacher working in a higher education institution is to create conditions for the student's language learning and to provide the necessary assistance in a fast and convenient way. In this regard, it is necessary to use modern advanced technologies, effective use of the Internet. Then it is possible to organize the process of language learning at a high level by giving exercises and assignments in accordance with the individual ability of the student, the level of knowledge.

Introduced by Shansky and recognized as an international term since 1975.

The pedagogical encyclopedic dictionary defines "lingvodidactics" as a general theory of general language learning. called the speech development phase. "Linguodidactics" forms the general laws of human abilities, the mechanisms of communication in a foreign language and the ways of their formation. Linguodidactics substantiates the basic laws of foreign language acquisition in educational institutions on the basis of knowledge of language philosophy, sociology, general linguistics, linguistics, psychology and psycholinguistics.

Linguodidactics, in turn, is not only a language, as a subject but also as a means of learning, i.e. a linguistic description of a language for educational purposes. In this regard, the study of macro and micro-languages of the textbook, the teacher's didactic speech. The accumulated knowledge, skills and abilities have been most effectively passed down from generation to generation. Education and upbringing serve this purpose as an ongoing process of strengthening people with knowledge,

skills and competencies. The task of didactics is to determine the content of education of the new generations, to identify their useful knowledge, skills and abilities in the search for the most effective ways of arming.

Students of non-linguistic universities are not always interested in learning a foreign language, not perceiving it as a subject that contributes to the formation of their professional competence. Therefore, the main task is to prepare students who think creatively, who are able to apply the acquired knowledge and skills in practice, the ability to argue and defend their point of view.

REFERENCES:

- [1]. Abramovich G.V. (2005). The concept of foreign language competence as an aim and result of professional technical education. Nezhin: Publishing House of NSU after Gogol, 257 [in Ukraine].
- [2]. Varianko T.V. (2012). Teaching to read scientific technical texts at the nonlinguistic higher educational institutions. Kyiv, Ukraine: FL, NTUU “KPI”, 28 [in Ukraine].
- [3]. Volchenko O.M. (2004). Peculiarities of students’ abilities to master a foreign language. Materials of VII International scientific and practical conference: Science and Education, 25-26 [in Ukraine].
- [4]. Obraztsov P.J. (2005). Designing and structuring of a professionally – oriented training techniques. Orel: 61 [in Russian]. 10
- [5]. Anthony, L. (1997). “ESP. What does it mean?” ON. CUE. Retrieved from <http://www.interserver.miyazakimed.ac.jp/cue/pc/anthony.htm>.
- [6]. Hutchinson, T., Waters, A. (1987). English for specific purposes: a learning-centered Approach, Cambridge University Press. Cambridge
- [7]. Mackay, R., Mountford, A.J. (1978). The teaching of English for Specific Purposes: theory and practice in English for Specific Purposes; A case study approach. (Mackay, R., Mountford, A.J.) eds: Longman. London.

- [8]. Robinson, P. (1980). ESP (English for Specific Purposes,) Pergamon Press Ltd. New York.
- [9]. Daly, C., Pachler, N., & Pelletier, C. (2009). Continuing professional development in ICT for teachers: A literature review. London, United Kingdom: Institute of Education University of London.
- [10]. Kern, N. (2013). Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals. In G. Motterem, Innovations in learning technologies for English language teaching. (pp. 87-117). British Council.
- [11]. Kler, S. (2015). ICT Integration in teaching and learning: Empowerment of education with technology. *issues and Ideas in Education*, 2(2), 255-271. doi:10.15415/iie.2014.22019
- [12]. Kozarenko, O. (2015). Information technologies in teaching and learning foreign languages: Information culture and web design activity. *Magic INNO: New in the study of language and methods of teaching. Materials of the Second scientific -practical conference*, (pp. 485-489).
- [13]. Maslova V.A. *Linguoculturology*. M.: Academy, 2001
- [14]. Nurieva F.S. About the Heterogeneity of Turkic Written Sources of the Period of the Golden Horde // *Medieval Turkic-Tatar States*. – 2014 – №6. – P. 178
- [15]. Sapir E. *Selected works on linguistics and cultural studies*. M.: Publishing group "Progress ", " Universe ", 1993