



Teaching Foreign Language to Future Specialists

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Abstract

The teaching process is the topic of the article. The use of educational technology is an essential part of teaching students. This article discusses pedagogical technology, an innovative method of teaching, as well as educational process improvement methods and tools.

Keywords: method, innovation, teacher, motivation, development.

Pedagogical innovation describes the consistent introduction of innovations into pedagogical activity. The educational system and process will develop according to the didactic possibilities of pedagogical innovations. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process. Therefore, it is necessary for every teacher to be able to consistently apply innovations to his/her work while fully understanding the essence of innovations.

To date, in order to prepare a future specialist, to ensure that he will grow into a perfect staff, first of all, he should be studied as a person, all creative and conscious

opportunities should be identified. In this place, it is necessary to study the psychology of the individual. Then connecting it with pedagogy will be more effective. Currently, the attention to this field is very strong, the highest goal of every pedagogue is to prepare students for new thinking, creative approach and life. Naturally, this in itself requires the teacher to work a lot on himself and learn the subject based on the student's psychology. This process does not just happen. Before continuing studies in higher education, the "foundation" of English language learning is created. Since the beginning of paying special attention to the foreign language, the transition from one stage to the next in the process of teaching a foreign language is being carried out gradually. The border between the stages is conditionally taken as the end of the academic year.

As a matter of fact, the specific aspects of a certain stage can continue up to a certain point even when moving to the second stage. Due to the fact that the first stage is the initial stage of teaching and learning a foreign language, great attention is paid to oral speech and the development of reading techniques. At this stage, it is very important to teach pronunciation, which is some element of the speech mechanism of a foreign language, to understand the speech of a foreign language, and to teach the use of the simplest and simplest question-and-answer speech combinations. In the first academic year, special attention should be paid to teaching English pronunciation, because during this period pronunciation skills are formed and in the next stages it is expanded and developed. If the students achieve clear pronunciation and articulation of English sounds at the initial stage, it will be more difficult to solve this problem at the next stages.

The process of teaching a foreign language in the higher education system is also a process of improving previously acquired knowledge. It is a difficult task to control the mastering process of each student studying in a group, and at the same time, thorough mastering of the given topic is important. This increases the demand for comprehensive study of the individual. Thus, at the same time, the teacher should turn the student into the central, main figure of the educational process.



One of the most important issues that need to be solved in order to further develop the educational process today is to be able to sufficiently form the speech skills of students, which were initially developed but not perfect, i.e., not molded (related to the profession or industry). In the early years, the goal of teaching a foreign language is to create an understanding of the system of this language, to gradually acquire grammatical knowledge, but in the higher education system, the main requirement is the development of speech skills, real it envisages easy use in life, and ensuring this situation is highlighted by a sharp increase in the need to develop speech among students in the educational process. Language learning is mainly based on seeing, listening and understanding. In many non-philological higher educational institutions, it was often noticed that the students' speaking skills were not well developed even though they had mastered grammatical knowledge, and at the same time, in the entrance exams, applicants who not only knew grammar well, but also IELTS (International English Language Testing) System) and CEFR B2 (Common European Frame) certificate holders, the number of students admitted to study is increasing year by year. This situation further develops the competition between them. The interactive teaching method plays an important role in the formation of speaking skills and students' ability to understand the lesson correctly. In the following years, using the internal capabilities of the student's memory, the methods and handouts used by the teacher in the formation of the speech communication environment in order to increase their activity in training should be directed to this goal. The psychological situation aimed at speech communication is one of the necessary tasks in increasing the activity of students.

The practical processes carried out by this time have proven that the existing methods, which have been used for a long time, are not effective enough, or they need to be further enriched and perfected, and the need for new methods is increasing. This causes the emergence of new intensive methods. According to E. I. Passov, [2] one of the well-known Methodist scientists, the communicative approach used in foreign language teaching is a form of rapid (intensive) teaching based on speech situations. So, what is the "intensive method"? Intensive teaching is understood as the initial meaning of the word, to teach students to perform speech activities in the studied foreign language in a short period of time, i.e. to speak. This is mainly done based on internal psychological capabilities of students and memory reserve. (Leontev A. A. Kitaygorodsky). So, the following two characteristics of intensive method (or intensive) training can be indicated as follows: [1,3]

- To learn a certain amount of educational material in a short time and to carry out speaking activities in a foreign language that can correspond to it;
- To be able to use all the reserves (psychological possibilities) of personal memory to the maximum extent, that is, to increase the activity of students.

Each new method preserves the good aspects of the previous method. In recent years, terms such as audiolingual, audiovisual, hypnopedia, relaxopedia, suggestopedia, rhythmopedia have become frequent in methodological literature. [6]. It is worth saying that audio-lingual and audiovisual methods have lost their importance in the practice of intensive teaching. This is caused by their principle side that is, not relying on the use of the mother tongue, learning by imitating the language, memorizing and creative exercises. Hypnopedia, relaxopedia - these methods give good results only in memorizing the language material, but cannot ensure its use in speech. [4]

Methods are indicators of activity, and in turn, they are used in practice through methodical actions. For example: the method of discovering the meaning of the lexicon without translation, the method of obtaining information from the text, the method of lexical teaching of a grammatical unit, teaching pronunciation by imitation, etc. A specific set of methods constitutes a process method.



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