



# Methods of Organizing Professional and Communicative Teaching of Foreign Languages in Language Universities

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## ABSTRACT

In our article, language teaching in foreign language teacher training programs is considered professional directions based on a general concept of professional and communicative competence. Professional communicative competence plays a dominant role in the foreign language teaching process as it is the main component of the implementation of the components of all other competencies inherent in a foreign language teacher.

## Keywords:

Education, didactics, psychology, methodology, speech activities, oral progress, approximation, variability, creativity, foreign language.

**Introduction:** In the didactics of vocational education, the principles of the vocational education process are the most important category. They are linked to educational and educational goals and have a historical character; some of them lose their purpose, others are improved, and new principles appear, reflecting the modern requirements of society and science for the organization of foreign language teaching. The principles of training are also important in determining the content, forms, methods, and organization of training. As is well known, the teaching of all scientific disciplines is based on a single didactic basis and is carried out in compliance with the didactic principles developed in pedagogy. (E.G.Azimov, S.P.Baranov, B.A.Golub, N.A.Sorokin, A.N.Shchukin). At the same time, the teacher must also observe their methodological principles, which take into account the specifics of the subject.

B.A.Golub notes that the principles of education are improved depending on the historical features of the development of society, and the level of development of science and culture in it. [1]. A similar point of view is taken by E.G. Asimov and A.N.Shchukin, noting

that "The system of doctrinal principles is open, allowing for the incorporation of new principles and the reconsideration of existing principles" [2]. The choice of teaching principles is one of the most controversial issues in didactics, psychology, and methodology since in their understanding there are opposing opinions that often contradict each other. The term principle comes from the Latin word principium basis, origin. The teaching principle is therefore the first principle, the regularity according to which the teaching system of the subject should function and develop.

In the methodology of teaching foreign languages, principles are understood as the main provisions that determine the entire organization of training and are manifested in the relationship and interdependence. The correct implementation of the principles ensures the effectiveness of the activities organized in the classroom and determines the interest of students in this activity. This implies the necessity and importance of their knowledge by the teacher and the ability to practically guide them in organizing and conducting foreign language classes. The Uzbek

theory of education emphasizes that the description of the principles is the key to creating a highly effective educational process in any type of educational institution and any academic discipline. This explains the fact that the problem of the principles of teaching foreign languages is traditionally the focus of attention of domestic scientists and teachers. In most cases, methodologists try to establish a certain hierarchy of the basic principles of teaching foreign languages.

**Literature review:** They rightly assume that, on the one hand, the foreign language as an academic discipline belongs to the academic subjects in the education system and thus obeys the laws of general didactics, and on the other hand, the methodology of teaching a foreign language has its methodological basis, which has its laws. Therefore, it is generally accepted to divide all the principles of foreign language teaching into general didactic and methodological (M.V.Lyakhovitsky, R.K.Minyar-Beloruchev, E.I.Passov, G.V. Rogova, F.M. Rabinovich, etc.). However, the so-called combined approach (in V.V.Safonova's terms) is not excluded, including separate principles of both the general didactic and methodological plan in one group.

The general didactic principles of foreign language teaching are aimed at effective and educational learning, mastering basic knowledge, and developing skills and abilities. As the main principles, following principles can be mentioned: developmental learning, activity, visibility, strength, accessibility, differentiated approach, awareness, and others. The methodological principles describe and specify the special features of foreign language teaching. This group includes the principle of communicative orientation, taking into account the peculiarities of the mother tongue, the principle of network learning for all types of speech activities, the principle of functionality, oral progress, and approximation, as well as several other principles that the authors choose depending on the Select learning approach (E.G.Azimov, A.N.Shchukin, B.A.Golub, A.A.Leontiev, G.A.Kitaygorodskaya,

A.I.Domashnev, E.I.Passov, G.V.Rogova, S.F.Shatilov).

G.A.Kitaygorodskaya identifies the following principles of intensive foreign language teaching that define the method of activating the reserve skills of a person and a team: the principle of collective interaction, the principle of personality-oriented communication, the principle of role-based organization of the educational process, the principle of concentration in the organization of the teaching material and the educational process, the principle of multifunctional exercises. Within the framework of the sociocultural approach to teaching foreign language communication, V.V.Safonova considers the following principles to be the most important: the principle of teaching foreign language communication in the context of a dialogue of cultures, the principle of peacemaking and the dominance of human rights, the principle of sociocultural enrichment of foreign language practice, the principle of intensive intellectualization of pedagogical and communicative activities of students, the principle of taking into account the professional educational profile at language faculties, the principle of the balanced school and extracurricular activities of students to master the norms of intercultural communication, the principle of comparative linguistic and cultural studies for joint study, the principle of humanistic psychologization of pedagogical foreign language communication.

**Research Methodology:** Developing a methodology for training a foreign language teacher in the conditions of additional professional education, K.S.Makhmuryan emphasizes the principles of awareness, functionality, situational, novelty, authenticity, clarity, psychological comfort, variability, and creativity. The work we have done as part of the study allows us to identify several principles that we believe should be guided in the creation and use of a training system aimed at improving the professional and communicative competence of a foreign language teacher to build. This in no way means that the regulations we propose as

methodical and didactic principles are the result of a revision of the foreign language didactic principles and methods.

As part of our research, we tried to develop regulations that take into account the general didactic and methodological principles of foreign language teaching on the one hand and the special features of vocational training and the communicative competence of a foreign language teacher on the other. Professional orientation in foreign language teaching to prospective teachers, as we understand it, means relying on fundamental principles that make it possible to model the most important aspects of a teaching activity and contribute to more successful mastery of professionally important skills that ensure the fulfillment of the main tasks of a foreign language teacher.

Based on the results of the interdisciplinary analysis of communication between a foreign language and other academic disciplines, it is necessary to develop the level of the mechanism of concretization of the functions of communication in a pedagogical foreign language, its thematic content, and knowledge of its norms. The principles we emphasize play a huge role in determining the content, strategies, technologies, methods, forms, and methods of organizing the professional education of the future foreign language teacher that will be taken into account.

**Conclusion/Recommendations:** In conclusion, we note that the main role in organizing the educational process in modern society belongs to the teacher, which is why today professional development and self-improvement become a priority for every teacher. The promising development of education is associated not with the introduction of innovative approaches to educational content and educational technologies, but with an increase in the professional competence of the teacher. General educational and educational tasks are subordinate to practical ones and are solved when, at one level or another, a communicative activity, that is, the ability to engage in

intercultural communication, is implemented. The entire learning process is subordinate to the main task, the formation of communicative competence. Vocational pedagogical competence is formed from the interplay of general cultural, general pedagogical, and intercultural competencies, each of which has a communicative component. The focus of the implementation of all competencies that fall into the technical and pedagogical area is the technical and communicative competence of a foreign language teacher. It determines the structure of the didactic activities to prepare the students for real intercultural communication. This competence is understood as an opportunity to implement the basic professional functions of a foreign language teacher.

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