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## A MODERN MECHANISM OF TEACHING ENGLISH LANGUAGE IN THE HIGHER EDUCATIONAL SYSTEM

Annotation

The modifications taking place in Uzbekistan, in improving of industrial production, are first of all reflected in the educational system. The goal of the research is to start collaboration of the educational system institutions with production initiatives. For increasing the quality of training of highly qualified personnel and to endorse foreign cooperations, it is essential to reach international level in foreign languages training. The investigation was carried out in 2020-2023, and 3 higher educational institutions of the Republic participated in it. The core task of our steered research is to create a modular system based on cluster approaches in teaching English, to develop a mechanism for teaching English based on a cluster approach especially in the field of training economical specialists at the higher educational institutions.

**Key words:** teaching English as a foreign language, higher education, cluster approach, continued education, model, module, STEAM technology, Economical sphere (non-philological sphere), specialized industrial departments.

## СОВРЕМЕННЫЙ МЕХАНИЗМ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация

Изменения, происходящие в Узбекистане, наряду с улучшением промышленного производства, в первую очередь отражаются на системе образования. Цель исследования – начать сотрудничество учреждений образовательной системы с производственными инициативами. Для повышения качества подготовки высококвалифицированных кадров и поддержки зарубежного сотрудничества необходимо выйти на международный уровень в подготовке иностранных языков. Исследование проводилось в 2020-2023 годах, в нем приняли участие 3 высших учебных заведения нашей республики. Основной задачей нашего направленного исследования является создание модульной системы на основе кластерных подходов в преподавании английского языка, разработка механизма обучения английскому языку на основе кластерного подхода, особенно в сфере подготовки специалистов-экономистов вузов. единственные учреждения.

**Ключевые слова:** преподавание английского языка как иностранного, высшее образование, кластерный подход, непрерывное образование, модель, модуль, технология STEAM, экономическая сфера (нефилологическая сфера), профильные производственные кафедры.

## OLIIY TA'LIM TIZIMIDA INGLIZ TILINI O'QITISHNING ZAMONAVIY MEKANIZMI

Annotatsiya

O'zbekistonda sanoat ishlab chiqarishini takomillashtirish borasida amalga oshirilayotgan o'zgarishlar, eng avvalo, ta'lim tizimida o'z ifodasini topmoqda. Olib borilgan ilmiy izlanishlar va tadqiqotdan ko'zlangan asosiy maqsad ta'lim tizimi muassasalarining ishlab chiqarish tashabbuslari bilan hamkorligini boshlashdan va uni rivojlantirishdan iborat. Yuqori malakali kadrlar tayyorlash sifatini oshirish va xorijiy hamkorlikni yo'lga qo'yish uchun xorijiy tillarni tayyorlash bo'yicha xalqaro darajaga chiqish zarur. Tadqiqot ishi 2020-2023-yillarda o'tkazilgan bo'lib, unda respublikaning 3 ta oliy ta'lim muassasasi ishtirok etdi. Bizning olib borgan tadqiqotimizning asosiy vazifasi ingliz tilini o'qitishda klaster yondashuvlariga asoslangan modul tizimini yaratish, ayniqsa, yuqori sohalarda klasterga asoslangan ingliz tilini o'rgatish mexanizmini ishlab chiqishdir. Ta'lim muassasalari.

**Kalit so'zlar:** ingliz tilini chet tili sifatida o'qitish, oliy ta'lim, klaster yondashuvi, uzluksiz ta'lim, model, modul, iqtisodiy soha (nofilologik ta'lim yo'nalishi), ixtisoslashtirilgan ishlab chiqarish bo'limlari.

**Introduction.** Foremost scientific institutions and researchers in the world are carrying out scientific research on the internationalization of the personnel training development related to the improvement of cooperation based on cluster approaches in the system of complete education and production integration. According to the responsibilities of defined in the UNESCO Global Convention on Education (2019) [Abdisamatov.A., 2022; 30], a special courtesy should be paid to learning a foreign language at educational institutions based on the cluster system. It is proved that education enables young people to enhance creative thinking skills and innovative development.

**Research methodology.** The principles noted in the modular system formed on the basis of our experimental work and systematic training based on the module were taken as a basis and efficiency indicators were achieved. According to this system, communication in English (General English), description of specialized resources in English (Introduction to the economical sphere), being able to express and communicate one's opinion in the specialty (Communicating in economy), mastering foreign resources on agriculture and expanding one's worldview (Developing economical sciences outlook), providing information about industry news and technologies in English (Integration of education and production) are supposed to have such aspect (see table 1).

