SPECIFIC FEATURES OF TEACHING FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS IN UZBEKISTAN

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ABSTRACT

This article deals with the peculiarities of foreign languages teaching in technical higher educational institutions. The author has conducted a research in Ferghana Polytechnic Institute, Uzbekistan to analyze in detail the problems of teaching a foreign language (the English language) in a technical higher educational institution, as a result the ways of their solution are outlined, practical recommendations on teaching methods are given. Attention is focused on new technologies in foreign language teaching. In addition, the author suggests different ways to solve the problems encountered in teaching foreign language in technical universities.

KEY WORDS: *competence approach, interactive learning, information and communication technologies, a foreign language, teaching, improvement, activities, social life, students, process.*

INTRODUCTION

The most important trend of the last decades is the powerful world integration processes, covering all spheres of social life, including a higher education. In the conditions of constant increase and improvement of international relations and international activities of our country in various fields (economy, culture, education, etc.), a foreign language skills become an obligatory component of professional teaching of modern specialists, communicative and cognitive needs of which are determined by the tasks of the higher educational institution foreign language course (English).

The globalization of education necessitates the modernization of the content of existing curricula, including those for foreign languages, the development of new courses to complement traditional ones, and the introduction of active methods in higher education, since they are inherently adequate to its objectives and content and are a real way of its intensification.

A modern employer requires mostly productive skills from a specialist of any profile, and one of the priorities is knowledge of a foreign language. The ability to read with a dictionary is relegated to the background, and the ability to apply knowledge, skills and abilities to solve the tasks becomes primary. It is important to be able to obtain professionally significant information in a foreign language through information technology, the Internet. Thus, the requirements to a graduate of a technical higher educational institution are high, but justified, because compliance with them ensures competitiveness in the labor market [6].

OBJECTIVES

Studies conducted in Ferghana Polytechnic Institute, Uzbekistan to determine the level of language training of students (Communal Service department) indicate that most of them do not know a foreign language to the extent necessary for professional written and oral communication, including interactive communication with modern equipment.

Studying a foreign language (English) at non-linguistic faculties of technical higher educational institutions should be an integral part of professional training of a future specialist. Successful knowledge of a foreign language, and especially knowledge of professional terminology, contributes to the formation of competent, mobile, competitive professionals capable of working at the level of world standards [1].

METHODOLOGY AND RESULTS

The author of the article used various qualitative and quantitative research tools (interview, survey, questionnaire, peer observation, etc.) in conducting the research on identifying the problems encountered in teaching a foreign language (English) to students (Communal Service department) at Ferghana Polytechnic Institute, Uzbekistan. The results of the studies are the following:

- the problem of continuity is related to the fact that a general education school graduate does not know a foreign language to a sufficient extent. Absence of a school base has a negative impact on the process of teaching a foreign language in a higher educational institution, which further reduces students' performance in a foreign language.
- different level of foreign language skills of applicants makes the teacher orientate himself to an average student, which reduces the motivation of students with higher level of knowledge.
- the problem of lack of interest is connected with the fact that subjects of specialized orientation become priorities in a technical higher educational institution. Perhaps the lack of motivation is connected with the objective evaluation of students' work [10].
- the lack of skills of independent work with specialized literature and Internet resources is due to the fact that often a student is unable to select the right one from the huge flow of Internet information. Often a technical higher educational institution student does not have skills to work with dictionary, with specialized textbooks. The consequence of this is an inability to prepare for a conference, write a report or an essay on a given topic.
- speaking about the educational process, it is necessary to mention the problem of insufficient technical equipment of the foreign language audience in a technical higher educational institution. Unfortunately, the higher educational institution, focusing on technical subjects, does not pay due attention to the material and technical base of the foreign language department's classrooms.
- another problem is the lack of modern literary sources for teaching foreign languages in technical universities. In connection with scientific and technical progress, not only technologies are changing, but also the language of their description (narrow terminology). Literary sources do not reflect the changes that are taking place in information technology and technological progress. In this regard, the student does not get knowledge of narrow terminology in the specialty, which is currently used in enterprises, industries and in general in the information technology. As a result, a specialist becomes uncompetitive in employment, as his knowledge of foreign language terminology does not meet the requirements set by the employer.

