

## PROFESSIONAL DIRECTION OF STUDENTS IN TEACHING ENGLISH

**Rasulova Zukhra**

*Tashkent state transport University*

**Annotation:** *The article is about organizing innovative methods of teaching professionally oriented English in higher education. The current studies of pedagogical work show that teaching English today is impossible without an innovative component. The main task of the modern type of teaching professionally oriented English is to create methods that integrate interactive approaches to learning and their advantages to solve the main problem of teaching professionally oriented English - foreign language communication in professional situations. The offered material is referred to solve problems in training future professionals by raising their communicative competence in gaining knowledge in English.*

**Key words:** *proficiency, communication, competence, speech*

**Аннотация:** *В статье речь идет об организации инновационной методике обучения профессионально ориентированному английскому языку в высшей школе. Современные исследования педагогического труда показывают, что обучение английскому языку сегодня невозможно без инновационной составляющей. Основной задачей современного типа обучения профессионально ориентированному английскому языку является создание методов, интегрирующих интерактивные подходы к обучению и их преимущества для решения основной проблемы обучения профессионально ориентированному английскому языку - иноязычному общению в профессиональных ситуациях. Предлагаемый материал направлен на решение задач в подготовке будущих специалистов путем повышения их коммуникативной компетенции в получении знаний на английском языке.*

**Ключевые слова:** *владение, общение, компетентность, речь.*

**Annotatsiya:** *Maqolada oliy ta'lim muassasalarida professional yo'naltirilgan ingliz tili va o'qitishning innovatsion usullarini tashkil etish haqida so'z boradi. Pedagogik tadqiqotlar shuni ko'rsatadiki, bugungi kunda ingliz tilini innovatsion komponentsiz o'qitish mumkin emas. Kasbiy yo'naltirilgan ingliz tilini zamonaviy o'qitish turining asosiy vazifasi - o'rganishga interfaol yondashuvlarni va ularning afzalliklarini o'zida mujassamlashtirgan usullarni yaratish, kasbiy yo'naltirilgan ingliz tilini o'qitishning asosiy muammosini - professional vaziyatlarda chet tilidagi muloqotni tashkil qilish orqali hal qilishdir. Taklif etilgan material bo'lajak mutaxassislarni ingliz tilida bilim olishda kommunikativ kompetentsiyasini oshirish orqali ularni tayyorlashdagi muammolarni hal qilishga qaratilgan.*

**Kalit so'zlar:** *malaka, muloqot, kompetentsiya, nutq*

At present, the requirement for professional training of students in teaching English is becoming increasingly relevant. In this regard, the methods of professional orientation in

## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

teaching English are of particular importance and priority. The ability of professional speech will serve as a basis for further self-education and improvement in the future profession of students.

Proficiency in English at a level sufficient for professional communication in the professional field is one of the main requirements of modern society for young professionals and is an indispensable component of their training from a professional point of view. Therefore, the goal of modern teaching professionally oriented English is to develop students' communicative competencies in using the acquired knowledge in relation to their profession.

The current studies of pedagogical work show that teaching English today is impossible without an innovative component. Traditional teaching of professionally oriented English is focused on reading, understanding and translating special texts, including the study of grammatical features. Currently, the emphasis has shifted to the development of skills and abilities of oral communication. Oral speech includes listening and reading, understanding and reproductive reproduction of what was heard or read, both orally and in writing.

The main task of the modern type of teaching professionally oriented English is to create methods that integrate interactive approaches to learning and their advantages to solve the main problem of teaching professionally oriented English - foreign language communication in professional situations.

Vocational-oriented teaching of English originated as a scientific direction in the second half of the last 100th anniversary abroad. At present, professionally oriented teaching of English has become a type of educational system, without which student learning is not one hundred percent or complete. Professionally oriented training is understood as such training, which is based on taking into account the needs of future personnel in different industries in learning a foreign language, dictated by the characteristics of the future profession or educational specialty, which, in turn, require its study. This is its difference from teaching a language for general educational purposes.

Analyzing the concept of the goal of professionally-oriented teaching of a foreign language, it should be noted the multicomponent and ambiguity of this concept. To achieve educational goals, students are supposed to acquire a certain amount of linguistic knowledge related to the chosen area of future professional activity.

The specificity of preparing students at a professional level is to achieve such communication in a foreign language, which will allow using it not only in professional activities, but also to satisfy cognitive interests and further self-education. This means that they must have the communicative competence and its components necessary for qualified information and creative activity in various fields and situations of business partnership. Thus, the practical goal of teaching a foreign language is the acquisition by students of communicative competence, the level of which allows them to use English practically, both in their professional activities and for the purposes of self-education.

## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

The key method in teaching professionally oriented English is the communicative method, which is based on the idea that the language is used for communication, therefore, the goal of teaching English is communicative competence.

The professional orientation of language teaching gives the future specialist the opportunity to use it not only as a means of obtaining information, but also as a means of communication. Thus, the learning process should be professionally oriented, since the purpose of such training is the formation of professional foreign language communicative competence, which allows students to communicate professionally in various communicative situations.

In communicative learning, situations are used at all stages of mastering the material. In the classroom, learning and speech situations should perform the following function: it is very important to ensure the content of statements in the language being studied, to exclude statements that have no connection with reality and do not correspond to it. Speech situations also contribute to the consolidation of lexical units in the professional sphere and grammatical structures.

Professionally-oriented teaching of the English language is impossible without teaching special vocabulary, which plays an essential role in this process. In professionally oriented teaching of vocabulary, the main unit of teaching is the careful selection of texts as a prerequisite for the effectiveness of teaching.

