



## Professional-Oriented Teaching of English

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**Abstract:** This article is dedicated to a new approach to the study of foreign languages in modern conditions, such as professionally oriented education. The principles and criteria for the implementation of this task are revealed.

**Key words:** Professional oriented teaching, innovative component, interactive approaches, self-education, communicative method, communicative competence, education standards.

### Introduction.

In recent years, the requirements for the professional training of graduates have increased. In this regard, the principle of professional orientation acquires special significance and priority. Therefore, it can be assumed that even in a technical school it is necessary to achieve a certain level of formation of professional speech skills, sufficient and necessary for the successful implementation of professional activities. The skills of professional speech will serve as the basis for further self-education and self-improvement in the profession chosen by the students.

### Literary review and methodology.

Proficiency in a foreign language at a level sufficient for professional communication in the professional field is one of the requirements of modern society for young professionals and is an indispensable component of their professional training. Therefore, the goal of teaching professionally oriented English is to develop students' communicative competencies in using the acquired knowledge in relation to their profession [4, 56].

Conducted studies of pedagogical work show that teaching English today is impossible without an innovative component. Traditional teaching of professionally oriented English is focused on reading, understanding and translating special texts, including the study of the grammatical features of the scientific style. Currently, the emphasis has shifted to the development of skills and abilities of oral communication. Oral speech includes listening and reading, understanding and reproductive reproduction of what was heard or read both in oral (dialogical or monologue) and in writing.

The main task of the current stage of teaching professionally oriented English is to create methods that integrate interactive approaches to learning and their advantages to solve the main problem of teaching professionally oriented English - foreign language communication in professional situations.

Professional oriented teaching of English originated as a scientific direction in the 1960s abroad. At present, professionally oriented teaching of English has become a type of educational service, without which the education of students is not possible. Professionally oriented education is understood as such training, which is based on considering the needs of future graduates in learning a foreign language, dictated by the characteristics of the future profession or educational specialty,

which, in turn, require its study. This is its difference from teaching a language for general educational purposes.

Analyzing the concept of the goal of professionally-oriented teaching of a foreign language, it should be noted the multicomponent and ambiguity of this concept. The following components of the goal are distinguished: educational, educational, developing and practical. To achieve educational goals, students are supposed to acquire a certain amount of linguistic knowledge related to the chosen field of future professional activity, as well as regional information.

In terms of achieving educational goals, the process of mastering a foreign language and knowing it is an effective factor in the socio-economic, scientific, technical and general cultural progress of society. It involves the education of citizenship, respect for other peoples and cultures, a general culture of interpersonal communication, cognitive activity, the desire for self-education, motivation, i.e. a conscious attitude to mastering a foreign language as a means of communication, cognition and self-improvement, as well as aesthetic perception and artistic taste.

Achieving developmental goals that meet modern requirements means the harmonious mental development of the student's personality as a whole, which involves the development of thinking, mental functions, speech communication abilities, intellectual activity, language, cognitive and creative abilities of the student [3, 156].

The most important component of the goal category is practical. The specificity of student training is to achieve such a level of communication in a foreign language that will allow using it not only in professional activities, but also to satisfy cognitive interests and further self-education. According to the requirements of the program, graduates must have the communicative competence and its components necessary for qualified information and creative activity in various fields and situations of business partnership. Thus, the practical goal of teaching a foreign language is "the acquisition by students of communicative competence, the level of which allows the use of a foreign language practically, both in professional activities and for the purposes of self-education."

The key method in teaching professionally oriented English is the communicative method, which is based on the idea that the language is used for communication, therefore, the goal of teaching a foreign language is communicative competence [2, 95].

The professional orientation of teaching foreign language gives the future specialist the opportunity to use foreign language not only as a means of obtaining information, but also as a means of communication. Thus, the process of teaching a foreign language should be professionally oriented, since the purpose of such training is the formation of professional foreign language communicative competence, which allows students to communicate professionally in various communicative situations.

