

## METHODS AND MODERN TECHNOLOGIES OF TEACHING LANGUAGE TO ENGLISH STUDENTS FOR SPECIAL PURPOSES

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*Abstract: This article describes the methods of teaching texts in English to students whose specialty is not a foreign language, using modern methods and technologies.*

*Key words: ESP, Multilevel, multi-level English language teaching, English language learning and teaching for special purposes, transport engineering educational direction, method, technique, method.*

## INGLIZ TILI TALABALARIGA MAXSUS MAQSADDA TIL O'QITISH METODLARI VA ZAMONAVIY TEXNOLOGIYALARI

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*Annotatsiya: Ushbu maqolada mutaxassisligi xorijiy til bo'lmagan talabalarga mutaxassislik fanini doir bo'lgan matnlarni ingliz tilida o'qitish metodlari hamda zamonaviy metod va texnologiyalar yordamida o'rgatish usullari bayon etilgan.*

*Kalit so'zlar: ESP, Multilevel, ko'p darajali ingliz tilini o'qitish, Maxsus maqsadlarda ingliz tili o'rganish va o'qitish, Transport vositalari muhandisligi ta'lim yo'nalishi, usul, texnika, metod, kompetensiya, kommunikativ malaka.*

## МЕТОДЫ И СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ЯЗЫКУ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

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*Аннотация: В данной статье описаны методы преподавания текстов на английском языке студентам, специальность которых не является иностранным языком, с использованием современных методов и технологий.*

*Ключевые слова: ЕСП, Мультиуровневое, многоуровневое обучение английскому языку, изучение и преподавание английского языка для специальных целей, транспортно-инженерное образовательное направление, метод, прием, метод.*

Introduction. Teaching foreign languages, especially English, for various purposes, such as to say, to pupils and students studying in various fields, as well as the development of educational methodological support, is becoming important in the current rapidly developing period. Since the 60s of the 20th century, ESP, learning English for special purposes, was recognized for the first time as a separate direction of teaching English as a foreign language, and later this aspect of teaching in this framework developed significantly. Because of this, teaching English for special purposes has taken a leading place.

Materials and methods. Global changes and socio-economic reforms have determined the importance of directing all branches of education to innovative development and the need to modernize the existing system. The teaching of foreign languages in non-philological higher education institutions is characterized by the activity of interlingual communication. Foreign language and native language or other foreign language of the participants in the conversation they communicate using a foreign language resource that contains elements of their language. In order for us to ensure that the students of the vehicle engineering department reach the level of knowledge corresponding to world standards, first of all, we determine the level of knowledge of the students in a specific situation, form small groups accordingly, and take lessons using linguistic materials of the required level in each group. we intend to go. When the knowledge levels of students in a small group are equal or close to each other, it is possible to achieve the intended effectiveness of the studied subject. And only after that we select topics and semantics appropriate to the direction, as well as linguistic forms, according to the level of the group members. The listener may understand the cognitive processes and strategies employed by the speaker, or may not notice the idiosyncrasies in this situation because they correspond to familiar structures in the first language. Because

the participants belong to the same language community, communication in foreign language classes can be more successful than with members of other language communities or the target language community. In this way, an internal group language norm can appear in foreign language classes.

Today, in the field of pedagogy, the specific aspects of the new educational process in the acquisition of communicative competences are specially studied in engineering education based on the competence-based approach. The criteria for evaluating the speaker's communicative competence can be related to different fields of linguistics, namely, grammar theory, psycholinguistics, sociolinguistics, and language statistics. Therefore, in these works, the definition of communicative competence is given special emphasis on the interdisciplinary examination of communicative action.

The teaching of foreign languages in non-philological higher education institutions is characterized by the activity of interlingual communication. Participants in the dialogue communicate using a source of a foreign language that includes elements of the learned foreign language and the mother tongue or other foreign languages. In order for us to ensure that the students of the field of vehicle engineering can reach the level of knowledge corresponding to world standards, first of all, we determine the level of knowledge of the students in a particular situation, form small groups accordingly, and take lessons using linguistic materials of the required level in each group. we intend to go. When the knowledge levels of students in a small group are equal or close to each other, it is possible to achieve the intended effectiveness of the studied subject. And only after that we select topics and semantics appropriate to the direction, as well as linguistic forms, according to the level of the group members. The listener may understand the cognitive processes and strategies employed by the speaker, or may not notice the idiosyncrasies in this situation because they correspond to familiar structures in the first language. Because the participants belong to the same language community, communication in foreign language classes can be more successful than with members of other language communities or the target language community. In this way, an internal group language norm can appear in foreign language classes.

