



Improving the Teaching of English in Higher Education Institutions

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Annotation: This article describes the analysis of the improvement of English language teaching in higher education institutions. In addition to textbooks and training manuals, authentic materials such as audio, video, newspapers and magazines, Internet resources, debates, presentations using electronic educational tools and interactive methods will be used in foreign language practical classes to develop communication skills and ensure that they can freely apply their skills in the future.

Keywords: improvement of teaching, analysis and differentiation, development of communication skills, practical presentations, sociolinguistic competence.

Introduction

In order to ensure the organization and implementation of the system of improving the teaching of the English language in higher education institutions, the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated August 9, 2018 "On approval of the regulation on the control and evaluation system of students' knowledge in higher education institutions" No. 19-2018- "Regulation on the system of monitoring and evaluating students' knowledge in higher education institutions" This regulation requires that future English language teachers independently develop their sociolinguistic competence based on the requirements of the system of learning foreign languages, preparatory science programs and experiences. The basic knowledge, skills and abilities of the students are solidly formed during the educational process, the ability to work independently develops in the future specialist, and interest in creative work appears in them. This is the basis for becoming an independent, modern, intellectual, competitive communicative competent in accordance with the requirements of the times.

Pedagogical scientist N.A. Muslimov classified the skills that a graduate of a higher educational institution should develop during the educational process as follows:

- ability to think responsibly in a foreign language practice session;
- being able to plan and organize one's time for foreign language practical training;
- ability to find solutions to language-related problems, ability to make decisions;
- computer literacy, ability to work with a database;
- the culture of oral communication in a foreign language, the possession of written communication skills and qualifications;

For this, one of the main tasks of the higher education institution is to create all the necessary conditions aimed at the formation of English language students' educational skills, and based on the current curricula, students' independent work is carried out in the amount of hours allocated to teaching subjects. Educational topics in foreign language practical classes should consciously direct the student to acquire knowledge. During his studies in higher education, the student can learn about the specific aspects of education, independent choice of study and learning methods based on his personal characteristics, the importance of reflection in education, self-evaluation, the ability to



formulate goals and future plans for independent improvement of knowledge, properly plan his time, learn ways to deal with stress that may arise during the study, motivation, timely completion of tasks and preparation for exams, effective education, as well as ways to regularly improve qualifications and skills related to future professional activities, independently learned knowledge in the field of science in a variety of ways in the audience it is required to be able to demonstrate and teach others through interactive methods (performing written control tasks in various forms, writing creative works, etc.).

Material and methods

According to generally accepted international standards, the current curriculum provides for the integrated teaching of language skills necessary for future language learners to master the foreign language they are learning at the C1 level, independent application of acquired knowledge and skills in practice, and appropriate and active use of intercultural communication skills in various social situations. Subjects and modules included in the curriculum require maximum use of individualized educational methods and communicative approach to foreign language teaching. As a result of mastering the science of educational skills in foreign language practical classes, students acquire the following knowledge, skills and competencies, including general secondary and secondary special (school, lyceum, college and higher education systems) analysis of the educational process and their differences, choosing the path from the principle of dependence on the teacher to the independence of the student, having an idea about the importance of being independent (independent acquisition of knowledge), learning styles and tendencies, sensory learning styles (visual, audio, kinesthetic, tactile), Haney and Mumford classification of learning styles (theoretician, activist, reflective, pragmatic), introvert and extrovert education, know and use effective teaching methods for better education, assess one's own language level according to the generally accepted international standards (CEFR), define SMART goals, correctly set the goal of learning a foreign language, reflection, educational institution and from it make the most of your time outside It plays a key role in acquiring the skills of independent learning such as communication, identification and personalization of tasks, effective use of libraries, targeted and effective use of the Internet, avoiding plagiarism, preparing for exams and tests.

Foreign language is practical the problem of organizing classes, choosing independent educational tasks and their requirements, developing independent learning skills and communicative competence of future English language teachers has been studied in the scientific research works of foreign methodologists, linguists, pedagogues, concepts such as autonomous learning, "learner autonomy" began to be widely used. It refers to the principle that students of higher education should take maximum responsibility for learning a foreign language, independent study.

