

## LANGUAGE NEEDS IN FIELD-ORIENTED ENGLISH LANGUAGE TEACHING

Nazokat Nuriddin qizi Shermatova

Master's student of the Chirchik Pedagogical Institute, Tashkent region

### ABSTRACT

This thesis dedicated to the language teaching in field-oriented English language teaching. The study of foreign languages is an integral part of the educational process in higher educational institutions of humanitarian orientation. It is important to use some different additional materials for the full development of linguistic, grammatical and phonetic features for achieving an optimal level of English language proficiency.

**KEYWORDS:** language teaching, language needs, principles, teacher-researcher.

### INTRODUCTION

Language comes through discovery. In Language Teaching, this refers to the mode or manner in which language is used. Language has been considered man's most remarkable achievement. New pedagogical technologies based on a combination of linguistic and didactic constants and modern techniques are increasingly gaining international educational space. It is the essential research resource for language professionals providing a rich and expert overview of research in the field of second language teaching and learning. Many researchers believe that professionally-oriented English language teaching acquired the status of a scientific direction in the 1960s. Therefore, present unit will through light upon different principles of teaching English in school curriculum.

### METHODODOLOGY

The study of foreign languages is an integral part of the educational process in higher educational institutions of humanitarian orientation. It is necessary to use a variety of additional materials and programs for the full development of linguistic, grammatical and phonetic features for achieving an optimal level of English language proficiency. In most countries, English is taught as a second language and as a foreign language. For English teacher, it is essential to teach in such a manner that desired goals can be achieved.

New pedagogical technologies based on a combination of linguistic and didactic constants and modern techniques are increasingly gaining international educational space. Many researchers believe that professionally-oriented English language teaching acquired the status of a scientific direction in the 1960s.

At the moment, professional training in English at UNIVERSITIES is considered an integral part of the educational process in any direction. It is based on the basic needs of future specialists in a particular field, dictated by the characteristics of the future profession. It is necessary to highlight the main components of focus- educational, practical, developmental and educational. Each of these components contributes to a holistic instilling in students the essential qualities based on a foreign language.

On the Basis of the Institute of Foreign Languages (RUDN University), English training is the most crucial aspect, passing through the entire educational activity of the student. Professional education begins with a basic level, which includes studying the generally accepted developmental topics necessary for the learner for a widespread perception of foreign language culture. The basic course consists of an introduction to the generally accepted phonetic, grammatical, cultural and linguistic aspects. Teachers train students through English-language textbooks, original manuals selected by teachers, as well as television products made by students and teachers depending on the subject of the lesson. Continuing education in English already at the business level begins with the third year and lasts until graduation from the higher institution.

The objective of these lessons is to expand and enrich the values of the previous courses and prepare students to communicate on professional and business topics because overcoming the language barrier is arduous work. "To better prepare students for the higher educational demands of life and work in the 21st century, teachers need to become high-level knowledge workers" who constantly learn professionally (Schleicher, 2012, p. 11). Foreign language classes should be close to real-life situations of foreign language communication. To resolve this purpose, the teacher needs to take the modern role of the teacher- manager,

able to manage the activities of students, plan, adjust, quickly make changes in the structure of the stages of the lesson, monitor the achievements of results; teacher-leader, who can create creative teams, involve students in project or research activities in the field of country studies; teacher-consultant on preparation for professional international competitions, projects, trips abroad in the framework of exchange programs, self-study of a foreign language in intensive courses in the online system, etc.; teacher – researcher in the field of professional linguodidactics, methods of professional education, innovative pedagogy or psychology of foreign language teaching of students. Practical classes should become a space in which teachers actively improve foreign language skills of business and professional communication; reveal abilities to intercultural communication. Teachers should pass through active teaching approaches, for example, the process of training stations, the method of projects, tasks for training new lexical material, communicative assimilation of grammatical structures. “Collaboration, a focus on student learning in teachers' daily practice and longer-term programs are important aspects of effective teacher professional development programs” (Prenger, Poortman & Handelzalts, 2017, p.77). Based on teaching practice, we can say that comprehensive English training at the moment is impossible without an innovative approach. Teachers identify the primary task of professionally-oriented teaching the introduction of new interactive tasks and the creation of techniques to help students fully integrate into the foreign language environment. Based on The modern theory of language learning is aimed at international barrier-free communication, that is why foreign language teachers and linguists need to upgrade their such professional competencies as regional geography through language, lingua didactic, culturological, presentive in addition to literacy and speech.

As for professionally oriented foreign language competence is “successfully implemented in the system of interdisciplinary foreign language teaching based on socio-pedagogical, psychological, didactic-methodical and general methodological principle” (Gramma & Kuznetsova, 2017, p.47).

#### CONCLUSION

In today's world, they like technology or not, ESP teachers today cannot afford not to integrate technology into their courses, because technology plays an essential role in their learners' everyday professional lives, in which they need digital and electronic literacy skills to communicate internationally across cultural borders using different media, and to become autonomous learners who can keep up with the fast-paced professional world. In this unit, you have also studied functions of language teaching and principles of teaching English language. All the principles stated basics of teaching English. In short, the children, their environment and their experiences, should be the starting point. Let them recall (and, they should be helped, if they fail) something familiar which is related to or contrasts with a new language item to be learnt.

#### REFERENCES

1. Daly, C., Pachler, N., & Pelletier, C. (2009). Continuing professional development in ICT for teachers: A literature review. London, United Kingdom: Institute of Education University of London.
2. Evans V., & Dooley J. (2014). Upstream Intermediate B2. Express Publishing.
3. Gramma, D., & Kuznetsova. (2017). Professional'no-orientirovannoe obuchenie inostrannomu yazyku magistrantov tekhnicheskikh special'nostej [Professionally- oriented foreign language training of students of technical specialties]. *Interactive Science*, 5(15), 47-49. doi:10.21661/r-129896
3. Kern, N. (2013). Technology-integrated English for Specific Purposes lessons: real-life language, tasks, and tools for professionals. In G. Motterem, *Innovations in learning technologies for English language teaching*. (pp. 87-117). British Council.
4. Kler, S. (2015). ICT Integration in teaching and learning: Empowerment of education with technology. *issues and Ideas in Education*, 2(2), 255-271. doi:10.15415/iie.2014.22019