These days, in the field of pedagogy, the specific aspects of the new educational process in the acquisition of communicative competences are specially studied in engineering education based on the competence-based approach. The criteria for evaluating the speaker's communicative competence can be related to different fields of linguistics, namely, grammar theory, psycholinguistics, sociolinguistics, and language statistics. Therefore, in these works, the definition of communicative competence is given special emphasis on the interdisciplinary examination of communicative action. In our country, a lot of attention is paid to the teaching of English for special purposes, and a number of reforms are being implemented to improve the teaching of foreign languages in the higher education system. New requirements are being imposed on the practical English language training for future engineers based on a competency-based approach, which in turn is based on the general cultural, professional, general as specified in the State Educational Standards (SES) implies that it is aimed at mastering professional competencies. Teaching foreign languages, in particular, based on a new approach in various fields of mining, is one of such concepts. It helps to implement in their activities. In the current global information age, the development of students' lexical competence in foreign languages in social, cultural-household, technical, economic, medical and various field topics is considered one of the urgent issues of today. Because the teaching of foreign languages based on the selection of lexical and grammatical materials suitable for each direction and the level of knowledge of the student, in particular, is important for the meaningful teaching of students of the «Vehicle Engineering» field of study through a foreign language. It takes over. The role of lexical material in students' collection of information on various topics, necessary information from various subjects, including their use in a speech situation is incomparable, because with the help of these materials, lexical and grammatical competences of students of the field of transport engineering are developed. and improved. In addition to the development of lexical and linguistic competence in a foreign language on the basis of field sources, it allows the integration of other language skills. It is also important in increasing the effectiveness of the educational process, in forming a general world view of students by teaching them to apply the knowledge acquired in various subjects.

Teaching based on the selection of lexical and grammatical materials suitable for the course and the student's level of knowledge, in particular, takes an important place in the meaningful teaching of students of the field of transport engineering through a foreign language. The role of lexical material in students' collection of information on various topics, necessary information from various disciplines, including their use in a speech situation, is incomparable, because with the help of these materials, students of the «Transportation Engineering» field of study acquire lexical and grammatical knowledge. competencies are developed and improved. In addition to the development of lexical and linguistic competence in a foreign language on the basis of field sources, it allows the integration of other language skills. It is also important in increasing the effectiveness of the educational process,

in forming a general world view of students by teaching them to apply the knowledge acquired in various subjects.

In our country, attention to learning and teaching foreign languages is being controlled as a matter of state importance. As an example, we can see the Cabinet of Ministers of the Republic of Uzbekistan's «Measures for effectively organizing the exchange of learning foreign languages» The implementation of the decision of on exit measures» Resolution No. PQ-5117 of May 19, 2021 was signed and put into practice, according to which organizational work on the popularization of foreign language learning is being carried out effectively, including By the 2024/2025 academic year, ensuring that 50 percent of teachers of professional subjects (except for foreign languages) working in state higher education institutions have at least a B2 level national certificate or an equivalent international certificate. Digitization of foreign language teaching, wide introduction of modern information and communication technologies in the field. Efforts made in accordance with this decision can be cited:

a) to launch courses for online training of young people in foreign languages in IT centers in the regions and to assist them in using modern educational technologies;

b) organizing educational organizations on the basis of distance (online) technologies of teaching in the educational process;

- reviewing the conditions of the educational organization regarding educational tools and defining special requirements for distance (online) teaching technologies;

- formation of legal bases for organization of educational process on the basis of recognized foreign and international standards;

- taking into account the possibility of conducting the educational process remotely (online) through automated programs and video courses;

- a decision was made to create an opportunity to attract persons with practical skills to the educational process in some fields, including information and communication technologies.

Also, in accordance with the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 395 of May 13, 2019 «On measures to implement certificates of national and international evaluation systems for admission to higher education institutions», the 2019-2020 school year since 2010, the following privileges have been established for the English language in the entrance exams to higher education institutions:

- foreign language (English, German, French, Spanish, Turkish, Arabic, Persian, Dari, Hindi, Urdu, Chinese, Korean, Uyghur, Italian, Japanese) to the set of tests (professional (creative) exam) «foreign language» in the Russian language) who applied to the undergraduate courses of study included as the first (main) subject and a certificate of foreign language proficiency issued by the State Testing Center (hereinafter referred to as a national certificate) or international certificate International English Language Testing System (IELTS 5.5), Test of English as a Foreign Language (TOEFL IBT 72), Cambridge Assessment English FCE to applicants with language proficiency levels B2 and higher according to international exam systems from this subject, the maximum score is given without exams, for other undergraduate educational courses in which a foreign language is not the first (main) subject in the set of tests (professional (creative) exam) (undergraduate educational courses of Tashkent State Law University with the exception of) who has applied and has a national or international certificate of International English Language Testing System (IELTS 4.5), Test of English as a Foreign Language (TOEFL IBT 42), Cambridge Assessment English PET international exam systems B1 and entrants with higher degrees will be given the maximum score in this subject without exams.

