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THEORETICAL AND METHODOLOGICAL PRINCIPLES OF GUIDED FOREIGN LANGUAGE TEACHING

Annotation

Strengthening the professional preparation of students in English language courses in non-philological higher education institutions in connection with the professional and social spheres of oral speech, in addition, the goals and tasks of teaching foreign languages in higher educational institutions, the social conditions and policies of society are always determines the purpose of higher educational institutions

Key words: Pedagogy, spheres, professional, skill, social conditions, higher educational institutions.

ТЕХНОЛОГИЯ И ПРИНЦИПЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ С ОРИЕНТАЦИЕЙ НА ПРОФЕССИЮ

Аннотация

Усиление профессиональной подготовки студентов на курсах английского языка в нефилологических вузах в связи с профессиональной и социальной сферами устной речи, а также целями и задачами обучения иностранным языкам в высших учебных заведениях, социальными условиями. и политика общества всегда определяет цель высших учебных заведений

Ключевые слова: Педагогика, сферы, профессионализм, мастерство, социальные условия, высшие учебные заведения.

XORIJY TILNI KASBGA YO‘NALDIRIB O‘QISH TEXNOLOGIYASI VA TAMOYILLARI

Аннотация

Nonfilologik oliy ta'lim muassasalarida ingliz tili kurslarida talabalarni og'zaki nutqning kasbiy va ijtimoiy sohalari bilan bog'liq holda kasbiy tayyorgarligini mustahkamlash, bundan tashqari, Oliy o'quv yurtlarida chet tillarini o'qitishning maqsad va vazifalari, jamiyatning ijtimoiy sharoiti va siyosati doimo oliy o'quv yurtlarining maqsadini belgilab beradi.

Kalit so'zlar: Pedagogika, sohalar, kasb-hunar, malaka, ijtimoiy sharoitlar, oliy o'quv yurtlari.

Introduction. The purpose and understanding of teaching a foreign language is changing depending on the development of the society. It is necessary to determine these goals and tasks in advance. That is, it affects the creation and development of a foreign language teaching methodology course in order to know the tasks. Otherwise, the goals of developing a foreign language in higher education will be lost, it is necessary not only to approach methodically, but also to adapt the environment to the English atmosphere. For example, in the 40s and 50s of the 20th century, listening comprehension was a leading task in the field of education. However, he did not develop skills to develop speaking skills. Up to now, the era is changing according to the demand of the society. These changes are increasing the efficiency of students' competence in 4 skills of English language, i.e. (reading, listening, writing and speaking). (o Great attention is paid to the development of reading, listening comprehension, writing and speaking). For this reason, teaching a foreign language in the field of education has its own goals and tasks.

It has the main feature in teaching a foreign language, and like other subjects, the subject of a foreign language also teaches students to develop their education, to use the language in practice, to create communication, it can be seen that learning a foreign language The purpose of teaching is to practice a foreign language.

I. B. Rakhmatov, relying on the opinion of his teacher L. B. Sherba, emphasizes that based on the goals of foreign language teaching, education and communication competence development and the use of acquired qualifications and skills in professional activities.

When analyzing the works of scientific Methodist scientists, it is possible to observe different opinions and views, for example, L. Akhmedov's "consistency of teaching the language to written English speech at the higher stages of education (undergraduate and graduate) in specialized higher educational institutions" [5] and G.A. Asilova's scientific research on "developing the competence of professional communication in

the state language of customs and tax students" [5] sheds more light on vocational training.

Literature review. According to O.S. Amanova, he comes to such a conclusion, that is, "he considers writing to be carried out with the help of graphic signs and to be a means of communication supporting oral speech [5]". It can be seen that the record is considered as a type of activity related to providing and storing information and a product of this activity [3].

In recent years, in the textbooks for teaching English in the non-philological faculties of higher educational institutions, it can be seen that the teaching oriented towards the profession and the mastering of written speech are limited. For example, English language textbooks prepared by E.A.Abdalina, R.J.Kashimova, H.A.Sharer can be a clear example.

In addition, our other scientists will explain their views on the process of vocational training with several examples. For example, in the scientific work of N.A. Muslimov [7], the concept of competence is considered not only the acquisition of separate knowledge and skills by the pedagogue, but also the acquisition of integrative knowledge and practical actions in each independent direction. If we analyze the opinions of the scientists mentioned above, it will be possible to understand the professional knowledge and skills of foreign language pedagogy, its personal characteristics and professional preparation. So, while studying a foreign language with a focus on competence, students increase the efficiency of their future professional activities.

Research methodology. J. Jalolov, one of the scientists who carried out effective scientific-pedagogical activities in this field in our country, in his scientific researches, has detailed his opinions about the methods of teaching foreign languages, as well as the specific advantages and disadvantages of these methods. past In particular, the goals and tasks of these methods are explained in detail, that is, it contains valuable information about the methods of teaching a foreign language in foreign countries [5].

It should also be noted that the contribution of our scientists to the development of professional competence is great.

For example, A. T. Nurmanov considers the theoretical, personal, technological, individual, differentiation, emotional, rational, reproductive, productive, systematic, subject-oriented and competence approaches of students to be important in effective communication [1]. So, in the process of learning a foreign language, one improves not only the language, but also the preparation for professional activities, that is, knowledge and skills.

