INNOVATIVE METHODS OF TEACHING ENGLISH FOR SPECIALIZED PURPOSES

Kaharova Shahlo Shaydilloevna
Lecturer at Bukhara State University

ABSTRACT

In a modern technical University, learning English is an important component in the professional training of specialists for various sectors of the economy. The introduction of innovative methods of teaching English is increasingly relevant and very significant. The skillful combination of traditional teaching methods with the modern techniques makes the classroom atmosphere creative and increases students' motivation. The article presents a brief overview and analysis of modern information and communication technologies (IT) involved in the field of teaching English for specialized purposes.

Keywords: web quest; higher professional education; English for Special Purposes (ESP); multimedia technologies.

INTRODUCTION

Branches of modern descriptive linguistics deal with various aspects of language use. The first large-scale attempts to combine purely scientific research with the needs of teaching methodology were made by Leonard Bloomfield and especially Charles Freese. Such new trends as pragmalinguistics, socio- and psycholinguistics, cognitive and narratological approaches have overcome the dogmatism and excesses of traditional "pure science". It became obvious that linguistics can provide all the necessary answers that establish a coherent set of facts about the structure and function of language. The latest developments in linguistics tend to contain fundamental ideas applicable to educational purposes and can be accepted in the classroom.

The connections between teaching methods and psychology are quite simple, close and beneficial. The most striking experiences in language learning are rooted in the foundations of psychological theory concerning mental and behavioral processes. Psychological prerequisites allow experts to evaluate and measure the effectiveness of the proposed pedagogical approaches, methods and techniques. They provide better understanding of the human factor in the process of teaching and learning the language. Psychologists of different schools have come to the same conclusion that the speaker really plays an important role in the generation of human speech and the meaningful function of discourse. Modern language teaching methods are diverse, but, according to Marianna Celse-Murcia, the most famous and well-established are cognitive, affective-humanistic, achievement and communicative approaches. The cognitive approach is that language is rule-driven cognitive behavior, not habit formation. The cornerstone of the affective-humanistic approach is that learning a foreign language is a process of self-realization and communication with other people. The central principle of the integrated method is that language acquisition occurs when and only when the learner understands a meaningful contribution. The communicative approach dictates that the purpose of the language and the purpose of language learning is communication in all its variety of forms [5, p.54].

The current method of teaching ESP (English for Special Purposes) in most technical universities is a communicative approach. Aimed at the development of communicative professionally oriented foreign language competence, ESP courses cover all language activities, manifested in appropriate grammar, vocabulary and style. The dominant approach is actually an integrated approach that includes attention to rule formation, affect, understanding and communication, which will allow the student to be seen as a person who thinks, feels, and understands.

Considering the approach as the most general direction of learning, we can define the method as a set of procedures coordinated and associated with the approach, and the method is traditionally defined as a very specific activity used in pedagogical practice. Courses are developed taking into account all given factors. As for the ESP curricula, they are also composite: partly structural, partly textual [2, p.32]. Structural curriculum, including a list of grammatical structures, vocabulary and phrases to be taught and mastered, is effective in the initial stages of ESP courses. A text-based curriculum focused on text organization, specific lexical units, and little emphasis on grammar seems to be successful in reading authentic scientific and technological research material.

Innovative approaches to teaching English have emerged in response to the need to more effectively facilitate and speed up the learning process [1, p.11]. This was driven by the growing popularity of the English language in a globalizing world. The claim for a single universal method, although advertised from time to time, has not been satisfied and is unlikely to ever be. Innovative non-traditional approaches have emerged "as a reaction to common assumptions about such things as the structure of different components of language or different types of text, about how language is processed in the head and used in interpersonal communication; on the nature of human learning and language learning in particular; about the nature of the younger and older learners of the language and parameters such as memory, emotions, readiness, motivation and perception" [5, p.23].

When designing a specific ESP course, there are many innovative approaches to take into account. Storyline elements, case studies, role playing, delayed verbal response, natural approach, even silent teaching methods can be used in a group setting when the teacher seeks to interact and modify the process according to the real situation. Based on the assumption that the task teachers is to provide available information in huge quantities, Robbins Beurling, an anthropologist at the University of Michigan, developed his model of diglot weaving based on code switching [4, p. 112]. In his experimental classes in French reading, R. Beurling changed the lexical and grammatical expression of several pages of a French novel into the form of the English language under the strong influence of French syntax, which was strange, but understandable. Then the researcher began to change the text, adding more and more French features to it. The goal was to make the text understandable. Thus, by making the text of the novel more and more controlled by French grammar and full of all-French vocabulary, students could read the novel. Sprinkling elements of a foreign language wherever the context has made their meaning clear makes learning fun. Obviously, this is motivating in the initial stages of learning, as it allows even beginners to work with a large amount of understandable input data. It should be noted that in our country, government officials at various levels argue that today's graduates must master the foreign language they are studying at a high level (mainly English,

as the most in demand). However, the level of English proficiency of students of a technical university varies greatly over time and often leaves much to be desired.

When developing a foreign language teaching program, it is necessary to take into account the potential of students' language skills, as well as temporary opportunities for acquiring knowledge [3, p.334]. It would seem that a simple procedure for determining the content of education should contain theoretical provisions. Therefore, the curriculum should adjust the overall methodology of the course. The main tasks of an ESP teacher are the selection and organization of learning materials, the preparation of curricula and effective plans to achieve the desired learning outcomes, and the support of student motivation and effort. Another important element for working in ESP groups is to give students feedback both to monitor the educational process and to provide advice to students. The setting of learning objectives has a greater influence on the choice of teaching material. In the process of teaching English to students of technical universities, in our opinion, priority should be given to the skills of working with written texts in the specialty. However, effective mastery of written translation skills is impossible without the involvement of other forms, such as summarizing the content of the text, discussion in groups and dialogues, listening exercises and working with video materials.