In communicative learning, situations are used at all stages of mastering the material. In the classroom, learning and speech situations are designed to perform two main functions: stimulating and teaching. It is very important to ensure the content of statements in the language being studied, to exclude statements that have no connection with reality and do not correspond to it. Speech situations also contribute to the consolidation of lexical units and grammatical structures.

Professional oriented teaching is impossible without teaching special vocabulary, which plays a significant role in this process. The study of the process of teaching vocabulary made it possible to identify the principles of teaching professionally oriented vocabulary. These include:

- didactic (the principle of visibility, the principle of interdisciplinary integration, the principle of consciousness);
- linguistic (the principle of language minimization, the principle of concentricity), psychological (the principle of phasing in the formation of lexical skills and abilities);
- methodological principles (the principle of teaching vocabulary in various types of speech activity, the principle of a differentiated approach depending on the purpose of learning vocabulary, the principle of professional orientation of training, the principle of mutual learning).

The last principle is typical for teaching professionally oriented vocabulary, since in some situations students have a better command of the subject of their specialty and can correct the teacher. All of the above principles are interrelated and complement each other.

In professionally oriented teaching of vocabulary, the main unit of instruction is usually audio, video and printed text. Careful selection of texts is a prerequisite for the effectiveness of training.

The transition to new education standards and the insufficient number of teaching hours devoted to a foreign language require special attention to the organization of independent work when teaching a foreign language. Independent work of students in a foreign language is a type of learning activity in which students, with a certain degree of independence, and, if necessary, with the partial guidance of a teacher, performs various tasks, making the necessary mental efforts for this and demonstrating self-control skills. In the program for teaching a foreign language, the goal is defined: to lead students to independent reading of original texts in their specialty. By reading and viewing texts, asking and answering questions, doing various types of exercises, students learn to extract the necessary information. Each text also includes a series of exercises aimed at developing the skills of summarizing and annotating the text [1,268].

The role of the teacher in the organization of independent work is determined by the specific tasks solved by students, depending on the stage of training, the level of independent work and the individual characteristics of the students. At the initial stage, the teacher acts as a source of information. In the future, this is most often the organizer of students, who monitors the quality of the implementation of educational tasks, analyzes the results of group and individual work. The cognitive activity of students in the process of performing independent work requires their activity and is one of the components of introducing students to creative activity.

### **Discussion and results.**

In modern conditions of the rapid development of science, the rapid updating of information, it is impossible to teach a person for life; it is important to lay the foundations of language knowledge in it, to develop an interest in their accumulation and in continuous self-education. One of the goals that the teacher sets for himself is to form the personality of the student, the future specialist, capable of self-regulation in the field of continuous education, and, therefore, the question arises about the quality of students' professional training. In real professional activity, a specialist is constantly faced with various problems, his task is to directly respond to them and solve them independently. This is what the student needs to be taught during the study, with emphasis on shifting the emphasis from the teaching activity of the teacher to the cognitive activity of the student.

Thus, the main idea of this approach to teaching a foreign language is to shift the focus from all kinds of exercises to the active mental activity of students, where the role of the teacher is the role of an assistant who is able to select teaching methods and technologies that contribute to personal and professional growth.

The main methodological principles of organizing the process of teaching professionally oriented English are the following integrative principles: the principle of practice-oriented contextual learning, personality-oriented learning orientation, learning activity, problematic, communicative-situational learning, interactive learning orientation, balance of conscious and unconscious in learning, the complexity of the approach, the principle of collective interaction, reflection in learning [5,26].

This involves the use of such strategies in the learning process that will stimulate the cognitive and communicative activity of students, using a variety of communicative technologies for teaching English: communicative learning technology, information and communication technology, collaborative learning technology, project technology, game technology.

One of the methods that provides students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems, which requires not only knowledge of a foreign language, but also the integration of knowledge from various subject areas, is the project method.

