

PROFESSIONAL LANGUAGE TRAINING FOR HIGH SCHOOL STUDENTS AS A MASTER-PEDAGOGICAL AND LINGUODACTIC PROBLEMS

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Annotation: In this article shows that professional language training for high school students as a master-pedagogical and linguodactic problems and Foreign-language communication.

Key words: prof-oriented teaching, language communication, profile teaching

Significant transformations in various spheres of life of modern society have involved both direct and indirect international communication a large number of people of different professions, ages and interests. In this regard, the need to use a foreign language as a means of intercultural has increased communications.

Foreign-language communication involves a high level of language proficiency, entering the field of other people's meanings, so teaching a foreign language is of particular importance, since along with basic linguistic knowledge and communicative skills and skills, he provides acquaintance with a new culture. And this, in turn, makes high demands for teaching foreign languages at school, secondary and higher educational institutions that implement a system of specialized and professional training.

Mastering a foreign language significantly expands the possibilities for a student to choose an individual educational trajectory focused on the development of a personality culture ready for dialogue.

School linguistic education is currently differentiated, including it becoming profile and profile-oriented.

Modern Uzbek society requires educated, moral, entrepreneurial people who are able to make decisions on their own in various situations, are capable of international cooperation, are mobile, dynamic, constructive, ready for intercultural interaction, have a sense of responsibility for decisions and actions taken.

Profile teaching of a foreign language is understood as a system of specialized training of high school students of a comprehensive school in the educational field “philology” (foreign language), focused on achieving in-depth level of knowledge by graduates foreign-language communication activities, providing for the adequacy of foreign-language speech behavior to situations and tasks of direct or indirect communication.

The purpose of prof-oriented teaching of foreign languages is to increase the level of knowledge of a foreign language within the framework of a non-philological profile, at least to a functional (working), involving language correctness and functional adequacy of situations profile-oriented foreign language communication.

To this end, in secondary education, it is planned to strengthen the role of disciplines that ensure the development of the personality of schoolchildren, their successful socialization. This is facilitated by the knowledge of high school graduates at a communicably sufficient level of at least one foreign language for both personal and professional purposes.

The tasks of modern language education of high school students involve changes in the requirements for the level of knowledge of a foreign language, the definition of new approaches to the selection of content and organization of foreign-language material, the use of adequate forms and types of control.

Today's high school students perceive a foreign language as a tool that provides access to information obtained through oral and written communication. They understand that they need knowledge of a foreign language both to continue their education and to carry out professional activities. A foreign language course

promotes mastering the culture of thinking, provides knowledge of linguistic universals, helps organize your work, promotes reflection based on analysis and assessment of one's own level of knowledge of a foreign language. The country knowledge gained in the process of learning a foreign language, knowledge of the future profession in publications in a foreign language expand the general horizons of schoolchildren.

A foreign language as a subject of study has great potential for orienting senior students in the world of professions.

Thus, the function of a foreign language is updated as a means of forming a professional orientation, i.e. interest in your future profession and the desire to gain knowledge of as many communication channels as possible, one of which in this case becomes knowledge of a foreign language, providing the opportunity to get acquainted with achievements in the professional field abroad.

As a result of this, the role of a foreign language in society has changed, from a regular educational subject it has become a basic element of the modern education system, a means of professional orientation of the student's personality.

Profile differentiation becomes a means of increasing the effectiveness of teaching a foreign language in high school. The interaction of a foreign language and other school subjects is carried out at the level of inter-substantive relations, which helps to form a horizons and culture in adolescents and, ultimately, along with the course of non-linguistic subjects in their native language contributes to the successful socialization of schoolchildren.

Such possibilities of the subject "Foreign language" are determined by the following reasons. Firstly, teaching foreign languages is considered today from the perspective of teaching communicative activity, the ability to communicate. This skill underlies the organization of production and public opinion, the sphere of management and the service sector, all forms training, family relationships, art and sports. Therefore, it can be assumed that mastering the basics of foreign-language

communication serves as a kind of basis for the professional formation of the personality of a schoolboy.

As you grow up, moral, aesthetic, social and psychological incentives for human activity appear. Mastering various ways of independent active and interactive behavior, trying himself in different types of activity, the student becomes a subject of self-awareness, communication and activity. According to A.A. Fedorova, his (student) activity changes in form and content, ceases to be adaptive, adaptive, becomes more non-adaptive, creative, creative. The older the student, the more he manifests himself as a subject own development. Profile-oriented and inter-subjective elective courses contribute to this.

Unlike traditional programs, integrated language programs form a poly systemic knowledge of the world. The result of this understanding is the awareness of the need to comprehend the connections and interactions of a foreign language as a general educational subject with other areas of knowledge.

We assume that the student, having mastered the profile-oriented course of foreign languages, will continue to actively apply it in his professional activities. However, this requires a certain level knowledge of a foreign language, which will allow students to use it as a pillar in the future when building their professional activities, as a means of creatively solving the professional tasks facing them.

The meaning of the specialized differentiation of teaching a foreign language we see in the reorientation of the educational process to the personality of the student, to his capabilities and needs, inclinations and professional aspirations, with, so that a foreign language becomes a means of satisfying its debt mine interests, fit into the general context of his activities.

Thus, based on profile-oriented differentiation teaching foreign languages is the priority of subjective-bold before information, the focus is on stimulating the development of the individual on the basis of self-actualization and self-affirmation.

Thus determining the relationship of a profile-oriented teaching foreign languages and subjects of the chosen profile in modern conditions, we believe:

1. Profile-oriented teaching of foreign languages is the most effective point of pairing the targeted, substantive and procedural aspects of school subjects and the subject “foreign language”.
2. The target, substantive, procedural characteristics of the profile-oriented education of high school students in foreign languages should correspond to the essential features of the concept of a personally oriented education, “the basis of which is such a way of assimilation the content of education by a subject in which a kind of “drawl” of the objective value of the material occurs and the identification of subjective meaning in it, personally affirming values ”
3. Profile-oriented training of high school students in foreign languages should serve to form the cognitive-operational experience of students, as well as create conditions for the implementation of personally developing functions of subjects of the educational process.
4. Profile-oriented teaching of foreign languages in high school is considered by us as a personal orientation in the studied subjects of the chosen profile and the subject “foreign language”, as a special type of socio-cultural experience, the development of which is an appropriate special structural component of the content of general education.

The personal-oriented nature of the educational activities of a high school student studying a foreign language as part of a profile-oriented course is determined by the modern concept of language education. It is aimed at the personality of the student, is considered as the basis of humanitarian and general education, an instrument of “placing the individual into world culture”, creating an “peace image” tool of socialization.

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