Modern Approaches to Teaching Foreign Languages in Technical Higher Education Institutions

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Abstract *The article discusses modern approaches to teaching foreign languages in technical universities. The requirements for graduates of technical universities are high, but they are justified because they allow them to be competitive in the labor market.*
Key words: *systematic approach to teaching a foreign language, modern technology, information technology, ICT tools, interactive whiteboard, pedagogical tasks.*

Modern society is experiencing economic, social and cultural changes that will inevitably affect both the education system in general and higher education in particular. The transition to a new economic form of modern society will also affect higher education activities.

Today information technology and the Internet allow students of technical universities to learn a foreign language professionally. Thus, the requirements for graduates of technical higher education institutions are high, but they are justified because they allow them to be competitive in the labor market. Teaching a foreign language in technical higher education institutions is an integral part of the professional training of a future specialist. A foreign language has a huge educational potential, and its good teaching contributes to the formation of qualified, intelligent, competitive professionals who can work at the level of world standards.

Research to determine language teaching in technical higher education institutions shows that the majority of graduates of technical higher education institutions do not have sufficient knowledge of the foreign language required for professional written and oral communication. The implementation of a specific procedure for the training of young professionals is directly reflected in the higher education system. The education system in our country is currently undergoing stages of reform - the requirements for service institutions are changing, service programs are improving, the experience of foreign higher education institutions is being studied. At present, measures are being taken to develop and adopt state educational standards for higher education in a competency-based manner and the definitions and classification of competencies and their content are being summarized [1].

Modern education technology offers students a systematic approach to teaching a foreign language. This systematic approach allows technical university students to teach a professional foreign language and is effective. Technology, as it is called, is a procedure for university graduates and a changing system of higher education, poses a number of challenges in foreign language teaching. Foreign language teachers in technical universities face a number of challenges that prevent them from optimizing the service process.

One way to solve this problem could be for students to work independently. Independent work of students on foreign languages in higher education institutions of technical direction is a special form of education. It has a multifunctional character: it helps to master a foreign language as a necessary professional discipline that makes up a modern specialist, helps to form knowledge acquisition skills and develops information culture. Cards with differentiated tasks can serve as an example of independent work of students of technical universities. Clearly, in independent work, teachers guide students.

Different levels of foreign language proficiency among freshmen focus the teacher on the average student, while weak students do not have enough knowledge to do the job, and strong students have a language level, which reduces their motivation. The solution to this problem can be both independent stratified work in groups and work of an integrated nature [2].

The problem of lack of motivation is related to the priority of technical sciences in technical universities. Perhaps the lack of motivation is due to an unbiased assessment of student work. In this service, teachers should use formative education that allows students to evaluate their individual work, identify gaps in their knowledge of a foreign language, and build self-esteem among students of technical universities. This is an integral element of the competency approach, which is formative training aimed at developing planned service outcomes in conjunction with criteria and methods of achieving them, as well as systematic monitoring and correction of the service.

Lack of skills to work independently with specialized literature and Internet resources is due to the fact that the student does not know how to extract the necessary information from the large flow of Internet information. If a student of technical higher education does not have the ability to work with a dictionary, it is possible not to talk about working with special textbooks. As a result, it is not possible to independently prepare for a conference, write a report or essay on a given topic in a foreign language. The way out of this situation can be as follows:

1) compile a daily list of literature for classes;

2) Uzbek-English, English-Uzbek dictionary;

3) compulsory service for students to use electronic dictionaries;

4) regular monitoring of literature and Internet resources by the student.

If foreign language teachers try to develop self-service skills, they should avoid exercises that are not related to active thinking activities (e.g., any change, pre- training with a sentence, etc.). Such a monotonous work will be the focus, the formal approach to tasks develops, reduces interest in the subject. Tasks in a foreign language should be aimed at overcoming possible difficulties and achieving clear results.

Speaking of the learning process, we should not dwell on the problem of classrooms of foreign language learners being technically inadequate in technical higher education institutions. Unfortunately, universities do not pay much attention to the material and technical base of foreign language classrooms, focusing on the rooms where specialist subjects are taught.

Teachers who have the ability to use ICT tools in the classroom are forced to work in the "old-fashioned" way. ICT tools are designed to optimize the service process, provide information in a systematic way and increase motivation among students.

An interactive service based on ICT tools allows teachers not only to change the service process, but also to perform a set of methodological and pedagogical tasks. One of the main tasks of the teacher is to activate the activities of each student, to create conditions for their creative activity. It is clear that the use of computers and multifunctional tools not only helps to implement a person-centered approach in equipment, but also to provide individualization and

differentiation according to the level of knowledge of students. Much depends on the teacher, his desire to use information technology in a foreign language lesson.

One of the ICT tools in technical higher education institutions can be presentations. The main purpose of the presentation is an exhibition of the required material. Multimedia presentation is a seemingly new approach to serving a foreign language. To prepare such a presentation, the student should conduct research, use multiple sources of information, which should avoid ignorance and turn this work into a product of individual creativity. The presentation can be classified as follows:

1) pictorial (it usually presents new materials); 2) interactive; 3) strengthening knowledge and skills on the topics covered [3].

Thus, the presentation technique allows students of higher education institutions to form communicative competence, which is the basis of foreign language teaching. Today, the most versatile technical means of service are electronic interactive whiteboards (SMART Board). Electronic interactive whiteboards are an effective way to introduce new material and electronic content of multimedia materials into the service process. The course material is clear on the interactive whiteboard screen looks and encourages everyone who is trying to be active. Specially prepared thematic texts in English, instructional and test exercises, colorful pictures of different character, English multimedia discs, audio and video materials add or activate course material, repeat or strengthen lexical units and grammatical structure of the language, control and self-knowledge serves for self-control. The interactive whiteboard allows you to work without using a keyboard, and a computer monitor. All the necessary actions can be performed directly on the screen using a special marker. The teacher does not distract from the lesson to perform the necessary manipulations on the computer. This has a positive effect on the quality of assimilation of new materials.

Language skills are developed on the interactive whiteboard as well as in the presentation, while at the same time increasing students' motivation. Students are willing to participate in such a service process because hearing, sight, and similar emotions are involved. Thus, we see the effectiveness of the use of ICT in the teaching of foreign languages, but the lack of equipment in higher education does not allow to fully implementing the pedagogical tasks facing the teacher [4].

The problem of lack of literary resources can be covered by Internet resources, which can provide modern information in the field of technology.

Summarizing the above, it should be noted that technical universities should train specialists who are competitive in the labor market. Teaching a foreign language in technical higher education institutions should move from "simple to complex".

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