

Some aspects of teaching students a foreign language

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Annotation. *The process of learning foreign languages in the context of Global changes is one of the pressing issues today. This article covers some aspects of the study of Foreign Languages, modern methods and approaches used in this.*

Keywords: *foreign language, modern educational methods, innovative approaches, educational process, pedagogical skill.*

Talabalarga xorijiy tilni o'rgatishning ayrim jihatlari

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Annotatsiya. *Global o'zgarishlar sharoitida xorijiy tillarni o'rganish jarayoni bugungi kunda dolzarb masalalardan biridir. Ushbu maqolada xorijiy tillarni o'rganishning ayrim jihatlari, bunda foydalaniladigan zamonaviy metodlar, yondashuvlar yoritib berilgan.*

Kalit so'zlar: *xorijiy til, zamonaviy ta'lim metodlari, innovatsion yondashuvlar, o'quv jarayoni, pedagogik mahorat.*

Некоторые аспекты обучения студентов иностранному языку

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Аннотация. *В условиях глобальных изменений процесс изучения иностранных языков является одним из актуальных вопросов на сегодняшний день. В данной статье освещаются некоторые аспекты изучения иностранных языков, современные методы, подходы, используемые при этом.*

Ключевые слова: *иностраннный язык, современные методы обучения, инновационные подходы, образовательный процесс, педагогическое мастерство.*

In the modern world, mastery of a foreign language (one or more) is increasingly becoming a universal professional competence. A foreign language is an important tool that opens up new horizons of professional training, access to a wider range of knowledge, and the opportunity to communicate and exchange opinions with colleagues from different countries. This fact comes into conflict with the traditional division of academic disciplines into special and general scientific ones for the system of higher professional education.

Learning a foreign language in the modern world is one of the most important components of a modern successful person. Knowledge of at least one foreign language broadens horizons, allows you to learn the culture and customs of another nation. Everyone wants to be successful and successful in business. In this case, knowledge of a foreign language is necessary. Firstly, this is additional

knowledge, and secondly, employers prefer a specialist who speaks a foreign language. However, this is not the most important thing. The main point is the opportunity to plunge into the world of the mysterious and incomprehensible, the opportunity to communicate with people and with a different layer of worldview and mentality. As you know, language is a social value. Its inclusion in the school curriculum is a social order of society. But for most, a foreign language is a potential value, not a real one. Two factors can remove the contradiction between the subjective and personal meaning of the activity of mastering it – the appropriate communicative methodology and the personality and skill of the teacher.

Teaching foreign language speech communication in universities of non-linguistic specialties is subject to a number of restrictions. It is mainly educational communication. This suggests that communicative goals do not spontaneously arise from the natural conditions of communication, but are set externally by the teacher. At the same time, the status of a future specialist and the specific profile of his educational activity as a whole allow for certain opportunities to go beyond educational communication, due to his interest in foreign information concerning, first of all, his specialty. This means that the process of direct communication in the classroom should be an analogue of the process of communication in natural conditions. In this regard, it seems advisable to transfer the main characteristics of natural direct communication into specific learning conditions that are close to real life conditions and future professional activities.

The process of communication is the process of interaction between its participants, which includes not only the exchange of information, thoughts, but also experiences, and the psychological impact of partners on each other. Each act of communication acts as a conjugate act, in which the actions of the participants are combined into something whole with new qualities. The degree of interaction between students depends to a large extent on their interpersonal relationships, communicative intentions, their personal psychological characteristics, individual efforts and self-assessment component. The most important aspect of learning a foreign language is reading.

Teaching English to students has its own characteristics, which are determined by their age characteristics, interests, previous level of knowledge and learning goals. For effective training, it is necessary to take these characteristics into account and apply suitable methods, materials and approaches. In this case, the following distinctive features should be taken into account:

1. Age features. Students have characteristics such as self-awareness, independent thinking, defending their point of view. They want to actively participate in learning, think critically and have practical skills. As students progress through adolescence, their ability to concentrate, memory, and learning are relatively high.

2. Interests and motivation. Students' interests and motivation may be related to their future professional activities, personal development, and cultural interactions. The main factors that motivate them to study are: getting a good grade, entering a university, studying abroad, finding a good job and achieving other goals.

3. Previous level of knowledge. The level of English proficiency of students can be very diverse. While some are well trained at school, others may have basic knowledge. In the course of teaching, it is important to determine the previous level of knowledge of students and provide them with suitable educational materials.

