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PRINCIPLES OF TEACHING A FOREIGN LANGUAGE AT UNIVERSITY

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**Abstract:**

The new content of language education is focused on mastering several foreign languages by graduates of higher educational institutions. The process of studying at the higher school is aimed at training a competent, responsible specialist, fluent in the profession, capable of functional use of a foreign language in various fields of activity and intercultural communication.

**Keywords:** foreign language, language education, modern, practical mastery, effectiveness, lesson.

The main problem is the limited number of study hours allocated for learning a foreign language. At the same time, the study of foreign languages in at university aims at practical mastery of the language, the specifics of which are determined by subsequent professional activity.

The process of teaching foreign languages in at university (i.e. a higher educational institution where a foreign (English) language is not a specialized one) primarily reflects the history and process of changing approaches and priorities to teaching a foreign (English) language in search of the most effective and acceptable scientific and methodological activities. However, this process of learning a foreign language (English) The language in higher education institutions should be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society. The opinion and statement that the possession of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by society. The use of a foreign (English) language for professional purposes has become a necessity for specialists whose activities are directly related to the world market.

In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from simply accepting this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training of specialists does not always meet the requirements. One of the factors complicating the entry of our specialists into the world market is the low level of foreign (English) language proficiency. In the current conditions, a foreign (English) language should be considered not as a secondary discipline, but as a necessary tool of professional activity, since academic and labor mobility, uniform international educational standards, joint international research and production activities are impossible without a high level of proficiency in a foreign (English) language.

When analyzing the students' mastery of the level of foreign language proficiency, it was revealed that international criteria and the criteria of the State Educational Standard of Higher Education require a higher level of foreign (English) language proficiency for specialists.

In connection with all of the above, it is possible to single out the main barrier affecting the mastery of a foreign language, at the request of the State Educational Standard – the low quality of foreign language

competence of applicants. Linguistic, or linguistic, competence presupposes possession of a system of information about the language being studied at different levels – phonetic, lexical, the level of word composition and word formation, morphological, the level of syntax of simple and complex sentences, stylistic.

A student has linguistic competence if he has an idea of the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his speech. However, in practice, students who have entered the university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this trend is typical for all institutions that provide training for bachelors and masters in non-linguistic areas. Without a solid base of formed language skills and abilities, which we discussed above, it is impossible to develop conversational skills, terminological base, the ability to read fluently and other communicative, linguistic and intercultural competencies.

Trends in teaching foreign languages in universities are consistent with trends in vocational education and training. The main provisions include the following: orientation to international requirements and standards, professional orientation, the development of independence, self-education skills, the use of active methods in the formation of foreign language communicative competence, the use of information technologies and technical means of training, the provision of additional educational services.

The state program of teaching a foreign language at university, developed under the guidance and general editorship, designates the following pedagogical and methodological principles: communicative orientation, cultural and pedagogical expediency, integrativity, nonlinearity, autonomy of students.

Let's briefly consider each of them.

1. The principle of communicative orientation presupposes the predominance of problem-speech and creative exercises and tasks, the use of authentic communication situations, the development of spontaneous reaction skills in the communication process, the formation of psychological readiness for real foreign language communication in various situations.

2. The principle of cultural and pedagogical expediency is based on a careful selection of course topics, language, speech and country studies materials, as well as on the typology of tasks and forms of work, taking into account the age, possible context of activity and needs of students. The formation of proper communicative and socio-cultural skills takes place in accordance with the norms of socially acceptable communication accepted in the countries of the studied language. Special attention is paid to the awareness of existing false stereotypes about other countries and about one's own country, as well as to the obstacle to the formation of incorrect and one-sided ideas about foreign language culture, without taking into account the existing social, ethnic and other features of the life of various groups of citizens.

3. The principle of integrativity involves the integration of knowledge from various subject disciplines, the simultaneous development of both proper communicative and professional-communicative information, academic and social skills.

4. The principle of non-linearity assumes not sequential, but simultaneous use of various sources of information, rotation of previously studied information in various sections of the course to solve new problems. This principle also makes it possible to model the course taking into account the real language capabilities of students: to master the course only at one of the selected levels (Basic or Advanced) or to combine these levels in different ratios in each of the sections / modules of the course.

5. The principle of students' autonomy is realized by the openness of information for students about the course structure, the requirements for completing tasks, the content of control and evaluation criteria for various types of oral and written work, as well as about the possibilities of using the system of additional education to adjust the individual trajectory of educational development. The organization of classroom and independent work ensures a high level of personal responsibility of the student for the results of educational work, while at the same time providing an opportunity for independent consistency and depth of study of the material, compliance with reporting deadlines.

Due to the growing possibility of cooperation with other countries in all areas of the country's development, the study and knowledge of the English language acquires a special status. A huge number of adults attend English language courses, take advanced training courses abroad, study remotely and take online courses. As you know, adults have difficulty learning a foreign language due to previous study experience (at school, college, university) and short duration of courses. Usually, students of different age categories participate in advanced training courses, as well as in English language courses in private training centers. Adult education has a number of features, knowledge and consideration of which helps to effectively select teaching methods and requires careful organization of the educational process. Working with an adult audience requires attention to everyone and taking into account the social role of everyone.

There are several ways to teach English to adults: individual, group and independent study. Individual training is the most effective way of teaching a foreign language. With individual training, the teacher develops the curriculum in accordance with the level of knowledge of the student, the training system adapts to individual characteristics (time, day of the week), the result of work is constantly monitored, corrections of incorrect perception of information are carried out in a timely manner, close contact is created between the teacher and the student, adequate self-esteem is formed, modern means in education are used, ensures the elimination of difficulties and gaps.

Group training implies the development of interest in the material being studied, systematization and comprehension of knowledge, teaching each other, the ability to evaluate the answers of others, the development of communication skills (question, answer, objection, entering into a dialogue). The group form contributes to the formation of skills of cooperation and mutual understanding, the development of creative abilities. In group training, the teacher develops a step-by-step introduction of the work: instructions for group work, didactic material, special tasks, criteria for evaluating the work. In group training, the teacher monitors the progress of work in groups, regulates disputes and provides assistance. The group form of work is most appropriate in foreign language classes when practicing conversational skills (drawing up dialogues, discussing problems, preparing projects).

Independent learning involves learning on your own (independently). Most often, training on online courses or remotely via the Internet. Self-study is possible for those who already have a certain stock of knowledge on the subject being studied. Of course, solving this problem requires a comprehensive, systematic approach involving the reform of general and higher education systems. The experience of teaching a foreign (English) language and a professional foreign language in universities shows the need to increase the number of classroom hours devoted to the study of the latter, the introduction of intensive teaching methods and technologies as close as possible to real communicative situations of professional and academic orientation, ensuring continuity of language training between junior and

senior undergraduate courses, as well as master's degree. Close cooperation with specialized departments is an important condition for high-quality training of students of at university universities in a professional foreign language.

One department of foreign languages can partially solve these tasks, but without serious analysis, full interaction with the professional department and modernization of the language training system as a whole, their solution seems impossible to us.

The development and use of a professionally oriented textbook and an introductory course in professional vocabulary contributes to the opportunity to work out and consolidate the basic grammatical material and professional vocabulary necessary for communication with representatives of different cultures in future professional and scientific activities, for self-education and other purposes.

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