German methodologists identify the following features that characterize project work in teaching a foreign language:

- ✓ project work has a practical, professional orientation and should meet the interests of students. The connection between theory and practice should be visible. When choosing a topic, students are guided by their own interests.
- ✓ project work has a specific goal. In a foreign language lesson, the goal should be set so that the foreign language can be used in a communicative form, oral or written.
- ✓ work on the project contributes to the independent activity of students.
- ✓ orientation to the result, the product of activity. The product can take various forms, it can be a website, a presentation, a recorded telephone conversation, an exhibition, a tour, a celebration, a discussion, a poster, a quiz, a collage, a brochure, etc.
- ✓ social orientation of the educational process. To achieve this goal, students must work together, which involves the development of such socially important qualities as mutual respect, tact, the ability to express and accept criticism, it is necessary to be able to establish and adhere to certain rules of conduct, and resolve conflict situations.
- ✓ project work contributes to the implementation of interdisciplinary connections in the learning process. [2,95]

Project-based learning has a great educational potential, as it motivates students to gain additional knowledge, promotes the development of social and business competencies (planning, information retrieval, decision making, systematization, group communication, discussions, cooperation, presentation of results, evaluation, etc.). The project method satisfies the need for active, independent, practice-oriented learning and provides an opportunity to express themselves and achieve success even for weaker students. Since FL is used in situations as close as possible to reality, including professionally oriented ones, students in practice see the expediency of using FL. Using authentic sources from the Internet, they receive information about aspects related to their future professional activities, not only within their own culture, but also the culture of the country of the language being studied.

An important role is also given to the case method, since its use leads to the development, renewal, increase in intensity and variety of communications between the subjects of the educational process, since its characteristic is the orientation towards interpersonal interaction, the impact on the mental and social structure of the individual [6, 78].

Innovative communication methods are also methods based on various forms of communication with the involvement of interactive learning tools, which include:

- ✓ methods of self-study - printed, audio and video materials;
- ✓ pedagogical methods based on one-to-one communication - e-mail, the use of social networks;
- ✓ teaching on the basis of "one-to-many" communication - audio and video lectures, electronic lectures;
- ✓ many-to-many communication-based learning - synchronous audio graphic, video, audio and computer conferences – for instance social networking Facebook.

Thus, the use of the proposed teaching methods based on the communicative language model, as well as the development of a holistic system for teaching verbal communication on professional topics, contributes to the formation of a whole range of communicative and professionally oriented competencies in students.

In the process of teaching professionally oriented English, the question arises: "What to teach in the first place: professional vocabulary, grammar, or to develop the skills of monologue and dialogical speech?". Knowledge of special terms and the basics of grammar does not give students freedom of oral communication, such an opportunity appears only in the case of the formation of a foreign

language communicative competence. The most acceptable classification of classes in foreign language is the classification, in terms of the structure of the lesson, which contains the elements of the learning process. The structural construction of the lesson depends on the specific learning objectives, the nature of the activities planned for the lesson and the interaction between the teacher and students. The main elements of the lesson are:

1. Organization and content setting
2. Checking the depth and strength of knowledge
3. Interaction between the teacher and students based on the message - the assimilation of new knowledge, skills and abilities
4. Consolidation of the studied material and exercises
5. Diagnostics of the strength of the assimilation of knowledge, the formation of skills and abilities
6. Instructions for doing homework or independent work

Based on the foregoing, the most relevant types of lessons for teaching professionally oriented English are distinguished:

1. Class of studying new material (lecture, theoretical study, movie lesson)
2. Lesson of application and improvement of knowledge (practical tasks, essays, exercises, business game)
3. Lesson of generalization and systematization of knowledge (discussion, conference, seminar, business game)
4. Combined lesson (a combination of different types of classes with a wide range of tasks)
5. Control lesson (test, oral survey, written work, test, quiz)

The most optimal is a combined lesson, which is the most common type, including all the main elements, allowing for a limited time period to complete a full cycle of familiarization, processing and consolidation of educational material, which helps in the implementation of an integrated interdisciplinary approach in teaching a foreign language.

Thus, professionally-oriented teaching of a foreign language is currently recognized as a priority in the renewal of education. "Professional-oriented education is understood as training based on taking into account the needs of students in studying a foreign language, dictated by the characteristics of the future profession or specialty that require its study."

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