
MODERN TECHNOLOGIES OF FOREIGN LANGUAGE TEACHING*Abdurasulova Diyora Jalilovna**Student of Jizzakh branch of the National University of Uzbekistan*

Abstract. At present, all reforms in the education system of the country are carried out within the framework of the concept of humanization of socio-economic relations. Reforming the educational process involves person-centered education, whose main task is to cultivate a comprehensively developed creative personality who can think independently and act in an unconventional way in an ever-changing world. With such an approach to our education system, learning foreign languages can be seen as an important means of humanizing education.

Keywords: English, person-centered approach, professional competence, engineering, technical higher education institutions.

Аннотация. В настоящее время все реформы в системе образования страны осуществляются в рамках концепции гуманизации социально-экономических отношений. Реформирование образовательного процесса предполагает личностно-ориентированное образование, главной задачей которого является воспитание всесторонне развитой творческой личности, способной самостоятельно мыслить и нестандартно действовать в постоянно меняющемся мире. При таком подходе к нашей системе образования изучение иностранных языков можно рассматривать как важное средство гуманизации образования.

Ключевые слова: английский язык, личностно-ориентированный подход, профессиональная компетентность, инженерия, технические вузы.

Annotatsiya. Hozirgi kunda mamlakatimiz ta'lim tizimidagi barcha islohotlar ijtimoiy-iqtisodiy munosabatlarni insonparvarlashtirish konsepsiyasi doirasida amalga oshirilmoqda. Ta'lim jarayonini isloh qilish shaxsga yo'naltirilgan ta'limni o'z ichiga oladi, uning asosiy vazifasi o'zgaruvchan dunyoda mustaqil fikrlash va noan'anaviy tarzda harakat qila oladigan har tomonlama rivojlangan ijodiy shaxsni tarbiyalashdir. Ta'lim tizimimizga bunday yondashuv bilan chet tillarini o'rganishni ta'limni insonparvarlashtirishning muhim vositasi sifatida ko'rish mumkin.

Kalit so'zlar: ingliz tili, shaxsga yo'naltirilgan yondashuv, professional kompetentsiya, muhandislik, texnik oliy ta'lim muassasalari.

The new information society requires modern graduates to have adequate training and professional competence. Knowing a foreign language is undoubtedly one of the most important professional competencies. In our opinion, the growing importance of a foreign language is due to the following main reasons. First, it is necessary to study the main sources in the native language of the authors of these modernization in order to respond in a timely manner to the achievements of world science and technology, changes in the socio-economic situation of life. Second, the expansion of trade, social and cultural ties between countries, increasing the mobility of modern man, the development of intercultural means of communication also require knowledge of a foreign language. It is now well known that the main role among all foreign languages is given to English, which no longer requires confirmation. The tremendous impact of English-speaking countries on the world economy and culture has helped English to come to the forefront of the system. Today, English is preferred in almost all sectors of the global economy. In the context of globalization of the world community and Uzbekistan's accession to international systems and organizations, it is very important to learn English. The growing role of English in the modern world has influenced the content, tasks and teaching methods of this science. Reforms and changes are matured not only in the organization of the educational process, but also in the content of the course "Foreign language (English)", as well as in the technology of teaching it in technical higher education institutions of our country. In this paper, we consider the technology of teaching a foreign language in higher education because we consider it as a technical higher education institution that forms professional competencies. After graduating from an educational institution, a student's knowledge of a foreign language alone will not always help him to respond to qualitative changes in the world of science and technology. Only special, professional foreign language learning (business foreign language,

technical foreign language, foreign language for economists, foreign languages for professional education teachers, etc.) will prepare qualified specialists in the future.

All innovative technologies for teaching English in technical higher education institutions can be divided into groups:

1. Information and communication technologies (computer programs, multimedia, electronic textbooks, Internet resources, online dictionaries and libraries)

2. Person-centered technologies (multi-level training, research project work, problem-based training, collaborative training, modular block training, game training, long-term training, health training).

Such a classification does not always seem acceptable to us: within the modern concept of education, its main task is to shape the individual with a new set of characteristics such as active cognitive activity, creative approach, independence in decision making, constant self-education and development. To achieve this goal, a modern English teacher and student must have a thorough knowledge of all the advanced information and computer technologies currently available for teaching, and the learning process itself must take place in a comfortable creative environment without compromising our health. All the technologies listed are closely related to each other and therefore the modern English teacher in technical higher education institutions should avoid the monotony of the foreign language learning process, diversify, engage and motivate future professional education teachers, intellectualize them for self-knowledge and self-development. , it is recommended to use different teaching technologies to engage in creative research.

In foreign language classes in technical higher education institutions, students themselves, not teachers, should take an active part in the practical application of the studied language materials. Activation of independent cognitive speech activity in a foreign language by future engineers remains a key challenge to the successful

mastery of the topic. Well-known Methodists and teachers suggest solving this problem with personal help. A person-centered approach to the teaching of a foreign language (English) in technical higher education institutions, individualization and differentiation of the learning process is effectively carried out through the use of person-centered pedagogical technologies, which are the subject of research in this section. The main purpose of the department is to solve the following tasks:

- description of the main person-centered technologies in the teaching of foreign languages in technical higher education institutions;
- The person-centered approach to teaching a foreign language (English) in technical higher education institutions provides evidence that these technologies are the conceptual basis;
- Conducting a training experiment on the use of certain person-centered technologies in foreign language (English) classes in technical higher education institutions.

Within the framework of the person-centered approach in the modern methodological literature on foreign language teaching in technical higher education institutions can be distinguished person-centered technologies:

Thus, as a result of a course on teaching English to future engineers in technical higher education institutions, we came to the following conclusions using educational technologies:

- 1) the purpose of the course is achieved: prospective engineers learned to work in groups or groups with special texts, listening skills, cognitive and communicative activities in the field of professional communication in English;
- 2) the objectives of the lesson are completed: future engineers got acquainted with the content of special texts within the main topic of the lesson, practiced to understand the new language material, composed a monologue on the topic,

participated in discussions from answers to assignments, evaluated the activities of their team members;

3) all types of speech activities were used: listening, reading, speaking and writing;

4) in accordance with the concept of humanization of education, effective work was carried out in groups organized in such a way as to help future engineers with a high level of knowledge of a foreign language to future engineers who do not know English;

5) tasks distributed at the level of complexity helped to increase motivation in the learning process;

6) group training required prospective engineers to disclose personal characteristics such as originality and self-organization, as well as the development of cognitive and communicative competence;

7) Prospective engineers attended such a course for the first time, not everyone was able to complete the test assignments in the allotted time, so homework was provided to complete this work.

In conclusion, I would like to emphasize that this experiment and our observations will help to effectively master the topic in the process of professional teaching of English in technical higher education institutions, increase motivation to learn, implement a person-centered approach. Oral speech practice creates conditions for reading differentiation and individualization.

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