Table 1

## Modular stages of teaching English to the students of economical sphere

Module number	Modules (General themes)	Hours
1	General English	126
2	Introduction to the economical sphere	126
3	Communicating in economy	126
4	Developing economical sciences outlook	126
5	Integration of education and production	126
Total: 5		630

1. General English. During these studies, the General English module focused on the development of communication skills of biology students in professional and non-professional situations, interviews, conversations,

telephone conversations, the use of gestures and reading various texts, and the development of communication skills by creating simple applications (see Table 2 ).

Table 2

## Themes of the module "General English"

№	Themes	Dedicated hours	
		Auditory	Independent
1.	Greeting and introducing	10	6
2.	Talking about your background	8	4
3.	Relations and conversation	8	6
4.	Socializing getting to know each other	6	4
5.	Socializing through technology	4	4
6.	Hobbies and personal interests	6	4
7.	Body language	6	8
8.	How to network at work	10	4
9.	Dealing with different channels	8	4
10.	Addressing cultural gaps	10	4
	Total	78	48

A total of 126 hours have been allocated for training under this module, of which 78 hours are classroom hours and 48 hours are independent learning. Training topics and tasks were selected based on the conducted experimental work.

## 2. Introduction to the economical sphere

"Introduction to the biological sphere" is taught in the 2nd semester of the 1st stage. The allocated class time for this semester is 78 hours.

Table 3

## Assignments for experimental groups on the topic "Harvest"

Name of the activity	Task	Used methods
Warm-up	Theme: Harvest	
	Discuss these questions 1. When do farmers harvest crops? 2. How do farmers gather crops during harvest?	Method of giving instructions
True (T) or False (F) statements	According to the distributed harvest summary report, mark the following statements as true (T) or false (F) ___ The crops all have the same package type ___ None of the crops were rained on ___ Field #2 produced the smallest amount of wheat	Step-by-step method
Find the words best fit to the blanks	Read the sentence pair. Choose where the words best fit the blanks reap/mature A. _____ the crops in six months B. Some plants take longer to _____ chaff/harvest A. The annual _____ is the next month B. This machine removes the unusable _____ tons/bales A. There were many more _____ of hay this year B. How many _____ of wheat were harvested?	
Find the word similar in meaning	Write a word that is similar in meaning to the underlined part 1. This year's quantity of crops produced was twice last year y_ _ _ _ d 2. Removing unusable parts from wheat makes it edible _ h _ _ s _ _ n _ 3. Instead of gathering the crops in bales, we left them in organized piles _ t a _ _ _ 4. When you go to the market, get 2 units of measurement equal to 9.3 Gallons of grain b _ s _ _ _ _ 5. When you place in order, tell them what form of packaging to use p _ _ _ _ _ _ _ t _ _ _	TBA method
Act out roles	With a partner act out roles below Use statements such as -We have ... for sale -We will approve ... by ....	Storyline method

	-This is our ... harvest Student A: You are a farmer. Talk with student B about: a crop report tons sold your opinion of a harvest Student B answers.	
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### 3. Communicating in the economical sphere

"Communicating in the economical sphere" is a communicative module of language teaching, which is effectively used today in Europe and the USA. As the name implies, this module is based on interaction, where reading, writing, speaking and understanding dialogues are essential, which form the basis of any language learning. Of course, in this module, teachers pay more attention to the last two methods (conversation and understanding of dialogues) and complex word devices and serious lexis are not encountered in the activities dedicated to this module.

### 4. Developing economical sciences outlook

"Developing economical sciences outlook" is devoted to the 2nd semester of the 2nd stage of economy students. This module focused on developing oral and written skills of future professionals in their chosen field and focused on developing oral (telephone interview, teleconference, video conference) communication and written (e-mail, letters, formal requests, applications) skills in the field of biology.

### 5. Integration of Education and Production

Integration of science and production biology course is intended for students of the 3rd stage, and at this stage the English language is studied only for 1 semester. The focus of this module is on developing language skills, participating in tenders,

conducting meetings, submitting reports, and building capacity in the fields of biology.

**Results and discussions.** Within these experiments, the new approach is the basis of a number of concepts of module-based training of specialists, and from this point of view, the training process is aimed at students' sequential mastering of the elements of professional activity in accordance with the content of the modular education until the end of the training process or within a specific subject. That is, higher education taught under 4-level modules; during school-lyceum it is taught under 5-level modules with the focus on the cluster approach.

**Conclusion.** All in all, the conducted research shows that many apprentices have greater aptitude and skill for either arts and humanities or mathematics and science. STEAM education, with its integrated and holistic approach, helps students conceptualize these disciplines as parts of a greater whole. Rather than feeling alienated or tuned out of certain subjects, they can collaborate with others to solve problems and see subjects they struggle with in a different way. According to the results of the conducted research, mutual cooperation relations were achieved between students and teachers of higher educational institutions, students of general education schools and academic lyceums and employers of specialized industrial departments.

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