

TECHNOLOGIES OF PROFESSIONAL SKILLS DEVELOPMENT OF STUDENTS IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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KEYWORDS

Education, qualification, professional qualification, student, specialists in various fields, development, technology, educational system, non-philological higher education institutions, educational system, consistency, foreign language, cognizant, general cultural, communication, speech activities.

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ABSTRACT

This scientific article is devoted to the technology issues of developing professional skills of students of non-philological higher education institutions. In particular, in today's modern conditions of Uzbekistan, the development of professional skills of specialists in various fields of foreign language education is becoming an urgent problem. The importance of foreign language education in the development of professional skills of future foreign language teachers is highlighted in every case. In this regard, scientific research works of a number of scientists have been studied and properly analyzed.

INTRODUCTION

Due to the global socio-economic changes taking place in the world, in the conditions of Uzbekistan, which is renewed, the need for personnel who perfectly mastered languages as active participants in the interstate intercultural relations is increasing. In this regard, introducing new models of foreign language students' formation of speech skills and acquiring a sufficient set

of knowledge to communicate at a professional level, improving information search skills, approaching the educational process using innovative methods of teaching remains the demand of the time.

In recent years, large-scale reforms in the educational system have been carried out in our republic, the legal and regulatory frameworks for reforming the educational system are being

created for the improvement of innovative activities, effective mechanisms for implementing scientific and innovative achievements, learning foreign languages, including English, foreign, Spanish, and Chinese. "Implementation of international education standards, promotion of scientific research and assessment of teaching quality, and thereby increasing the quality and efficiency of higher educational institutions" are indicated as important priority tasks [1].

In modernized Uzbekistan, opportunities are being expanded to provide modern personnel who can use personal and special professional skills in harmony with their future professional skills, who have general cultural competences such as training mature specialists who think in a new way, contribute to the rapid development of the economy.

The tasks of the work we have chosen are the development of technologies for the development of professional skills of students of non-philological higher education institutions; study of interdisciplinary integration processes; to determine the content, method and means of independent learning of students; consists in developing the didactic foundations of ensuring coherence and continuity in education.

In higher education institutions, systematic work is also being carried out to expand the possibilities of mastering foreign language speech in pedagogical, psychological and didactic ways in future professional activities.

In this regard, the President of the Republic of Uzbekistan No. PF-60 of January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" and No. PF-6108 of November 6, 2020 "Development of the fields of education and science in the new development period of Uzbekistan" "On measures" decrees; Decisions No. PQ-4623 of February 27, 2020 "On measures to further develop the field of pedagogical education", No. PQ-5117 of May 19, 2021 "On measures to bring the popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan", a number of decisions are important because they were taken on time.

MATERIALS AND METHODS

Methodologically, foreign language education in Uzbekistan has been studied by scientists such as J.J. Jalolov, G. TMahkamova, T.Q. Sattarov, S. Misirov, S. Saynazarov, L. T. Ahmedovalar. From CIS scientists N.D. Galskova, M.V. Lyakhovitsky, E.I. Passov, G.I. Rogova, R.K. Min'yar-Beloruichev, K.I. Salomatov, E.N. Solovova, S. Shatilov, L.V.Shcherba, if they studied foreign language education methodically, as well as communicative and active approach, career-oriented communication issues A.A. Developed by Verbitsky, E.I.Passov, L.K.Salnayalar. Linguistic and professionally oriented teaching technology A.K. Krupchenko, S.M. Kashuk, T.A. Dmitrenko, Borisova I.Z; cultural approaches were studied by L.G., Veddenina, V.G. Kostomarov, G.D. Tomakhin. In particular, the issues of professional competence of specialists were studied by Chappell C., V. Melville, creative technologies J. Richard and S. Rodgers, Betty Lou Livest, S. Streamtern.

In the higher education system of the world, especially in non-philological higher education institutions, scientific research works are being carried out in the following priority directions for the development of professional qualifications of future specialists: improvement of the pedagogical mechanism of training qualified specialists based on the requirements of the international and European SEFR standards; to strengthen the importance of innovative technologies in the development of professional skills of future specialists; Pedagogically integrating opportunities for independent education in the classroom and outside the classroom in order to develop students' professional skills.