4. Learning goals. Students' English language learning goals can be related to their future professional activities, scientific research, cultural interactions, and personal needs. In the course of teaching, it is necessary to take into account the learning goals of students and offer appropriate curricula.

In the process of learning a foreign language, students should learn to master texts in their specialty fluently. Students are usually at the stage of language proficiency when their independent work becomes more important. Thus, the teacher is faced with the task of not only identifying and satisfying the students' requests, giving them new material that requires explanation, but also systematically guiding their independent work on the language. A lot depends on the teacher's careful

and well-thought-out planning of the students' classroom and independent work. It is necessary to take into account the nature of the text, its grammatical forms and vocabulary, the analysis and work on their assimilation, the methodology of working on the text (various forms of reading and translation). The plan should provide for a gradual increase in the volume of the text, an increase in its difficulty, as well as a repetition of what has been completed. When choosing the material, the teacher is guided by the fact that students should learn, on the one hand, to understand the text in detail, to give an accurate translation of a particular passage, on the other — to skillfully read the text fluently in their specialty, to understand the general course of reasoning and the factual data provided in it.

Students work with very difficult texts that are interesting for detailed analysis, as well as simpler ones that can be translated without a dictionary, or at least with texts that do not require complex explanations. All difficulties encountered in both general and individual texts are taken into account by the teacher, who prepares additional material in the form of individual examples taken from the original literature. This material is intended, firstly, to repeat and consolidate in the memory of students what has already been encountered, and, secondly, to explain new lexical phenomena that present difficulties for assimilation.

Under the influence of the atmosphere of the university, specialized subjects, there is a psychological reset of the student's personality to learn a foreign language with a focus on his chosen specialty. The use of subject connections presupposes the expansion of professional knowledge through reading foreign professional literature, as well as through the ability to summarize the main content of the material read and quickly find logical connections in it. Since the contingent of one study group in a non-linguistic university can be the most diverse both in terms of knowledge and individual psychological data, it is important to take into account such personality traits as anxiety, emotional stability, and most importantly, the main features of the group of mental functions manifested in attention, memory, and thinking.

Modern methods and approaches used to teach students English:

1. Communicative method: focuses on the application of English in practice, that is, the development of speaking, listening, reading and writing skills.

Applications: use of Role-Playing Games, discussions, presentations, projects, conversations and other interactive exercises.

2. Task-Based Learning: giving students the opportunity to learn English by completing tasks they face in real-life situations.

Application: to write an announcement, draw up a resume, draw up a travel plan, advertise a product and perform other practical tasks.

3. Project-Based Learning: students learn English by working on long-term projects. Projects can focus on a wide variety of topics and develop a wide variety of skills.

Application: conducting research projects, preparing presentations, creating websites, developing video boards and other creative projects.

4. CLIL (Content and Language Integrated Learning): study English in other subjects (history, geography, biology, etc.) through learning.

Applications: lecturing in English, conducting seminars, writing scientific articles, and engaging in other academic activities.

5. Flipped Classroom (circular classroom) method: students study a new topic independently at home (video lessons, teaching materials, etc.), and in the classroom, they work with the teacher to complete assignments, participate in discussions, and receive answers to questions.

Application: the use of online resources, the performance of interactive exercises, the organization of group work and the use of other active teaching methods.

Aspects to focus on teaching English to students:

- Selection of study materials: the study materials must match the age, interests, level of knowledge and learning objectives of the students.

- Increase motivation: encourage students to learn, celebrate their success and increase their self-confidence.
- Personal approach: taking into account the individual characteristics of each student and applying training strategies that correspond to them.
- The use of technology: the effective use of modern technologies (computers, internet, interactive whiteboards, online platforms) in the teaching process.
- Assessment: regularly assess students' knowledge and provide them with timely feedback.

Systematic reading of the text by the teacher (with the allocation of syntactic groups in sentences) contributes to the development of correct skills. The success of teaching professionally oriented speech activity to students depends to a large extent on the skillful management of this activity. Management should be considered as a purposeful influence of the teacher on the psyche and motivational sphere of the student in the process of development and formation of his personality. As a result of management, a predetermined learning outcome for this activity is achieved.

Teaching English to students is a complex and multifaceted process that requires the teacher to take into account the individual characteristics of students, use modern teaching methods and constantly improve their skills. If the teacher takes these characteristics into account and helps students achieve their learning goals, then the teaching process will be effective and successful.

The task of the teacher is to teach students to read literature fluently in their specialty, to teach the ability to recognize and translate grammatical units, to analyze the material they read, to use vocabulary, and then, most importantly, to teach students how to speak a foreign language fluently.

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