

AN IMPORTANT ROLE OF INFORMATION COMMUNICATION TECHNOLOGIES ACTIVELY USED IN THE TEACHING OF FOREIGN LANGUAGES FOR STUDENTS OF THE NON-PHILOSOPHICAL EDUCATION COURSE

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Abstract

Knowledge of languages in socio-political, agricultural, and other fields of Uzbekistan's development becomes a necessary component of a person's personal and professional life, and the requirements of government and society for the results of linguistic preparation should be expressed in their ability to use the languages studied in real cultural dialogue

Keywords: factoring, learning foreign languages, integration, education, multilingualism.

Introduction

The following are the necessary pedagogical frameworks that ensure the effectiveness of the professional development of students in the field of nonfilological education based on the use of information communication technologies in teaching a foreign language to students in the teaching process:

- take into account the important characteristics of professional activities and the principles of its formation;
- continuity and integrity of language preparation within the framework of learning a foreign language related to the clock;
- variability of foreign language education in the framework of studying a foreign language;
- take into account the specifics of the specialty in which prospective professionals are studying and the conditions associated with teaching a foreign language (the number of hours allocated according to the curriculum to learn a foreign language; the semester in which teaching a foreign language begins, etc.);
- the formation of this type of factor in the study of a foreign language corresponds to the objectives and content of teaching students of agronomy specialties;
- use a wide arsenal of information technology and systems in teaching a foreign language;
- use scientific-based methods of diagnosing the formation of components of professional communication and the continuity of monitoring students' academic activities;
- a wise integration of traditional and innovative teaching styles and forms in teaching a foreign language.

Among the cases that testify to the demand for foreign languages in the world are the following: (1) the globalization of integrated social processes; 2) interstate integration in education; 3) opening the way for the world's experience and knowledge, vast wealth of information, quality education in the country and abroad¹. Knowledge of languages in socio-political, agricultural, and other areas of Uzbekistan's development becomes a necessary component of a person's personal and professional life, and the requirements of government and society for the results of linguistic preparation should be expressed in their ability to use the languages studied in real intercultural communication².

(Matthew 24:14; 28:19, 20) Today, the task of first place in the U.S. education system is to ensure that everyone knows at least two languages, including actively using one. For example, in addition to majoring in agronomy in our country, English, German, French and Italian are among the most widely studied languages. It is these languages that now define the language politics of each country.

Uzbekistan's higher education provides globalization, new communication technologies, language of international dialogue in new conditions, including English, German, growing competition and commercialization. In this regard, the importance of learning foreign languages in education has increased their professional functions in the labor market in general, leading to increased propensity to learn them.

Under such conditions, the education policy of higher educational institutions should be aimed at solving the training of competitive professionals who are socially protected by the quality of their information and the possibilities of professional activities and are personally prepared to work in constantly changing conditions.

A foreign language is one of the main tools for educating the identity of learners with human thinking. Research in the field of socioculturalism clearly shows, (V.V. Safonova, P.V. Sisoiev, M. Byram, M. Fleming, S. Kramsch) Jehovah's Witnesses would be pleased to discuss these answers with you. As students study foreign languages and foreign language cultures, they will be able to expand their socio-cultural space and understand themselves culturally, namely, to understand themselves as cultural and historical subjects in the spectrum of cultures of both their native language and the country of languages studied. At the same time, the educational and educational significance of learning foreign languages does not decrease. These requirements *are reflected in a conscious-practical or conscious-active style*.

Consciously acquiring a foreign language as a means of communication involves understanding language events and using dictionary, phonetic, and grammatical material in speech in accordance with the communication situation, acquiring practical knowledge as an integral part of self-control and self-correction. This is achieved by combining theory and practice wisely.

¹ Н.Д. Гальсков ва И.И. Гезларнинг фикрига кўра, тилларни, энг аввало, халқаро аҳамиятга эга тилларни билиш замонавий таълимнинг муҳим кўрсаткичи саналади.

² *Cultural communications* are cultural and linguistic, One of them is the "vacuous" man who angled the "begona" and "begona", the "mazhilis" of the mazhuidir (Khaleeva I.I., 1989).

Insufficient attention to theory can lead to a lack of confidence in skills, a lack of confidence in speech accuracy, an extension of the time of material mastering and a decrease in the public importance of learning a foreign language. Still, it is necessary to strengthen intuitive-imitative work methods that promote the development of consciousness elements into the development of language sensitivity.

The practical (communicative) direction of teaching a foreign language requires the separation of information from written and oral sources, namely, the ability to read publications on a variety of (political, scientific, agronomy) topics freely enough, understand oral messages on the subjects of the curriculum, and develop skills to speak the language studied. These tasks can be achieved by fulfilling the following conditions:

1. Parallel but simultaneously differentiated teaching of speech activity, interconnected to listening, speaking, reading and writing types. In this case, translation will be an auxiliary type of speech activity, and in the conditions of higher education institutions that do not specialize in linguistics, it will not be specially taught. He is approached in bilingual exercises by determining meaning (semantization), controlling knowledge, skills and skills, and not abusing it.
2. Formation of vocabulary, phonetic and grammatical skills as the basis for the development of speech skills.
3. Gradually master language material, actions and actions in speech, and create linguistic characters (letters, sounds, morphemes, words, vocabulary models, pronunciations) that are reflected in the symbols of hearing, speech, speech, tactics, vision, and hand movements. It is carried out through language and speech exercises, more moderate speech exercises; in this case, the focus is on one-language exercises.

The achievements of our country's education and the active acceptance of world experience provide the basis for solving the problems of modernization of high school. From this point of view, the situation with learning foreign languages is instructive: over the past 10 to 15 years, there have been serious changes in the practice of teaching a foreign language in The United States. A new level of foreign language learning has been defined by expanding international relations and agronomy activities. Based on this, it can be noted that knowledge of a foreign language performs a leveling role in the process of socialization and future professional development as a valuable target for students of agronomy to seek education.

In conditions of globalization of society, it is necessary to prepare professionals for an active knowledge of a foreign language and a high level of professional communication. To do this, students of higher education institutions who do not specialize in linguistics should be taught not only to read literature on engineering freely but also to master oral discourse well. The quality and success of teaching is determined by the following basic conditions: the number of hours, the number of students in the group, the teaching methodology, the qualifications of teachers, the availability of textbooks, the correct purpose and functions of teaching a foreign language.

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