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**MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN
LANGUAGE**

Abstract: The article deals with the main problems and tasks in the process of teaching a foreign (English) language in non-linguistic universities. The main methods and principles of organizing the educational process are given. We also consider the issue of motivation, which, as we know, is directly related to the effectiveness of training, ways of forming students' motivation to master a foreign language both during the educational and extracurricular process, since any cognitive process is based on the desire to learn a foreign language culture.

Keywords: tasks, methods, principles, motivation, learning process, foreign (English) language.

Modern society places high demands on specialists of any profile, including composting literacy and knowledge of a foreign language is necessary for a modern specialist. It is not reproductive skills that are important, but productive ones. It turns out that encyclopedic knowledge goes into the background, and the ability to apply knowledge, skills and abilities to solve tasks become primary. In addition, information technology and the Internet allows students of technical universities to serve professionally significant information in a foreign language. Thus, the requirements for a technical higher education graduate are high, but justified, since it allows them to be competitive in the labor market. Studying a foreign language in non-language faculties of institution is a professional training of a future specialist. A foreign language has a huge educational and educational potential, and successful knowledge of it contributes to the formation of competent, mobile, competitive professionals who are able to work at the level of world standards.

Priorities in the development of foreign languages as tools of globalization, integration, updating, and informatization. Current trends in the development of global potential are inseparable from the quality of people's knowledge of foreign languages. In recent years, foreign languages have become a means of achieving the goals and guidelines of human development. Simultaneously with the global landmarks of humanity, language is within the personal interests of each person: language is a way of self-development, implementation of plans and tasks, self-presentation, independent positioning in the surrounding space, and so on. Available foreign languages are variable in their content and fast due to virtualization and informatization of the educational space. In connection with the above, there was a rejection of uniform formats for teaching foreign languages. There was a need to change approaches to teaching them, taking into account pragmatic, geographical, personality-oriented and other reasons. In connection with the above-mentioned trends, scientists and teachers face a number of new challenges and questions.

Research conducted in technical universities to determine language training suggests that most graduates of technical universities do not have a sufficient level of foreign language necessary for professional written and oral communication. The implementation of the social order for training young specialists directly affects the system of higher professional education. The education system in our country is currently undergoing stages of reform - requirements for learning outcomes are changing, training programs are being improved, the experience of foreign higher education institutions is being adopted, and there is a convergence of domestic and foreign universities within the framework of the Bologna process. Currently, measures are being taken to develop and adopt state educational standards of higher professional education in a competence-based format, clarify the definitions and classification of competencies, as well as their content.

Teaching at faculties in the institution of higher education, in particular in the field of engineering education in the industry, we aim in this article some aspects of the specification of teaching foreign languages in a technical institution in

connection with the development of the modern education system, new social requirements and modern conditions of development of society as a whole. Among the tasks and questions that teachers-practitioners of technical universities are looking for answers to are:

1. Which language to teach? What language will be more useful to know in certain conditions for a future bachelor or specialist?

2. How should the dialogue of cultures be built in modern foreign language teaching?

3. How to allocate resources and time in the difficult conditions of reducing hours for teaching disciplines, using modern new technologies and teaching methods in order to achieve results in teaching foreign languages as soon as possible?

We note that we take into account the work of teachers of technical universities, for example, teaching students related to the rocket and space direction directly or indirectly, specifically, such areas of training others. So, answering the first question, do not refuse to teach English as a comprehensive world language of business, science, culture and technology.

The importance of English in the modern world is difficult to overestimate. It is well known that more than 1 billion people use it. For half of them it is their mother tongue. About 600 million chose it as a foreign language. Of course, the range of distribution of English in the modern world is so great that this language cannot be identical in different areas. Despite the variety of its variants and the presence of specific features for each nationality, English remains the most popular language on our globe. However, teachers of modern universities will not be able to limit themselves only to teaching spoken language, and have the task to present students with different versions of it (discourses), linked to the fields of science that these students study. It is obvious that in such a situation, teachers develop special courses, think over possible convenient forms of their submission, forms of interaction with students, predict results, process and process their teaching methods, and orient them to students.

A certain difficulty in answering the second question is that traditional linguodidactics and methods have always been focused on favorable working conditions and interaction with participants in the educational process, which was previously more homogeneous and monocultural. Now, to interact with students, among whom there are representatives of different cultures, the teacher must have a lot of knowledge, ways to remove difficulties of misunderstanding, possess basic techniques of conflictology, overcome innovative strategies, quickly adapt other participants in the dialogue of cultures to the learning process.

Previously, we considered the issue of teaching a foreign language to students of different cultures. This issue requires a separate detailed study and will remain relevant for teachers of foreign languages for a long time. Currently, we are assisted by modern remote technologies that are widely available among technical higher education institutions.

We come to the conclusion that foreign language education is one of the main problems faced by students and teachers on a daily basis. This is not only teaching students foreign languages in the educational system, but also often independent student work outside the higher education institutions, which should have a decent accompaniment. We note that the need for teachers to be interested in the cultural component of their classes and the introduction of new technologies that are convenient for everyone in the educational process is long overdue. Overcoming the threshold of distrust of new methods and technologies, teachers master remote technologies, move to a new level of communication with students in the information world.

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