SUGGESTIONS

The author of the target article suggests the following to solve the problems encountered in teaching a foreign language (English) in a technical higher educational institution:

- The solution to the problem of continuity today is independent work of students. It has a multifunctional character: it helps to master a foreign language with the necessary professional component, helps to form skills of self-improvement, acquisition of knowledge and development of information culture [4]. An example of such work of students of technical universities is the preparation for a technical higher educational institution conference, which allows the teacher to control the independent work of students.
- The solution to the problem of different level of foreign language skills can be both independent differentiated work and integrated work in groups.
- The teacher has a need to use formative assessment, which makes it possible to evaluate individual work of students, to identify gaps in knowledge of foreign language. Today, formative assessment is an integral element of the competence approach, focused on the development of planned learning outcomes in combination with criteria for their achievement and methods of control. And systematic monitoring makes it possible to correct training [5].
- The solution to the problem of the lack of skills of independent work may serve: preparation of a list of literature for classes; work with English-Russian-Uzbek, Russian-Uzbek English, English-English dictionary; obligatory training of students to use electronic dictionaries; regular monitoring of literary and Internet resources by the teacher.
- If the goal of the foreign language teacher is to impart self-study skills, he or she should avoid exercises that do not involve active thought (e.g., substitution of any kind, transformation of a sentence into a sample

sentence, etc.). Such monotonous work dulls attention, develops a formal attitude to the task, and reduces interest in the subject. Foreign language assignments should be aimed at overcoming possible difficulties and achieving tangible results (two-way translation, answering questions to the text, drawing up an abstract, summary, abstract, etc.) [6].

- Interactive learning based on ICT resources allows the teacher not only to diversify the learning process but also to implement a set of methodological, pedagogical and didactic tasks. One of the main tasks of the instructor is to activate the activity of each student and create a situation for his creative activity. It is obvious that the use of computers and multimedia helps not only to implement a personalized approach to learning, but also to ensure individualization and differentiation taking into account the level of knowledge of students. A great deal depends on the teacher and his or her desire to use information technologies in a foreign language lesson [7].

- One of the means of ICT in a technical higher educational institution can be presentations. The main purpose of the presentation is visualization of the educational material. Multimedia presentation is a qualitatively new approach in studying a foreign language. To prepare such a presentation it is necessary to conduct research work, use a large number of information sources, which allows avoiding templates and turning each work into a product of individual creativity [8]. Presentations can be classified as follows:
1) illustrative (usually reducible to the demonstration of new learning material);
2) interactive (allowing students to actively participate in the discussion of learning material: express their views on a given topic, hold group discussions, etc.; consolidate knowledge and skills on already completed topics - for example, performing lexical and grammatical tasks both in the group and individually).

The presentation makes it possible to form the communicative competence of technical higher educational institution students, which is the basis of foreign language teaching. At present, an electronic SMART board is the most interactive technical tool for learning. Electronic interactive whiteboards are an effective way to introduce electronic content and multimedia materials into the learning pr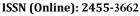ocess. Lesson material is clearly drawn on the interactive whiteboard screen and directs each student to active productive activity. Pre-prepared thematic texts in English, learning and test exercises, colorful pictures of different nature, the material of the English-language multimedia disks, audio, video materials are used to introduce or activate the lesson material, repeat or fix lexical units and grammatical structure of the language, control and self-monitoring of knowledge. The interactive whiteboard allows you to work without using your computer keyboard, mouse or monitor. All necessary actions can be performed directly on the screen with a special marker or even a finger. The teacher is not distracted from the lesson to perform the necessary manipulations on the computer, which has a positive impact on the quality of delivery of educational material [9].

- An interactive whiteboard, as well as a presentation, develops language competence while increasing student motivation. Students are willing to be involved in this learning process because their hearing, vision and tactile sensations are involved. Thus, we see the effectiveness of the use of ICT tools in teaching foreign languages, but the lack of equipment at universities does not allow for the full realization of the pedagogical tasks faced by the teacher.

- The problem of insufficient literary sources can be compensated for by Internet resources, which provide modern information in the field of technology. Information on many resources is publicly available and does not require registration. This gives each student the opportunity to obtain the necessary information, and the instructor must be confident in the reliability and reliability of this Internet resource.

CONCLUSION

Summing up the above, it can be noted that technical higher educational institutions should prepare specialists who are competitive in the labor market. To become a competent specialist, a graduate should go through a period of professional, subject and social adaptation. Teaching a foreign language in a technical higher educational institution should go "from simple to complex". Professional development of a student is impossible without self-esteem and self-analysis.

A foreign language is an expanding information and educational environment, which involves the use of various methods, techniques and modern means of teaching and evaluating students. The level of knowledge of the graduate directly depends on the teacher, who should rely on modern

literary sources and reliable Internet resources, use innovative technologies and modern systems and means of evaluating students' work, to implement a personal-oriented approach to teaching foreign languages, to use a systematic approach to teaching foreign languages in a technical higher educational institution in order for the graduate to be competitive on the labor market.

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