

FACTORS OF FORMATION OF THE PROFESSIONAL ACTIVITY OF STUDENTS OF THE FIELD OF SPECIAL EDUCATION IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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Abstract

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 communication¹

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

Introduction

Today, conscious acquisition of a foreign language as a means of communication in all higher education systems in our country 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.

It should be noted that the foreign language teaching system (in higher education institutions that do not specialize in linguistics) has gone a long and complex path in its formation and historical development. (Matthew 24:14; 28:19, 20) Today, no one doubts the need to learn foreign languages in higher education institutions in Uzbekistan. In addition, joining the world community sets a new goal before the education system of Uzbekistan - to form the identity of students who understand themselves not only as representatives of a particular culture but also as world citizens who understand their importance, responsibility in the global ethnic processes taking place in the world and in the world as a whole, subjects of multilingualism of culture. Analysis of theoretical research as the only requirements of this type allows you to determine an approach to factoring that is relevant to the idea of teaching continuity, such as learning "throughout life."

¹ *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).

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 abroad². 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 communication³.

(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.

The system of higher education in Uzbekistan is operating under new conditions, which are characterized by globalization, new communication technologies, English as the language of international dialogue, German, increasing 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*.

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. Nevertheless, it is necessary to strengthen intuitive-imitative work methods that help create a wish for elements of consciousness.

² Н.Д. Гальсков ва И.И. Гезларнинг фикрига кўра, тилларни, энг аввало, халқаро аҳамиятга эга тилларни билиш замонавий таълимнинг муҳим кўрсаткичи саналади.

³ *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).

The practical (communicative) method of teaching a foreign language requires the dissipation of information from written and oral sources, namely, the ability to read publications on a variety of (political, scientific, and agronomic) 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, which is 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 agronomic 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 agnostic specialties to seek education.

In the 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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