

**WAYS TO INTENSIFY THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN A
TECHNICAL UNIVERSITY**

Atajanova Barno Tulkinovna

Fergana State Technical University

Senior Lecturer, Department of Uzbek Language and Language Teaching

Abstract: This article deals with the ways of intensifying the process of learning a foreign language in a technical high school. Limited time, a large amount of material to be assimilated, forced to look for ways to improve learning. The most effective training exercises to consolidate vocabulary with a communicative orientation. When selecting plants for communicative exercises must take into account individual psychological characteristics of students who are engaged in the same group. Activated by the lesson vocabulary should be relevant to students sufficiently widely-used language for scientific literature.

Keywords: communicative competence, foreign language, intensification, learning process, specialized education

Introduction. Modern conditions of globalization require students of various specialties to have a deep knowledge of at least one foreign language. The tasks facing those studying a foreign language are determined to a large extent by the types of language activities that they need for their work. University students often take part in international conferences, read and write articles in a foreign language. To make this possible, students must be able to independently review and annotate works in a foreign language on their specialty, review Russian articles in a foreign language on their specialty, take part in a conversation in a foreign language on their specialty, and conduct business correspondence. Limited time, a large volume of material to be learned, force us to look for ways to improve the effectiveness of training. One of them is the optimization of the methods of presenting and consolidating lexical material, which is ensured by the communicative focus of training exercises to activate vocabulary, taking into account the individual psychological characteristics of students, as well as the principle of associative presentation of vocabulary to be activated.

Methods and materials. The tasks that students must solve when learning a foreign language include the ability to review and annotate scientific papers, conduct business correspondence and participate in discussions in their professional field. Since training materials and time are limited, there is a need to improve the effectiveness of training by optimizing the methods of presenting vocabulary with an emphasis on the communicative focus and individual psychological characteristics of students. It follows that in the process of studying it is necessary to use communicative exercises that can be effective both in the formation of grammatical skills and in the introduction, consolidation or repetition of vocabulary. Each meaning of the introduced word must correspond to the situational environment, thus, there is a shift in the emphasis of educational activity from the actual semantic analysis of individual lexical units to the clarification of their real functional features, that is, it involves their direct use in speech. The teacher's task is to be able to comment on students' statements in a form as close as possible to a natural conversation, but to involve lexical material that helps to form more complex language associations. As a result, conditions are created for transforming purely training exercises into communicative ones that can reflect reality, have a plot-semantic connection, as well as elements of information and motivation. [1, p. 295] Communicative exercises can be effective only if the

individual psychological characteristics of students are taken into account. In one case, a leading question or statement may be sufficient. In another case, it is necessary to first offer a certain situation for comprehension, then discuss it, and only at the next stage expect statements from students. Reactions to communicative attitudes are determined by the individual characteristics of students, for example, a student's negative attitude to a given task can negate all the teacher's efforts aimed at mastering a particular skill. Therefore, it is very important to choose during the lesson exactly those that correspond to both the level of knowledge of the students of a particular group and their psychological attitude. The choice of the correct target setting determines the success of the exercise, which always has a positive effect on the strength of the assimilation of the material, as it helps to strengthen the students' faith in their own strengths.

Results. The main goal of studying a foreign language at a technical university is the ability to communicate with native speakers. For this purpose, it is important to use communicative exercises that will help not only in developing grammar skills, but also in activating vocabulary. The approach to teaching should involve creating situations that promote active use of the language. It is important for the teacher to be able to comment on students' statements in a form close to natural conversation, which will help develop more complex language associations. Individualization of teaching should not be reduced to consistent minimization and simplification of the material for the least prepared students. An individualized approach to students involves differentiation not so much in the volume, complexity and deadlines for completing the proposed tasks, as in the measure and nature of the assistance provided. Less prepared students need more detailed explanations and recommendations for completing tasks, such students need to be monitored more often, provided with assistance, encouraged more often, creating and maintaining a friendly atmosphere during questioning and control, allowing them to use any independently prepared auxiliary material in the form of answer plans, key words, semantic supports to the text, etc. Regardless of the choice of specific forms of assistance to such students, it should be remembered that it is the differentiation of assistance in learning that is the leading direction in developing problems of individualization of learning. [2, p. 20]

At student age, there is a greater desire for conscious activity. Therefore, students want to know not only the immediate and distant goals of learning, the purpose for which the teacher uses a particular technique, but also the most rational ways of mastering a foreign language. This factor, unfortunately, is almost never used by foreign language teachers.

