

Actual Problems of Teaching a Foreign Language in a Technical University

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Annotation: The article deals with some problems of foreign language teaching in a technical higher education establishment and some methods of solving the problems are suggested. The author of the article gives tips and advice on learning English. In particular, the ability to learn, to develop logic, self-organization skills, where practice is the main tool. The introduction of multimedia technologies into the teaching process improves the quality of foreign language teaching, makes lessons more effective and interesting.

Keywords: learning process, necessary, the goal, resources, technologies

Introduction. Currently, the problem of teaching a foreign language in a technical university is extremely relevant. The teacher is faced with a difficult task to form certain competencies in the student that allow him to participate in intercultural communication. To do this, it is necessary to develop, improve, optimize, introduce new techniques and methods of teaching foreign languages, use all kinds of teaching tools in the classroom, strictly plan the learning process, constantly study the level of motivation of students, find new forms of interaction between the teacher and the student. In addition, teaching foreign languages in technical universities should pursue the expansion and systematization of knowledge, skills, skills related to foreign language communication, an increase in the vocabulary used, as well as further development of foreign language speech culture.

Discussion and result. In the process of teaching this group of students, it is necessary to use visual aids, audio and video materials to arouse interest in the language being studied and simplify the process of complex assimilation of educational material as much as possible. The development of the Internet and the emergence of many computer programs that simplify the learning process have significantly changed the study of foreign languages, speeding up and facilitating work with authentic sources. It should be noted that if we want the training to be the most effective, we must reverse the order of consideration of these issues and begin planning the use of technologies by setting the goal we are striving to achieve, i.e. with the question "Why?". The main difficulty in choosing digital technologies, asking first of all, the question: "What to use in the learning process?" and considering all these applications is that we often do not realize the difficulties that arise when directly using the selected resources due to insufficient awareness of how to apply and use them correctly. For example, if we want to improve students' understanding of the material or topic being studied, we should consider those resources that will contribute to the awareness of this topic when planning. The main issues when choosing a digital technology teacher are: what to use, how to use and, most importantly, why to use this or that resource. The role and place of game technologies in the educational process, as well as the combination of various elements of play and learning, largely depend on the teachers' understanding of the functions of pedagogical games. In modern methodology, there are a huge number of classifications of games. Games are distinguished by the type of tasks, by goals and content, by the time of the event and their duration, by the level of complexity, etc. Also, games are divided into: – language (phonetic, lexical, grammatical); – speech (listening, reading and writing). With the help of language games, students consolidate grammatical material, practice vocabulary and pronunciation. Speech games allow you to apply the practical use of language material. For example, in the classroom, students can simulate situations of negotiations, telephone communication, and thus use the knowledge gained in various life situations. This, in contrast to the standard study of words and rules, favors the development of a higher level of thinking of the student, which is also one of the components of mobility. Thus, mobile applications

can be used quite effectively to develop listening skills, due to the fact that modern mobile devices offer rich technical capabilities for watching videos, listening to audio fragments, recording speech fragments and videos. Among the mobile applications designed to work on the development of grammatical skills, it is necessary, first of all, to name the Learn English Grammar (British Council) application. It presents grammar exercises of four levels. The training tasks use 10 types of exercises, for example, filling in gaps, multiple choice, matching questions and answers. Another application of the British Council Johnny Grammar's Word Challenge is a quiz for English language learners, which will help to check not only the general level of grammar proficiency, but also spelling and vocabulary used in everyday English. The tests are divided into categories (Words, Grammar, Spelling) within three levels of difficulty. In our opinion, many applications for vocabulary replenishment can be used, first of all, for independent work of students, for activation and development of lexical skills within the framework of the studied topics, for self-examination.

Conclusion. In conclusion, we can say that, every foreign language teacher makes a difficult task today, as it is very difficult to teach language learning strategies. Teachers who use methods of forming strategies for learning a foreign language in their work are focused on the needs of the student, they do not manipulate students, but stimulate them to form and use their own strategies. The implementation of such strategies in the educational process creates favorable conditions for the active, creative and productive activities of future specialists in higher education and forms effective teaching and learning of a foreign language.

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