An important element in ESP teaching is the teacher's ability to create an atmosphere for live communication and constructive discussion in the group. Students acquire stable communication skills only if they have the opportunity to use them in communicating with others. Therefore, the teacher must develop and apply effective methods for developing communication skills in their groups and incorporating other resources into their work, including the use of the Internet for communication outside the classroom. People learn a foreign language better if they are highly motivated and have the opportunity to use their knowledge and skills in a language environment that understands and interests them. From this point of view, ESP is a powerful tool for realizing this possibilities. Students learn English while working with materials that contain interesting and effective structures that they can use in their professional activities or subsequent study [2, p.43].

Group discussions and project work are also effective ways to work with ESP students. A more modern direction in teaching English for professional purposes is discussion. During the debate preparation stage, students should mobilize all their knowledge and ability to speak a foreign language, use their critical thinking and develop lateral (creative) thinking. Therefore, during the debate, students have the opportunity to demonstrate both linguistic and professional competence. All these methods are useful for autonomous (independent) learning, preparing students for research activities, stimulating their motivation, demonstrating the results of work and accumulating team experience.

If an educator wants to be successful in their group work, they must find and adapt new technologies to engage students in traditional areas with multimedia learning tools and technologies from online resources and mobile applications. Learning Mechanisms extrasensory perception are developing faster and faster, and it is obvious that all modern trends should be covered.

LITERATURE

1. Bocharova, E.P. English for students of technical universities: Uch. allowance / E.P. Bocharov. - M.: Prospekt, 2016. - 136 p.

2. Galkina, A.A. Communication networks: Textbook on the discipline "Foreign Language" (English) for students of technical specialties: Textbook. / A.A. Galkin. - St. Petersburg: Lan, 2016. - 144 s

3. Golubev, A.P. English for technical specialties / A.P. Golubev. - M.: Academia, 2017. - 736 p.

4. Kostygina, S.I. English for university students: Reading, writing practice and oral speech practice / S.I. Kostygin.- M.: Academia, 2015. - 176 p.

5. Narochnaya, E.B. English for technical areas (for bachelors) / E.B. Narochnaya, G.V. Shevtsova, L.E. Muscovites. - M.: KnoRus, 2017. - 64 p.

6. Khlyzova, N. Yu. Multimedia and their capabilities in organizing the process of teaching students English [Text] /

7. N. Yu. Khlyzova // Pedagogical theory, experiment, practice / Ed. T. A. Stefanovskaya. - Irkutsk: Irkut Publishing House. in-ta increase. qualified works. education. - 2008. - S. 275-286

8. Shavkatovna S. M. et al. Strategies for mastering synchronous translation art //International Journal of Psychosocial Rehabilitation. – 2020. – T. 24. – №. 3. – C. 404-415.

9. Shaydulloyevna K. S., Ravshanovna B. Z. Positive and Negative Features of Mythological Images in the Epics "Beowulf" and "Alpomish" //International Journal on Integrated Education. – T. 3. – №. 11. – C. 196-200.

10. Shaydilloevna K. S. Application of innovative technologies in learning foreign languages //Academicia Globe: Inderscience Research. – 2022. – T. 3. – №. 03. – C. 22-25.

11. Shaydilloevna K. S. DEVELOPMENT OF ASSESSMENT CRITERIA FOR STUDENTS STRATEGIC COMPETENCE IN SPEAKING ENGLISH LANGUAGE //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 11. – C. 148-152.

12. Bakhriddinovna B. S. et al. STUDY OF ECONOMIC TERMS IN ENGLISH CLASSES //INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE. – 2022. – T. 1. – №. 9. – C. 40-44.

13. Bakhriddinovna B. S. PROBLEMS OF ALTERNATIVE CHOICE OF SEVERAL METHODS IN THE PROCESS OF TEACHING ENGLISH //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 11. – C. 76-79.

14. Bahriddinovna B. S. MODERN PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 3. – C. 316-319.

15. Бобокулова Ш. Б. Использование Интегрированных Навыков В Обучении Английскому Языку //" ONLINE-CONFERENCES" PLATFORM. – 2021. – C. 120-125.

16. Bakhriddinovna B. S. Ways of developing communicative skills in the language environment of a foreign language lesson //Web of Scientist: International Scientific Research Journal. – 2021. – T. 2. – №. 11. – C. 57-65.

17. Tolibova N. N., Pulatova S. K. The Concept of Translation and Pragmatics //Scientific reports of Bukhara State University. – 2021. – T. 5. – №. 1. – C. 101-111.

18. Pulatova S. A APPLICATION OF PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS: Pulatova Sh //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 5. – №. 5.

19. Pulatova S. Greed motivations of the violent crimes against the juveniles in the family //Уральский научный вестник. – 2016. – Т. 9. – №. 1. – С. 39-43.

20. Nosirovna T. N., Khaydarovna P. S. UDC: 42 THE CONCEPT OF TRANSLATION AND PRAGMATICS //SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY. – С. 101.

21. Tolibova N. HISTORY OF THE STUDY OF ENGLISH PHRASEOLOGICAL UNITS //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2022. – Т. 19. – №.

22. Nosirovna T. N. Proverbs as an Artistic Publicistic Genre. – 2020.