Results and discussion. Currently, there are many monographs on ESP, the theory of teaching and learning English for special purposes, methods of teaching foreign languages to students of ESP, English for special purposes have also been developed, and various studies are being conducted. It is worth noting that the leaders of our country are putting forward the idea that every student graduating from higher education institutions should have a perfect knowledge of at least one foreign language. However, most of the students who are graduating from higher education institutions in our country in the field of philology (foreign language) have a foreign language proficiency level that is different from the requirements of students studying in other fields, and almost half of them do not have language proficiency certificates. The reason is the problem of developing a new curriculum, taking into account the fact that there is no single foreign language program aimed at teaching foreign languages to students. However, Professor S.G. The program was developed by Ter-Minasova, and this program is based on the rules noted in modern documents on the modernization of foreign language teaching in higher education:

- Knowing a foreign language is an integral part of training specialists at a higher educational institution.
- The foreign language course is multi-level and developed during the course of study. When we choose a method to

use in our ESP classroom, our students, we need to think about our group and adapt one style to our teaching materials. In the teaching process, showing students in the ESP group how the content of the subject is expressed in English can make the most of the students' knowledge of the subject, which will help them learn English faster.

Currently, unfortunately, the ESP teacher does not have enough materials to work with students in a group, so most ESP professionals use specially designed ESP teaching materials for the specific goals and needs of their students. Text formatting and wiki creates educational materials for students by editing or inputting texts on various topics created with the help of markup. It also makes working independently attractive. There is also a Web Quest site that works with students on the Internet and completes a specific learning task. This site consists of tasks and is divided into two types, that is, they help for short-term work activities in order to fill up knowledge and combine them later. Usually they are designed for one or three courses and are aimed at deepening and changing the knowledge of students for many years. Such web assignments may be longer in duration—perhaps lasting until the end of a semester or academic year. The peculiarity of educational web-tasks is that part or several parts of information are located on different websites for students to work individually or in groups, to improve their group work, to get new information related to the topic. helps to find. Web search technology helps to form and develop the following skills in students:

- use of IT solutions to perform professional tasks (including finding the necessary information, computer presentations, websites, new videos, design results in the form of databases);
- teamwork (planning, division of tasks, mutual support and mutual control);
- being able to find several ways to solve a problem situation
- Public speaking skills, because we have to defend the project publicly, answer questions or participate in discussions.

It is worth noting that for ESP, that is, teaching English for special purposes, teachers need constant support in the use of new technologies. Ironically, younger teachers are often better at demonstrating new technologies, so they can be great mentors for older teachers trying to introduce these new technologies in their classrooms. For this, the department of foreign languages should conduct scientific and methodological seminars and master classes to demonstrate technical and technological achievements in the educational process. Group discussions and project work are also effective forms of working and learning with ESP students. Needs Analysis (ETQ) is commonly used in ESP to identify students' needs. A successful outcome cannot be expected without a needs analysis. Of course. We need to know why we are doing a needs analysis, what needs to meet and how to do it. Brown (2016) emphasizes the importance of collecting data from students[1;16-31].

According to Hutchinson and Waters (1987), there are two types of needs analysis[2;13-17]:

- a) target needs (what the student should do in the target situation need)
- b) learning needs (what the student needs to learn and how to do something).

Conclusion. A needs analysis aims to find out what language skills a learner needs to perform a specific role and to identify and understand the difference between what learners can do and what they should be able to do. A needs analysis gives us a better idea of the needs of our students and how we can assess them. In this article, an attempt was made to study the methods used for ESP requirements. But he was convinced that, as Graddoll said, there is no one best way to teach ESP students a foreign language. ESP, English for Special Purposes, any method can be selected for use in the classroom according to the context. [4;19-31] However, it should be recognized that methods and approaches change depending on the analysis of needs, including the types of students and their interest in the field, therefore, creating appropriate methods based on the needs and interests of students is important for students. we believe that it should be widely introduced.

B. Kholyirov made the following comments about pedagogical technologies in his articles: «The main content of pedagogical technologies should be chosen based on the needs, interests, talents and abilities of a person. Also, the meaning of education is to create an environment for the formation and development of a person. Therefore, the content of education should be based on the ideas of people and the standards they choose.» Therefore, the technology chosen by each teacher should be based on the needs, abilities, desires and wishes of the student

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