It is important to realize the communicative goal in the process of teaching a foreign language. The learner is able to exchange ideas with the necessary and necessary information through the medium of a foreign language. We know that a person who has mastered the 4 speech functions well and can convey information through speaking and writing is a communicator.

The communicative goal of foreign language education is the formation of intercultural cognizance. In his scientific article "Text is an important factor in the formation of a cognizant personality", J.J. Jalolov for the first time explained in detail the

definition and description of the term "cognizant" in the educational process and explained this term. A cognizant is a person who acquires new and useful knowledge through the medium of the studied language. Cognizant can be monolingual, bilingual and multilingual. So, in our eyes, a cognizant is a person who can communicate with the carriers of the studied language. Text is a communicative phenomenon that takes place in the types of speech activities. J.J. Jalolov states that the term "text" is interpreted in the educational system not as a traditional interpretation, but as a source of receiving and transmitting information in a receptive and reproductive way in communication [3].

Professional communication is becoming extremely important for a competitive specialist in the renewed labor market of Uzbekistan. In this regard, professional foreign language education is effective. Professionally oriented education in foreign language education at non-philological higher education institution was developed by Russian researchers (A.S. Balakhanova, I.V. Buligina, L.I. Burova,,.N. Grigorenko, M.A. DUubrovina, Yu.N. Zusman) . In addition to the goals of foreign language teaching, a career-oriented goal is also assumed.

Professionally oriented activity, firstly, integration of "foreign language" educational subject with specialized subjects; secondly, the foreign language teacher has the task of forming the student's professional knowledge, skills and abilities as a result of using a foreign language based on the establishment of interdisciplinary communication; thirdly, the necessary professional skills for the future specialist require the use of modern methods of education in the development of skills.

Accordingly, the educational process is a multifaceted and complex pedagogical phenomenon, and foreign language teaching in non-philological higher education institutions relies on certain didactic principles. The existing didactic principles are applied to foreign language teaching/learning, but their use in the "Foreign language" educational subject has its own characteristics. The uniqueness is manifested in the foreign language teaching system[4].

At this point, we should emphasize that the rule of systematic and consistent acquisition of knowledge is related to the rules of consistency and comprehensibility of education. In particular, the manifestation of systematicity (systematicity) as a didactic category in education is based on the works of the great didactic scientist Ya.A. Kamensky. In this regard, scientist O. R. Rozikov emphasizes that systematicity as an educational rule has the following characteristics: regularity, organization, comprehensiveness, planning, continuity, succession, perspective orientation [5].

The systematic nature of education is related to its consistency. A characteristic feature of consistency-based education is that it allows students to acquire new knowledge, skills and competencies on the basis of their previously acquired knowledge and skills, to improve their interconnections, and vice versa, to deepen, expand and strengthen previously acquired knowledge, skills and competencies in the process of expressing new knowledge. is aimed at providing. Systematicity and consistency also imply that academic subjects are related to each other [6].

In our opinion, foreign language education in schools, colleges, lyceums and HEIs complements each other, but duplications are not allowed. However, sometimes current programs and textbooks do not fully meet the requirements, which in turn has a negative impact on the development of students' professional skills in the process of foreign language education. Such negative situations are an obstacle to the realization of the principle of consistency. Here L.K. Ilieva: "Due to violations of the standard of consistency in education, including school, lyceum, college graduates who do not have sufficient language training and experience, students of the first level of higher education face difficulties" (7) Reasons for difficulties in the process of our experience and observations has been studied for years.

Consistency ensures the preparation of students before higher education, students in higher education, and specialists in post-higher education stages in a unified education system. Consistency is communication and compatibility at all stages of the educational process both horizontally and vertically in different educational institutions [8].

Development of students' professional skills in higher education institutions takes place in certain stages. (Figure 1). As shown in the picture, the development of professional skills of students in higher education institutions is of great importance based on the principles of continuity and coherence in foreign language teaching. According to the results of the conducted research, it is important to have professionally oriented

communication and professional competence in the development of professional skills of students. Competence means the ability to demonstrate knowledge, skills, abilities and personal qualities in solving work-related issues. Professionally oriented competence in a foreign language is implemented on the basis of a contextual approach.

