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Research Article

MODERN APPROACHES TO FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This paper examines modern approaches to teaching foreign languages in technical higher education institutions.

KEYWORDS

Education, foreign language, approach, information technology, teaching.

INTRODUCTION

Modern society is experiencing economic, social and cultural changes that will inevitably affect both the education system in general and higher education in particular. The transition to a new economic form of modern society will also affect higher education activities.

Today, information technology and the Internet allow students of technical universities to learn a foreign language professionally. Thus, the requirements for graduates of technical higher education institutions are high, but they are justified because they allow them to be competitive in the labor market. Teaching a foreign language in technical higher education institutions is an integral part of the professional training of a future specialist. A foreign language has a huge educational potential, and its good teaching contributes to the formation of qualified,

intelligent, competitive professionals who can work at the level of world standards.

Research to determine language teaching in technical higher education institutions shows that the majority of graduates of technical higher education institutions do not have sufficient knowledge of the foreign language required for professional written and oral communication. The implementation of a specific procedure for the training of young professionals is directly reflected in the higher education system. The education system in our country is currently undergoing stages of reform - the requirements for service institutions are changing, service programs are improving, the experience of foreign higher education institutions is being studied. At present, measures are being taken to develop and adopt state educational standards for higher education in a competency-based manner, and the definitions and classification of competencies and their content are being summarized.

METHODS AND RESEARCH

Modern education technology offers students a systematic approach to teaching a foreign language. This systematic approach allows technical university students to teach a professional foreign language and is effective. Technology, as it is called, is a procedure for university graduates and a changing system of higher education, poses a number of challenges in foreign language teaching. Foreign language teachers in technical universities face a number of challenges that prevent them from optimizing the service process.

We will look at the problems that arise in teaching foreign languages and ways to overcome them. The first problem is that the graduate does not have sufficient knowledge of a foreign language after graduation. The lack of a school base for students affects the process of teaching a foreign language in higher education.

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1) compile a daily list of literature for classes; 2) Uzbek-English, English-Uzbek dictionary; 3) compulsory service for students to use electronic dictionaries; 4) regular monitoring of literature and Internet resources by the student. If foreign language teachers try to develop self-service skills, then exercises that are not related to active thinking movements should be avoided (e.g., any change, pre-training, including with an image, etc.). Such monotonous work becomes attention, develops a formal attitude to tasks, reduces interest in the subject. Tasks in a foreign language should be aimed at overcoming possible difficulties and achieving clear results.

Speaking of the learning process, we should not dwell on the problem of the inadequacy of classrooms for foreign language learners in technical higher education institutions. Unfortunately, universities do not pay much attention to the material and technical base of foreign language classrooms, focusing on the rooms where specialist subjects are taught.

Teachers who have the ability to use ICT tools in the classroom are forced to work in the "old-fashioned" way. ICT tools are designed to optimize the service process, provide information in a systematic way and increase motivation among students.

The interactive service based on ICT tools allows teachers not only to change the service process, but also to perform a set of methodological and pedagogical tasks. One of the main tasks of the teacher is to activate the activities of each student, to create conditions for their creative activity. It is clear that the use of computers and multifunctional tools not only helps to implement a person-centered approach in equipment, but also to provide individualization and differentiation according to the level of knowledge of students. Much depends on the teacher, his desire to use information technology in a foreign language lesson.

One of the ICT tools in technical higher education institutions can be presentations. The main purpose of the presentation is an exhibition of the required material. Multimedia presentation is a seemingly new approach to serving a foreign language. To prepare such a presentation, the student should conduct research, use multiple sources of information, which should avoid ignorance and turn this work into a product of individual creativity. The presentation can be classified as follows: 1) pictorial (it usually presents new materials); 2) interactive; 3)

strengthening knowledge and skills on the topics covered.

Thus, the presentation technique allows students of higher education institutions to form communicative competence, which is the basis of foreign language teaching. Today, the most versatile technical means of service are electronic interactive whiteboards (SMART Board).

CONCLUSION

Electronic interactive whiteboards are an effective way to introduce new material and electronic content of multimedia materials into the service process. The course material is clearly visible on the interactive whiteboard screen and encourages everyone trying to be active. Specially prepared thematic texts in English, instructional and test exercises, colorful pictures of different character, English multimedia discs, audio and video materials add or activate course material, repeat or strengthen lexical units and grammatical structure of the language, control and self-knowledge. serves for self-control. The interactive whiteboard allows you to work without using a keyboard, and a computer monitor. All the necessary actions can be performed directly on the screen using a special marker. The teacher does not distract from the lesson to perform the necessary manipulations on the computer. This has a positive effect on the quality of assimilation of new materials.

Language skills are developed on the interactive whiteboard as well as in the presentation, while at the same time increasing students 'motivation.

Students are willing to participate in such a service process because hearing, sight, and similar emotions are involved. Thus, we see the effectiveness of the use of ICT in the teaching of foreign languages, but the lack of equipment in higher education does not allow to fully implement the pedagogical tasks facing the teacher.

The problem of lack of literary resources can be covered by Internet resources, which can provide modern information in the field of technology.

Summarizing the above, it should be noted that technical universities should train specialists who are competitive in the labor market. Teaching a foreign language in technical higher education institutions should move from "simple to complex".

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