If we pay attention to the opinions of another scientist, Alimov.K in his research emphasizes the importance of 4 approaches to teaching English in the current conditions. These are oral approach (oral approach), conscious approach (comprehension approach), communicative approach (communicative approach), cognitive approach (cognitive approach) [3].

In addition, learning different languages based on the traditional grammar approach developed by one of the most advanced foreign scientists, Maximilian Berlitz from Germany, is one of the highest goals for its improvement. However, this goal did not give students as effective results as communicating through facial expressions and gestures. Because the students could later learn the Grammar rules independently. It was at that time that Berlitz made a great contribution to the successful development of the language by using innovative techniques.

During the research, research directions aimed at the scientific solution of the problem of developing non-philological subjects in English as a profession were determined. They are as follows: 1. It is based on the sum of skills and competencies by solving specific problems in the educational process with the formation of the problem and interactive principle. 2. The fundamental natural principle of foreign language in education is that listeners are deeply educated and provided with changing conditions that form the necessary basis for their development at a high level of professionalism. 3. The principle of creative, cognitive activity includes intercultural exchange, joint international projects, writing, reading, etc. in a foreign language. 4. The principle of adaptability to changes in professional activity and living in a multicultural world in socio-economic life. 5. The principle of teaching a foreign language in continuous education meets the modern needs of the individual and society.

Analysis and results. Berlitz's 1872 method of "direct teaching" distinguishes different levels of learning, and the initial

1.3- jadval.

“Cambridge English” baholash va testni ishlab chiqish tashkiloti taqdim yetayotgan CEFR darajasiga yerishish maqsadida talab yetilayotgan soatlar

CEFR Darajas	“Cambridge English” imtihonlari nomi (hozirgi-avvalgi)	Talab etiladigan o'quv soatlari (taxminiy)
C2	C2 proficiency- Cambridge English: Proficiency (CPE)	1,000- 1,200
C1	C1 Advanced – Cambridge English: Advanced (CAE)	700-800
B2	B2 first – Cambridge English: first (FCE)	500- 600
B1	B1 Preliminary – Cambridge English: Preliminary (PET)	350-400
A2	A2 Key – Cambridge English: Key (KET)	180-200

Widdowson (1990) emphasizes the necessity of continuous language learning to develop and adapt the language learning process with modern technologies.

Kukulsky-Hulma and Arrigo.M. and in his research (in 2013) he emphasizes the importance of students' extensive use of multimedia and computers in the process of language learning. With the help of modern technologies, it helps to further improve students' knowledge in the process of comprehensive language learning.

Based on a continuous communicative approach, course books were created to adapt to the level of the learner, mainly using Bloom's cognitive taxonomy, which is evaluated in the same way as smart technology with three functions, namely (modification, enhancement, improvement). In 2001, Anderson, and as a result of strengthening technological integration proposed by Blum, it was achieved that teachers approach their professional task with great responsibility.

Conclusion. It is self-evident that using pedagogical principles, he uses strategies that are useful for students to expand

assessment criteria to determine which level students fit into include different levels:

1. A1 functional level: ability to use limited new and simple vocabulary, basic grammar through speaking and listening.

2. A2 middle level: conversation in English and understanding of discussion topics.

3. B1 level: development of competent communication skills in English in a private environment.

4. B2 level: understand and speak English fluently.

5. C1 level: the basic requirement of using the language with natural and professional speaking and listening skills in English is that it allows the use of inductive and deductive reasoning to determine grammatical rules without explaining the requirements.

He began to teach English by integrating 4 (skills) with the Berlitz method, i.e. by improving speaking and listening comprehension skills, and after a few years, by improving reading and writing competence, "Direct teaching and audio-lingual" the use of the method began to be effectively taught in terms of four skills (skills).

In the modern approach, many scholars are now approaching technology and language learning with useful methods. That is, one of the scientists, Shukin, in his research in 2011, language adaptation is mainly focused on the concept of cultural and historical knowledge in the real world. This implies knowledge of language objects with demonstrative and deductive additions from a social point of view.

In these research areas, it is necessary to find a scientific solution to a number of issues, and these issues are analyzed in detail in the dissertation.

If this research is based on the recommendations developed by the University of Cambridge in the vocational training of non-philological students, if the classroom soars are determined, and the science programs are drawn up based on this, the hours managed in the amount of 320-400 hours to advance from the A2 level to the B2 level and B2 500-600 hours gradually increasing to 700-800 hours to progress from level to C1, mainly based on Cambridge materials,

Scientific-methodical manual, literature, which is required to reach the CEFR (A2, B1, B2, C1, C2) levels by experts on the English language teaching methodology of the University of Cambridge, managed (by the teacher, instructor) o recommended number of study hours (see table 1.3).

the possibilities of students in language learning, to develop their autonomy. In addition, we found it necessary to highlight the second example. Technology is a communicative or practical goal in creating mutual communication with education, which is different from the goals of teaching other educational subjects. Communicative or practical purpose means that students will develop the skills to improve pronunciation by understanding and accepting the opinions of others orally and in writing, expressing their own opinion orally and in writing, and using technology to get new ideas and resources. .

Taking into account the above, teaching a foreign language is up to you

1) practical or communicative

2) education

3) education

4) sets the goals of development of skills and abilities, such as developing their world view and knowledge, and using them in their professional activities through technology.

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