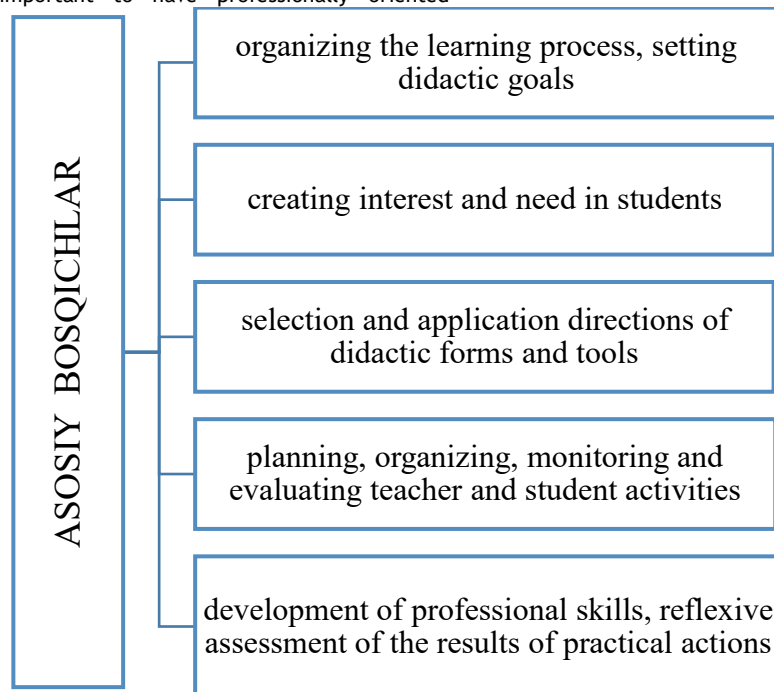


Figure 1. Stages of development of students' professional skills.

Thus, the principle of consistency in education implies that the goals and content of various educational institutions are didactically and methodically appropriate and logically based. In order to ensure career-oriented consistency in the continuing education system, it is necessary to establish a person's ability-based training.

In the course of today's development, there is a great need for competitive personnel in all fields. Today's students or professionals are required to familiarize themselves closely with the industry news happening in foreign countries in the narrow fields they have chosen. Therefore, foreign language education is considered one of the important problems.

In the process of teaching a foreign language subject, the combination of educational tasks with educational activities instills in students a sense of responsibility, love for the Motherland, respect for national values. Teaching the future specialist to speak on professional topics, obtaining information from foreign sources and formulating it in oral (lecture, information) and written (translation, annotation, abstract) form is one of the general educational features of teaching a foreign

language subject at a non-philological higher education institution.

The use of acmeolinguistics in the development of professional skills of students of non-philological higher education institutions also gives effective results. Its main principles are expressed in the following:

- a systematic approach to learning a foreign language;
- orientation to the acmeogram, i.e. orientation to the achievement of professional goals;
- taking into account psychophysiological and other characteristics of the student;
- observance of formality in presenting educational material to students;
- turning acmeetics into a vital principle.

The purpose of acmeolinguistic education is to turn the object of education into a subject, that is, to focus on independent educational skills, self-formation and development, and to ensure the activities of the future specialist (12). In the implementation of acmeological education, five main components of HE should be taken into account: goal, object, information, methods, subject.

