

Modern Methods of Language Teaching for Preparing University Students for the Professional Field

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ARTICLE INFO.

Keywords:

language training, students, higher education, professional activity, teaching methods, communication, effectiveness, learning strategies, learning technologies.

Abstract

This article examines various language teaching methods used in higher education institutions to effectively prepare students for the professional field. The authors analyze modern teaching strategies, focusing on innovative and practical approaches that promote the development of skills necessary for successful professional activity.

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Introduction

The development of business and cultural ties with the foreign world today requires specialists who speak foreign languages. Therefore, new tasks arise for foreign language teachers. The state educational standard for new generation vocational education includes the development of intercultural communication and linguistic competence of students. Thus, learning a foreign language has two purposes: firstly, it is a general cultural requirement related to communication skills and the ability to tolerate people's differences. In modern conditions, this also includes a willingness to establish intercultural connections and respect the values of other peoples. Secondly, this is a requirement for professional training: the ability to use a foreign language in practical activities, interact with colleagues and lead a team. By being aware of these two aspects, the student can become a competent professional in his field. Previously, the study of a foreign language was reduced mainly to translation and reading, mainly from a foreign language into Russian. This created real problems for most college and university graduates when communicating and speaking a foreign language. In modern conditions, language training must be more connected to the reality in which students will work in the future, so that they can successfully apply their knowledge in practice. In this regard, it is necessary to reconsider the approaches and methods of teaching a foreign language. To achieve the above goal, students need to be made active participants in the learning process, their interaction with their colleagues must be organized and their learning must be given a practical orientation.

Methods

In our lives, we often participate in various groups and teams. This also applies to our professional activities, when completing tasks requires teamwork in pairs, threes, teams, etc. Sometimes group members may decide what needs to be done in the near future, while in another situation they may need to plan a program or discuss a certain event that has already happened. Therefore, learning the skills of conducting conversations, discussions, dialogues and polylogues, known as “cooperative learning” in Western methods [1], is beyond doubt.

Results

However, it is also necessary to consider challenges based on the absence or insufficiency of information - on those underlying factors that lead people to ask questions, seek solutions, discuss problems, work together and communicate. This technique is called “case” (the ability to find a solution by solving specific problems). The essence of this technique is the use of specially developed educational materials (cases). There are different types of cases: educational (a method of formulating problems and presenting two or three examples of their solution, after which students discuss and express their opinions, and the teacher also participates in the discussion, commenting on students’ points of view), analytical (a case that includes several solutions and information sources, where students choose their solution and justify it based on the materials provided), heuristic (the teacher defines a general problem, students clarify it, offer examples and supplement the case with new information) and research (the teacher defines the problem area, students independently formulate the problem, propose their decision and supplement the finished case with new information) [2; 5].

Discussion

Such teaching methods are well complemented by participation in practical training and internships, where students have the opportunity to apply their knowledge and skills in practice. This allows them to feel more confident in a professional environment and develop critical thinking.

The importance of using such learning methods in digital education is that they help students develop autonomy and responsibility for their learning. They also encourage students to actively seek information and make informed decisions.

However, when using these methods, their limitations must be taken into account. For example, some students may have difficulty solving production problems independently or analyzing complex situations. Therefore, it is important to create support and assistance from the teacher.[3]

Thus, the use of production situations and training technologies in teaching a foreign language for professional purposes allows students to develop skills in independently solving production problems, analyzing situations and making optimal decisions [4]. This helps develop their intellectual skills, investigative thinking and increase their motivation.

Conclusions

In the modern world, where globalization and intercultural interaction are becoming increasingly significant, the importance of language training for students in higher education is undeniable. Therefore, the correct choice of effective approaches to language training contributes to a harmonious combination of academic knowledge with practical skills necessary for a successful professional career. The use of a variety of teaching methods and strategies, such as a communicative approach, technological innovation, active use of authentic materials and much more, contributes to deeper and more effective mastery of language skills. It is also important to note the role of individualization of learning, given the diversity of student needs and levels. Further implementation of the proposed approaches can contribute not only to

improving the quality of education, but also to the successful adaptation of graduates to the modern professional environment.

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