The transition to new educational standards and the insufficient number of teaching hours devoted to a foreign language require special attention to the organization of independent work in its teaching. Independent work of students is a type of educational activity in which students, with a certain degree of independence, and, if necessary, with the partial guidance of a teacher, perform various tasks. In teaching English, the goal is defined: to lead students to independent reading of original texts in their specialty. By reading and viewing texts, asking and answering questions, doing various types of exercises, students learn to extract the necessary information. At the same time, the material should be modern, and sometimes "fresh" so that students simultaneously learn both a foreign language and new information in their future professional field.

It is worth noting that, in order to achieve the above goals of teaching English, it is cooperation with professional areas and the creation of new integrated material in English and its development. The "product" must be created on a communicative basis. Therefore, in part, it should include independent work, which would attract students most of all as their creative independence.

The role of the teacher in the organization of independent work is determined by the specific tasks solved by students. The teacher acts as a source of information. In the future, he is most often the organizer of students, who monitors the quality of assignments, analyzes the results of group or individual work. The cognitive activity of students in the process of performing independent work requires their activity and is one of the components of introducing students to creative activity.

In real professional activity, a specialist is constantly faced with various problems, and his task is to directly respond to them and solve them independently. This is exactly

what students need to be taught during their studies, with an emphasis on shifting the emphasis from the teaching activity of the teacher to cognitive activity. Independent creative work for students should provide precisely these moments.

The main methodological approaches to the organization of teaching professionally oriented English are the following integrative principles: practice-oriented contextual learning, student-oriented learning, communicative-situational learning, interactive learning orientation, approach complexity, the principle of collective interaction.

It should be used in the learning process such strategies that will stimulate the cognitive and communicative activity of students, using communicative technologies for teaching English: communicative learning technology, information and communication technology, collaborative learning technology, project technology, game technology. All of this should be organized taking into consideration the followings: «The professionally significant qualities of a university teacher are: creativity, possession of one's own style of communication with students, pedagogical tact, kindness, restraint, objectivity. » <https://agir.academiascience.org/index.php/agir/article/view/976/902> Thus a teacher gives some kind of freedom to students for their creating feature.

Another method that provides students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, which requires not only knowledge of the English language, but also the integration of knowledge from various subject areas, is the project method:

- project work has a practical, professional orientation. The connection between theory and practice should be visible. When choosing a topic, students also focus on their own interests.
- project work has a specific goal. The goal should be set so that the English language can be used in a communicative form, oral or written.
- work on the project contributes to the independent activity of students.
- Orientation to the result, the product of activity. The product can take many forms: a website, a presentation, a recorded telephone conversation, an exhibition, a tour, a celebration, a discussion, a poster, a quiz, a collage, a brochure, etc.
- project work contributes to the implementation of interdisciplinary connections in the learning process.

Project-based learning has a great educational potential, as it motivates students to gain additional knowledge, promotes the development of social and business competencies (planning, information retrieval, decision making, group communication, discussions, collaboration, presentation of results, etc.). The project method satisfies the need for active, independent, practice-oriented learning and provides an opportunity to express themselves and achieve success even for weaker students. Since English is used in situations as close as possible to reality, including professionally oriented ones, students in practice see the expediency and benefit of learning and using English. Using authentic sources from the Internet, they receive information about aspects related to their future professional activities, not only within their own culture, but also the culture of the country of the language being studied.

## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

Innovative communication methods are also methods based on various forms of communication with the involvement of interactive teaching aids:

- methods of self-learning - audio and video materials;
- pedagogical methods based on communication - e-mail, use of social networks;
- communication-based learning - computer conferences - for example, forums, work in social networks, for example, Facebook.

Thus, the use of the proposed teaching methods based on the communicative language model, as well as the development of a holistic system for teaching verbal communication on professional topics, contribute to the formation of a whole range of communicative and professionally oriented competencies in students.

Knowledge of special terms and the basics of grammar does not give students freedom of oral communication, such an opportunity appears only in the case of the formation of a foreign language communicative competence.

The most relevant types of lessons for teaching professionally oriented English are the following points:

1. Lesson of generalization and systematization of knowledge (discussion, conference, seminar, business game)
2. Combined lesson (a combination of different types of classes with a wide range of tasks)
3. Control lesson (test, oral survey, written work, test, quiz)

«When compiling tests in foreign languages, it is necessary to select tasks that cover all grammatical and lexical aspects, at the same time to give students freedom of creativity based on the knowledge gained.»

<https://geniusjournals.org/index.php/erb/article/view/2510>

The most optimal is a lesson combined with professional areas, which is the most common type, including all the main elements, allowing for a limited time period to complete a full cycle of familiarization, processing and consolidation of educational material, which helps in the implementation of an integrated interdisciplinary approach in teaching English.

Thus, professionally-oriented teaching of the English language is currently recognized as a priority in the renewal of education.

## REFERENCES:

1. <https://geniusjournals.org/index.php/erb/article/view/2510>
2. <https://agir.academiascience.org/index.php/agir/article/view/976/902>
3. <https://agir.academiascience.org/index.php/agir/article/view/976>
4. <https://it.academiascience.org/index.php/it/article/view/369>
5. <https://ejedl.academiascience.org/index.php/ejedl/article/view/347>
6. <https://reserchjet.academiascience.org/index.php/rjai/article/view/608>
7. [https://conference.osu.ru/assets/files/conf\\_info/conf15/s9.pdf#page=210](https://conference.osu.ru/assets/files/conf_info/conf15/s9.pdf#page=210)
8. <https://cyberleninka.ru/article/n/osobennosti-metoda-feeleng-pochuvstvuy-angliyskiy>
9. <http://auris-verlag.net/wp-content/uploads/2016/06/4-2020.pdf#page=40>