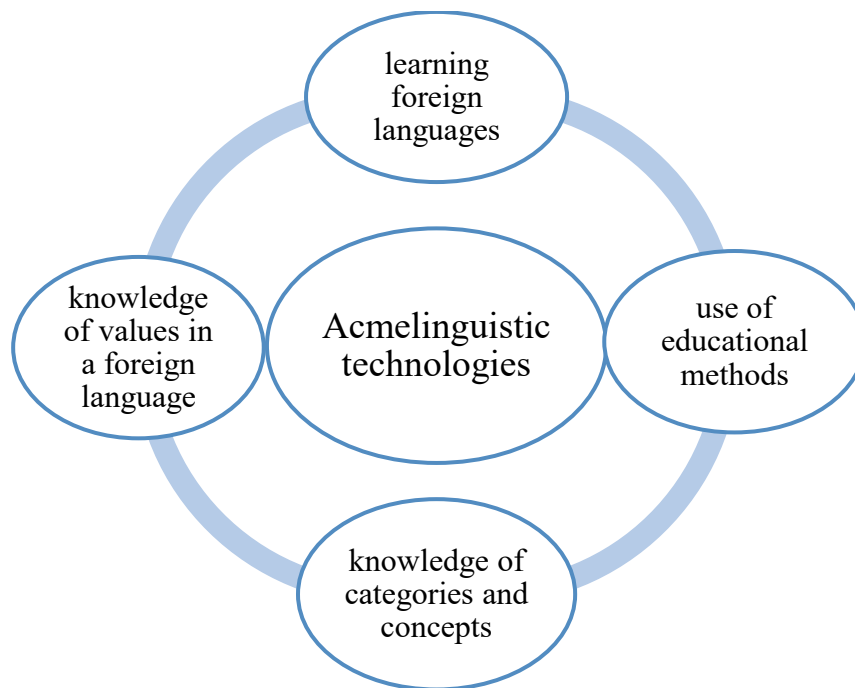


Figure 2. Using acmeLinguistics in teaching foreign languages

As an important type of innovative technologies, which is one of the modern demands in teaching foreign languages, acmeLinguistic technologies put the acme direction in the first place based on the creative characteristics of the person.

Therefore, in the educational process, it is necessary to perform certain exercises to create and develop the professional skills of students. As a result of the exercises, both oral and written communication skills are formed in students.

Learning and teaching a foreign language in different HEIs has its own characteristics and requires the use of a special curriculum and teaching methodology. The main goal of teaching a foreign language to students of non-philological higher education institutions is to study and get information about their narrow field, that is, to read (get information) texts in the chosen field and exchange ideas in a foreign language on the topics of oral speech within the program.

Thus, in Uzbekistan, the modern requirements for the development of professional skills of students of non-philological higher education institutions are implemented based on a unique innovative strategy.

Communication in a foreign language can be carried out in individual and group communication, both in an official and informal form, that is, in conferences, in the form of speaking at the discussion of contracts, projects, keeping working papers. The essence of professionally oriented teaching of a foreign language is its integration with special subjects for the purpose of obtaining additional professional knowledge and forming professionally important qualities of a person [13].

The term "Professionally oriented teaching" is used to describe the reading of specialized literature, learning of professional lexicon (terminology), communication-oriented teaching in the framework of professional activities. The process of professionally oriented communicative competence takes place in the following stages:

1. Formation of communicative communication skills and competences in socialization situations (acquaintance with partners in professional communication).
2. Formation of communication skills and competences in the process of professional information exchange during telephone conversations, presentations, etc.
3. Formation of communicative communication skills and competences in decision-making, reasoning and opinion during meetings, councils and exchange of ideas, decision-making. In our opinion, the goal of teaching foreign languages to non-philological OTMi students is to develop the professional competence of the

future specialist. As the content is selected according to the purpose, the content of foreign language education includes linguistic (communicative and linguistic), sociolinguistic and pragmatic competences [14]. In recent years, the terms teaching methodology and teaching technology have been used as synonyms. Didactic scientist G.K. Selevko notes that there are differences between the two terms. Teaching technology differs from methodology in that the goal is clearly set and the results are more guaranteed [15].

Organizational forms of education - practical training, independent education, individual work, in the optional course, the teacher not only teaches and educates the student, but also directs him to improve his professional skills. P.I. Obratsov proposes a model of career-oriented foreign language education [16].

The formation of students' professional skills involves the use of active methods of work in the academic group with the educational material in non-philological education. According to I. L. Bim, the method is an important structural-functional component of the teacher's and student's activities, and is a way to achieve a certain goal in teaching and learning [17]. Active teaching method: it is characterized by a high level of consciousness in the activation of thought, the perception and behavior of students, the high interest and motivation of learners in the teaching process, and the quality of the development of professional skills. The project method is one of the types of modern innovative technology. In the process of teaching a foreign language, the project method is used on the basis of systematic, personal activity-oriented, creative approaches. (O.A. Artemeva, I.L. Bim, I.A. Zimnyaya, G.A. Kitaygorodskaya, A.A. Leontev, R.P. Milrud, A.A. Mirolyubov, E.I. Passov, E.S. Polat, G. V. Rogova and others). In foreign language teaching, this method is used as a project technology. Professor J. J. Jalolov suggests replacing this or that language teaching technology with the term "linguistic technology". E.S. Polat sets the following requirements when applying the project method:

1. Problems aimed at conducting creative research work of a language learner (studying history, studying the history of the origin of holidays, studying the culture of the country where the language is being studied, relations between generations, etc.).
2. A result of practical and theoretical importance (for example, publishing a newspaper in cooperation).
3. Independent activity of students in class and outside of class (individual, pair, group).