Productive acquisition of vocabulary is possible only if it is relevant for a group of students. Students are characterized by thoughtfulness in acquiring new foreign language material, which is based on finding an analogy with past language experience in their native and foreign languages.

Issues of organizing classroom activities in order to compact them, as well as analyzing exercises from the point of view of covering the entire student group, are directly related to the problem of time allocated for each student. Since successful teaching of speaking is impossible without individual work of the teacher with students, then, as a consequence, the teacher is occupied for a significant part of the classroom time with only one student or a pair of students. In this case, the rest of the students are left to their own devices. In order to prevent the loss of actual time of the educational practical lesson, the rest of the students in the given group must be given some educational tasks. [3, p. 76] Firstly, you can give the students an assignment that makes them listen attentively to the speeches of their classmates; at the end of the speech, the assignment is checked, thus, the rest of the group is busy doing listening exercises. Secondly, while the teacher

is busy working individually with one of the students, the group does other uncontrolled exercises until all the students have been questioned. Such exercises can include exercises provided with a key. Thirdly, the efficiency factor can be increased by combining individual work with the performance by the rest of the students of various kinds of written assignments of a control or control-training nature or assignments that are preparatory for the next stage of the lesson, for example, when writing a test, students take turns breaking away from their written work and approaching the teacher's desk. who works with the one who approached individually. As uncontrolled exercises, you can use retelling with keywords that not only include activated units, but also prevent the most likely errors, that is, contain difficult combinations. If, during pair work, the teacher is busy with one of the students doing individual work, then he has the opportunity to directly supervise the work in pairs, albeit not all at the same time, but alternately approaching the pairs and correcting possible errors. If there is an odd number of students in the group, the teacher can work with one of the students, acting as a partner. It will be more effective to work with a less successful student. In this case, the teacher sits down to work with the student and simultaneously monitors the work of other pairs. On the contrary, when combining an individual survey with uncontrolled group work, the responding student must be at the table. Conducting a survey across the entire audience is unacceptable.

To intensify the process of learning a foreign language, pair-group teaching can be used. It differs in that students, when they do not perform speaking exercises, engage in listening and perform uncontrolled

Discussion.To improve the effectiveness of training, it is necessary to take into account the individual and psychological characteristics of students. Depending on their preparation, the teacher can vary the teaching methods, offering additional explanations and control. Individualization of training should not be limited to simplifying the material; it is important to differentiate assistance, providing more detailed recommendations to less prepared students.

Students tend to show greater interest in learning when they understand its goals and methods. The main condition for productive acquisition of vocabulary is its relevance to the group, which complicates a universal approach. The need for the teacher to work on an individual basis may limit the time available for other students, so it is recommended to use current forms of maintaining the activity of the entire group during practical classes.

Conclusion.Thus, the use of communicative exercises and pair-group training contributes to increasing the effectiveness of learning a foreign language. The correct choice of methods and tasks will help improve the acquisition of a significant amount of information without increasing the total time of classes. It is important to take into account the individual characteristics of students and the relevance of vocabulary, which will ultimately ensure a high degree of involvement in the process without unnecessary overload.

Bibliographic list:

1. Zhukova V.V. On the issue of intensifying the process of teaching adults a foreign language (based on the English language) // Functional styles and teaching foreign languages. - M.: Nauka, 1982. - 360 p.

2. Vasilyeva M.M. Age characteristics of a student's personality and their consideration in teaching a foreign language // Foreign languages in higher education. - 1987. - No. 20. - P.17-23.
3. Lapidus B.A. Intensification of the process of teaching foreign language oral speech (ways and techniques). - M: Higher School, 1970. - 128 p.
4. Komarova E.V. Formation of the speech mechanism in the process of acquiring vocabulary in a foreign language // Humanitarian scientific research. 2015.№2[Electronic resource].URL:<http://human.snauka.ru/2015/02/964>
5. Kargina, E.M. Fundamentals of a communicative-stimulating system of teaching a foreign language // Modern pedagogy. - 2014. - No. 11 (24). - P. 52-55.
6. Атаджанова, Б. Т. (2020). Научный текст как источник обогащения профессиональной речи. Вестник педагогики: наука и практика, (51), 70-71.
7. Атаджанова, Б. Т. (2019). Формирование коммуникативной компетенции на уроках русского языка. Достижения науки и образования, (8-3 (49)), 99-101.
8. Атаджанова, Б. Т. (2019). Формирование профессионально-коммуникативной компетенции будущего специалиста. Вестник науки и образования, (19-2 (73)), 47-49.