

## TEACHING FOREIGN LANGUAGE TO FUTURE SPECIALISTS

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### Annotation

The educational process is the subject of the article. The use of educational technology is integral to student education. This article discusses teaching techniques, innovative teaching methods, and methods and tools for improving the teaching process.

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Educational innovation represents the consistent introduction of innovations into educational behavior. Educational systems and processes develop according to the didactic possibilities of educational innovation. Teachers' innovative activities emerge as a force that mobilizes and advances teaching teams, encourages creativity and ensures the quality of the educational process. Therefore, it is imperative that all teachers are able to consistently apply innovation to their work, with a thorough understanding of the nature of innovation. In order to prepare a future specialist and ensure that he develops into a perfect employee, he should first be studied very creatively and consciously as a person. Opportunities must be identified. At this point, it is necessary to study the psychology of the individual. Then it will be more effective to combine it with pedagogy. The focus on this field is currently very strong and the highest goal of every educator is to prepare students for new ways of thinking, creative approaches and life. Of course, this already requires the teacher to do a lot on his own and learn the subject based on the student's psychology. This process does not happen easily. Before going on to university, we will create a "foundation" for learning English. Since the beginning of a special interest in foreign languages, the transition from one stage to another in the process of teaching foreign languages is done gradually. The boundary between periods is considered conditional at the end of the school year. In fact, specific aspects of a given phase may continue up to a certain point even when transitioning to a second phase. Since the first stage is the first step in teaching and learning a foreign language, much attention is paid to speech and the development of reading skills. At this stage, it is very important to teach pronunciation, which is an element of the pronunciation mechanism of a foreign language, to understand how the foreign language is spoken and to teach the easiest and simplest question-answer usage. combination. During the first year of university, special attention should be paid to teaching English pronunciation, because during this period pronunciation skills are formed, and in subsequent stages they are expanded and developed. . If from the beginning, students have clearly pronounced and correctly pronounced English sounds, then later on, this problem will be more difficult to solve.

The process of teaching foreign languages in the higher education system is also the process of cultivating previously acquired knowledge. It is difficult to control the mastery process of each student when studying in groups, and mastering a certain topic is very important. This increases the individual's

need for in-depth research. Thus, teachers must at the same time take the student as the center and the mainstay of the educational process.

One of the most important issues that need to be solved in order to further develop the educational process today is to be able to sufficiently form the speech skills of students, which were initially developed but not perfect, i.e., not molded (related to the profession or industry). In the early years, the goal of teaching a foreign language is to create an understanding of the system of this language, to gradually acquire grammatical knowledge, but in the higher education system, the main requirement is the development of speech skills, real it envisages easy use in life, and ensuring this situation is highlighted by a sharp increase in the need to develop speech among students in the educational process. Language learning is mainly based on seeing, listening and understanding. In many non-philological higher educational institutions, it was often noticed that the students' speaking skills were not well developed even though they had mastered grammatical knowledge, and at the same time, in the entrance exams, applicants who not only knew grammar well, but also IELTS (International English Language Testing) System) and CEFR B2 (Common European Frame) certificate holders, the number of students admitted to study is increasing year by year. This situation further develops the competition between them. The interactive teaching method plays an important role in the formation of speaking skills and students' ability to understand the lesson correctly. In the following years, using the internal capabilities of the student's memory, the methods and handouts used by the teacher in the formation of the speech communication environment in order to increase their activity in training should be directed to this goal. The psychological situation aimed at speech communication is one of the necessary tasks in increasing the activity of students.

The practical processes carried out by this time have proven that the existing methods, which have been used for a long time, are not effective enough, or they need to be further enriched and perfected, and the need for new methods is increasing. This causes the emergence of new intensive methods. According to E. I. Passov, [2] one of the well-known Methodist scientists, the communicative approach used in foreign language teaching is a form of rapid (intensive) teaching based on speech situations. So, what is the "intensive method"? Intensive teaching is understood as the initial meaning of the word, to teach students to perform speech activities in the studied foreign language in a short period of time, i.e. to speak. This is mainly done based on internal psychological capabilities of students and memory reserve. (Leontev A. A. Kitaygorodsky). So, the following two characteristics of intensive method (or intensive) training can be indicated as follows: [1,3]

- To learn a certain amount of educational material in a short time and to carry out speaking activities in a foreign language that can correspond to it;
- To be able to use all the reserves (psychological possibilities) of personal memory to the maximum extent, that is, to increase the activity of students.

Methods are activity indicators and are used in practice through organizational action. for example: How to discover dictionary meanings without translation, how to extract information from texts, how to teach grammatical units lexically, how to teach pronunciation by imitation, and more. A particular set of methods forms a process method. Each new method preserves the good aspects of the previous method. In recent years, terms such as audiolingual, audiovisual, hypnopedia, relaxopedia, and suggestopedia have become frequent in methodological literature. [6]. It is worth saying that audiolingual and audiovisual methods have lost their importance in the practice of intensive teaching. This is caused by their principal side that is, not relying on the use of the mother tongue, learning by imitating the language, memorizing and creative exercises. Methods give good results only in memorizing the language material, but cannot ensure its use in speech. [4]

To sum up, improving foreign language teaching requires continuous development of new methods and techniques. At the same time, attention should be paid to other types of personal and professional

development when designing a student's foreign language learning. At the same time, students' communication and personal skills should be included in foreign language classes. Learning a foreign language using innovative interactive methods improves the speaking process and helps students improve their communication skills.

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