4. The structural content part of the project (phased results and distribution of roles).

5. Application of the research method: identifying problems, putting forward the hypothesis of problem solving, discussing the research method, recording the latest results, analyzing the obtained results; drawing conclusions (during the process, "Brainstorming", "Round table", creative reports, etc.)

In the project, the student will have the opportunity to apply previously acquired knowledge in practice. As a result, the student achieves independent learning.

Foreign language teaching methods in non-philological education are directed to the creative solution of professional skills. One of the foreign language teaching methods is the audio-visual method. This method was developed in the middle of the 20th century. Its founders are Peter Guberina from Yugoslavia, Paul Revang from abroad, George Hugeneim. This method teaches a foreign language by showing the language material being studied in a picture or on the screen.

In the audio-visual method, students simultaneously listen to the learning material and see it on the screen or in pictures. Teaching is conducted exclusively in a foreign language and is intended for listening, viewing, and extensive use of technical tools. This method is based on teaching oral speech. Speech topics, sentence models are carefully thought out and selected.

Foreign language teaching in non-philological education is based on the communicative method. One of the newest definitions given to the term communicative method: methods of teaching a foreign language through spoken communication in the means of communication. (Communicative method is a way to teach a foreign language through communication for the purposes of communication).

RESULTS AND DISCUSSION

It is known from the analysis of the questionnaire that in order to develop professional skills of future specialists of non-philological higher education institutions, attention should be paid to the following:

- to achieve the mastery of future specialists of higher education institutions with the knowledge of advanced technology, innovation, its essence, and the design of future professional activity;

- formation of practical skills and qualifications of students in effective use of technical tools and information technology services;

- to organize a successful dialogue with the group of students, to form a creative approach to pedagogical activity;

- formation of skills to assess psychological-pedagogical situations and organize appropriate behavior;

- to show the means of increasing the content, scope and efficiency of the professional activity and provide information about the qualities of competitiveness;

- it is necessary to develop programs that allow to evaluate theoretical knowledge, practical skills and qualifications, and to determine the effectiveness of the educational process.

Therefore, the mechanism aimed at the development of professional skills in future specialists of non-philological higher education institutions showed the need to fully study the definition of "skill".

"Automated activity without the participation of consciousness is a skill," explains Professor J.J. Jalolov. A skill is an automated component of a conscious activity (21).

In particular, in the essence of the mechanism aimed at the development of professional skills in non-philological higher education institutions, four educational concepts should be taken into account when teaching and learning a foreign language: 1) the purpose of learning a foreign language, 2) the conditions of learning a foreign language (in which educational institution and in which environment it is studied), 3) content of foreign language learning (oral-written, scientific-life subject), 4) methods and principles of foreign language learning.

The methodology of teaching a foreign language is a whole educational system, and it has common and different aspects in different higher educational institutions. Professor J. J. Jalolov calls the science of foreign language teaching/teaching in various educational institutions by the name "Comparative methodology of foreign language teaching" (21).

In our opinion, the comment made by J. J. Jalolov applies to all higher education institutions, and it is necessary to create the technology of formation and development of students' professional skills.

Special attention should be paid to memory in the development of students' professional skills in non-philological HEIs. According to psychological data, it has been proven that a person (student) can forget 70% of the knowledge he has received by the next lesson (within a week). Effective use of various didactic materials, visual aids and pedagogical technologies by the teacher in the course of the lesson will have a good effect on strengthening the memory. Also, effective use of a certain system of profession-oriented exercises will give a good result, so that the student can better remember one or another term related to his future profession. The motivational aspect and self-awareness of the future specialist are inextricably linked with the successful implementation of education. Taking into account the motivational aspect in foreign language education is an important factor of professional guidance.

A model aimed at the development of professional skills of students of non-philological higher education institutions - a process that guarantees the achievement of the intended goal of education. This process guarantees the student to acquire future professional skills, develop skills to apply them in practice, independent study, acquire knowledge, and think by transferring information in a form and method convenient for assimilation.