Result and discussion

The European Language Portfolio (ELP), developed by the Council of Europe's Language Policy Program based on the requirements of the "European Competences for Foreign Language Learning: Learning, Teaching and Assessment" (CEFR), also focuses on learner autonomy, plurilingualism and Aimed at improving the development of intercultural awareness and communicative competence, ELP encourages learners to take responsibility for language learning, i.e. the need for independent learning. (Descriptors are relatively easy for students to understand, so they can see what they are aiming for and what they have achieved. If students can see that they are making progress, they have more satisfaction.)

V. Littlewood (1997) explains the importance of autonomous (independent) learning English skills and the need to organize independent learning as follows:



1. They aim to develop English language learners' independent communication skills in real life situations.
2. They aim to help English learners to be independent and active in the classroom and outside of the classroom.
3. English learners should be helped to develop the motivation, confidence, knowledge, and skills required to communicate more independently, learn more independently, and become independent as individuals.

Accordingly, the autonomy of the future English language improvement, the development of independent learning skills, self-education, and the development of knowledge, skills and competences through regular independent education will encourage him to become an active and creative teacher during his professional career. So, the student learns to work independently through the subject of "independent learning skills" from the initial stage of independent education in order to master the studied foreign language at C1 level for four years at the Higher Education Institution, self-educates, independently forms knowledge, skills and abilities. This, in turn, increases the need and desire for students to develop the necessary communicative competence, sociolinguistic competence, and the formation of independent learning skills.

Therefore, activities aimed at independent acquisition of knowledge are an integral part of the educational process. At the initial stage of improving the teaching of the English language in higher education institutions, the organization of independent work is related to a number of tasks. proves the need to teach organization.

Pedagogical scientist K. Riskulova, in the process of researching the system of formation of sociolinguistic competence of future English language students, emphasized that it is effective to use four methods of independent education in the process of formation of communicative competence of future English language teachers:

1. Practical training outside the auditorium (lecture, seminar, writing short reviews, essays, stories and articles based on monographs based on additional educational materials, including social, scientific-theoretical articles, methodical journals, teaching-methodical manuals, monographs, in order to consolidate the topics learned in practical training. and preparation of presentations; preparation of visual aids, diagrams, tables, pictures based on the studied topic; independent preparation for current, intermediate and final control works);
2. Independent education carried out in the auditorium with direct student cooperation (lectures aimed at increasing the activity of students in the process of language teaching, seminars, various tasks aimed at interesting and effective organization of practical training in individual, partnership, small and large groups);
3. Scientific-creative, scientific-research, artistic-popular topics, course work, diploma work, creation of works, etc.
4. Establishing a live communicative connection on social and life topics, including at the market, holiday, theater, travel, garden, museum, and alley.

The materials chosen by the students for independent education in English serve to strengthen the knowledge gained in the audience classes focused on specific goals and tasks, to acquire new knowledge, to increase creative activity, to develop practical skills and competencies, and also to prepare students for an active life.



Conclusion

In the process of improving the teaching of the English language in higher education institutions, educational materials aimed at developing the sociolinguistic competence of students should be used to study and supplement the topics of the working curriculum, to independently use various texts, practical presentations, cases, various essays, group discussions, and the knowledge and skills acquired during the training. Further enrichment through debates, learning the language in relation to culture, developing speech modules (listening, speaking, reading, writing), learning the moral standards of the people whose language is being studied, freely speaking at industry-related conferences, roundtables, debates (live or media) as a result of creating assignments or searching, collecting, sorting, classifying, analyzing, synthesizing, induction, and deducing educational materials aimed at developing the ability to use the language appropriately and actively in various social life situations, processing, conclusions and recommendations material suitable for educational requirements is formed. In addition, language learning assignments are widely used based on materials aimed at developing sociolinguistic competence, such as audio, video, excerpts from comedy videos, art documentaries, stories, conference lectures, songs, pictures, social advertisements, etc.

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