



MAIN OBJECTIVES OF PROFESSIONALLY ORIENTED TEACHING OF FOREIGN LANGUAGES IN HIGH EDUCATED INSTITUTIONS

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ANNOTATION

This article considered the main tasks of professionally oriented teaching of a foreign language in higher educated institutions and about its teaching methods to the practical needs of the trainees.

KEYWORDS: *professionally-oriented education, practical needs, professional interests, personal-activity, socio-cultural, activity-based, competence-based, contextual approach.*

INTRODUCTIONS The main objective of professionally oriented education foreign language becomes an approximation of the content and methods of its teaching to the practical needs of the trainees. First of all, this refers to the selection of material, its critical reflection, accounting professional specifics and the level of language competence of students [1].

MATERIALS AND METHODS

So, V.V. Levchenko, E.G. Kashina note that the selection of the content of education on the basis of interdisciplinary integration involves streamlining, harmonization, complementarity and enrichment of the content with scientific knowledge of various subjects, which is expressed in the form of integrated subjects and programs and allows you to include the student in communication, increase the motivation for studying a foreign language [2].

According to L.V. Pokushalova, the approach to the selection of content should be focused on the latest achievements in a particular area of human activity, highlight scientific achievements in areas that directly reflect the professional interests of students, provide them with an opportunity for professional growth [3]. One of the tasks in the organization of professionally oriented teaching of a foreign language is the enrichment of the content and structuring of educational information. According to the content of the curriculum, the material can be structured into sections, blocks, modules. In our opinion, the concepts of "section", "block", "module" are identical, since each of them represents the study of a certain amount of material according to the chosen topic. From the point of view of E.V. Lopanova, the modular model of the educational process allows you to change the structure of the classroom and extracurricular workload in the direction of increasing the independent work of students with educational and methodological literature and electronic educational resources. With this approach, the share lecture classes are steadily declining, while practical ones (practices, seminars, trainings), which involve closer interaction between the student and the teacher, focused on the acquisition of professional skills (competences), are growing significantly [4].

In the context of professionally oriented teaching of a foreign language, it is necessary to take into account the personal characteristics of the student: the level of intellectual development, readiness to learn a foreign language, the ability to conduct analytical and synthetic work, the ability to work independently [5]. The organization of professionally oriented education of students requires effective approaches and conditions for the implementation of this process.

To conclude an analysis of the practice and theory of learning leads that it is impossible to solve a particular research problem within the framework of one approach; it is necessary to use the provisions of modern approaches to solve pedagogical problems in an integrated manner. In modern didactics of higher education are distinguished the following methodological approaches to the organization of the process of vocational training at a university: personality-activity, socio-cultural, activity-based, competence-based, contextual approach, etc. [6]. We singled out the personal-activity and competence-based in the context of professionally oriented teaching



ones of the most significant approaches of a foreign language. The personal-activity approach to the organization of the educational process in higher education was considered by such scientists as B. G. Ananiev, I.L. Bim, L. S. Vigotskiy, V. V. Davidov, I. A. Zimnyaya, A.N. Leontev, S.L. Rubinstein, V. D. Shadrikov, where a person is considered as a subject of activity, to being formed in activity and in communication with other people, determines the nature of this activity and communication. In this case the main structural components of the activity are actions of a speech and non-verbal nature, which have their own motives, method of execution and result, which are the basis and driving force of personality development.

In the methodology of teaching foreign languages, a personal-activity approach to learning justified by I.A. Winter. Defining the personal and activity components in the personal-activity approach to learning, I.A. Zimnyaya notes that both of them are inextricably linked with each other due to the fact that a person acts as a subject of organized, purposeful educational activity, which, in turn, determines his personal development [7].

The approach under consideration assumes the organization of the learning process as a learning activity of students with a reorientation of this process towards setting and solving specific learning tasks (cognitive, research, transformative, projective). In the scientific works of such scientists as V.A. Adolf, V.I. Baidenko, E.F. Zeer, I.A. Zimnyaya, A.I. Ivanov, V.V. Kraevsky, A.M. Novikov, A.V. Khutorskoy, V.D. Shadrikov et al., the competence-based approach in vocational education is considered, which makes it possible to strengthen the practical orientation of the educational process in the context of the implementation of modern educational programs; to master future specialists during the training period with a set of professional and personal competencies necessary to achieve the goal of professional activity. According to V.I. Baidenko, the competency-based approach allows: to move in vocational education from its focus on the reproduction of knowledge to an orientation aimed at applying knowledge in future activities [8].

In the context of changing the paradigm of education, there is a need to apply a competency-based approach, the result of which is the mastery of a set of competencies, as well as professionally oriented teaching of a foreign language, which involves its integration with major disciplines in order to obtain additional professional knowledge and form professionally significant personality traits. A foreign language in this case acts as a means of increasing professional competence and personal and professional development of students and is a necessary condition for the successful professional activity of a specialist [9].

The analysis allowed us to concretize the content of the concept of "professionally oriented training of students of a medical higher educational institution", which we consider as a specially organized process in which the goal, content, tasks and methods of training are aimed at developing professionally oriented knowledge, practice-oriented skills, speech-cognitive skills. activity, clinical thinking when working with professional information, when solving professionally oriented situational problems. The goal of professionally oriented education of students of a medical higher educational institution is the formation of "professionally oriented language competence".

CONCLUSION

Thus, the analysis of psychological and pedagogical studies of the problem of professionally oriented teaching of a foreign language in non-linguistic universities showed that this problem is psychological and pedagogical, since it requires taking into account both psychological factors and personal characteristics (motivation, readiness to learn a foreign language, activity, independence, ability to analytical and synthetic work), and the need for a specially organized purposeful pedagogical process, including approaches, principles, organizational and pedagogical conditions, ways, methods, techniques, as well as means for realizing the goals and objectives of professionally oriented education, taking into account the specifics of the future profession.

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