The results of our observations and pilot tests have been brought to a certain level of efficiency. According to the calculation values of the obtained results, the validity of the results in the experimental groups was proved by statistical methods and showed that their efficiency indicators were higher than 13% to 18%.

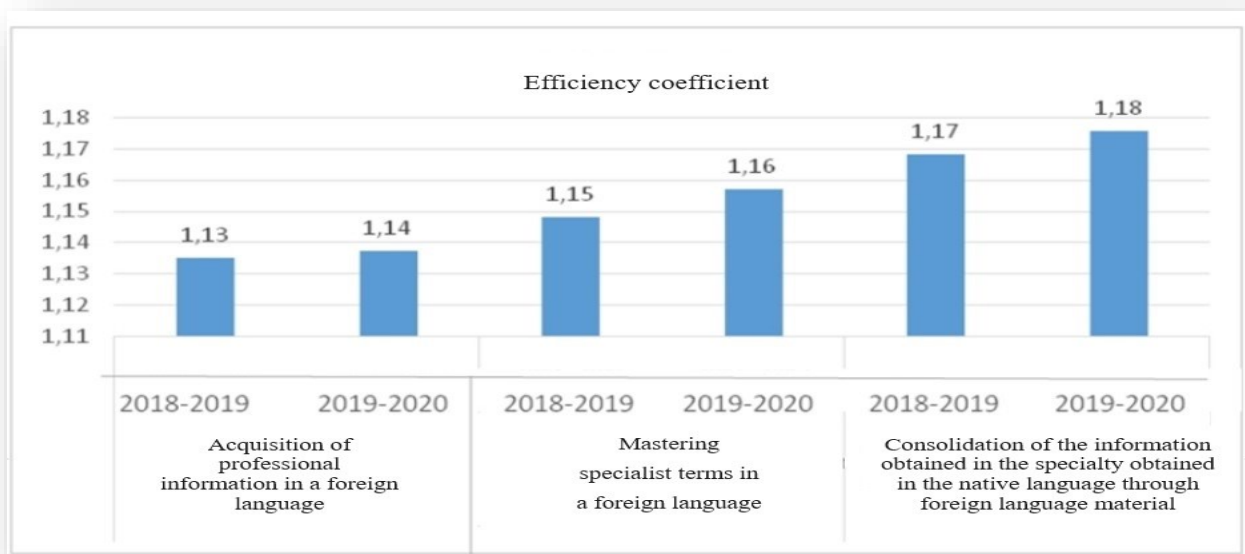


Figure 3. Efficiency coefficient

At the last stage of the experiment, there are desirable differences in the distribution of students of the control and experimental groups according to the level of development of each of the components, and the shift of the distribution took place towards a higher value.

CONCLUSION

The brief conclusion is that the development of professional skills that will be necessary in the future for students of non-philological higher education institutions is organized as follows: traditional and non-traditional, interactive educational technologies. Based on this, it is worth mentioning that the modern requirements for the development of professional skills of students of non-philological higher educational institutions are being implemented based on a unique innovative strategy. It has been proven in the research process that the development of professional skills of students in foreign language teaching is a multi-stage educational process.

In the formation and development of the professional skills of students of non-philological higher education institutions, it was determined that the teaching of foreign language subjects is an important factor in the training of qualified personnel.

As a result of the study of the process of developing professional skills of students of non-philological higher education institutions and the modern requirements for the development of professional skills, it was found that the organization and participation in their professional activities depends on pedagogical and psychological processes. Pedagogically, it relies on the qualities of taking into account the individual characteristics of each person. It is also determined that motivational qualities, perception, emotional, thinking, language skills, communication competences in a foreign language in their field are the main criteria of individuality.

Orientation of education to the profession is carried out on the didactic-methodical front. It was determined that both the teacher and the student are focused on solving educational tasks. In the development of future professional skills of students of non-philological higher educational institutions, the organization of vocational education, especially on the basis of the vocational approach, was effective. This is explained by his reliance on linguistic, didactic, psychological foundations.

Specific aspects of foreign language education were analyzed theoretically and didactically, as well as the purpose, content, and consistency of education were studied. It became clear that the development of future professional skills of students of non-philological higher educational institutions should be carried out on the basis of ensuring coherence, consistency and continuity in

the educational process. As a result, the technology model for the development of future professional skills and competencies of students has been improved.

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