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OBJECTIVES OF TEACHING ENGLISH LANGUAGE AND ITS SPECIFIC FEATURES

Annotation: Currently, specialists who speak one or more foreign languages are highly valued, both in terms of everyday communication and in the professional sphere. This need is due to the rapid process of globalization of society.

Key words: English language, education, innovative approach, integrated learning, teaching.

One of the main advantages put forward by the proponents of this approach is an increase in the motivation of students as a result of participation in such programs. Since motivation is one of the most influential individual variables when it comes to learning, it is assumed that the benefits of this approach are obvious. However, there are not enough studies that confirm the differences in motivation when comparing traditional teaching of English as a foreign language and within the framework of subject-language integrated learning.

The main objectives of the study were the following:

- 1) to consider the theoretical aspects of approaches developed in Uzbek science within the framework of subject-language integrated learning;
- 2) analyze the practical application of this technique in Uzbek education;
- 3) to consider the impact of the subject-language integrated learning approach on the process of teaching foreign languages to students of non-linguistic specialties.

There are three most common integrated subject-language approaches:

- ESP (English for specific purposes / English for special purposes);

- CLIL (Content and language integrated learning / subject-language integrated learning);

- EMI (English as Medium of Instruction / English as a means of teaching).

Some researchers prefer CLIL, replacing the term ESP, which is widely known in the methodology of teaching a foreign language. In addition, the terminological picture is complicated by the concept of EMI existing in the methodology of university education. All three terminological concepts are used in the teaching of a professionally oriented foreign language, in which linguistic and purely special content aspects can be combined to varying degrees. Due to the proximity of these three methodological categories, there is a need to differentiate them.

English for Special Purposes (ESP) is a "functional variety of language that contributes to the successful and adequate communicative act of specialists in various subject areas." The main objective of the ESP program is to form the language competence of students. The training is aimed at improving foreign language communication skills, the level of proficiency in terminology, grammar and discourse features used in the professional sphere is assessed.

At first glance, it seems that CLIL has no fundamental differences from other similar techniques. In fact, this approach works in the same plane with the language component and the professionally-oriented content of the profile discipline, without distinguishing the more important of the two components.

Western teachers, who were among the first to introduce the CLIL approach into their practice, in their articles paid special attention to the increasing motivation of both sides: both a foreign language teacher and a student. Some students characterize CLIL as an "investment in the development of their personality", especially noting the opportunity to study new disciplines without thinking about the language. English as the main language of instruction (EMI) is actively used all over the world in the form of a number of models, such as theme-based courses, linked courses, sheltered subject matter

instruction, etc. This EMI model includes various topics of specialized subjects in the content. This approach serves as a tool for integrating language into the content of the profile course, without overloading students with subject content to the detriment of language aspects. This course focuses on the development of oral speech skills within the professional, cultural, educational and cognitive spheres of communication, mastering professional terminology and scientific vocabulary, developing reading skills of special and scientific literature in order to extract information that is meaningful to the student.

Linked courses (interconnected courses) are a variant of subject-language integrated learning, in which specialized disciplines are implemented in a foreign language. The main difference of this model is in teaching purposes, which cover language skills for a language teacher and conceptual and conceptual aspects for a subject teacher.

Sheltered subject-matter instruction (teaching of special content in adapted English) is another type of specialized course in a foreign language integrated into the content of vocational education and aimed at mastering a specialized subject in a foreign language. This model is successfully implemented in groups of students, where foreign students study, who know a foreign language worse than the main contingent of students, and who need to be brought to a general level by using adapted or simplified language models. The course can be implemented by a subject teacher with a level of knowledge of a foreign language not lower than B2 (CEFR scale), less often by a language teacher with additional education in a certain subject area. To study within the framework of this model, a certain level of foreign language competence among students is required, since the priority here is a professionally-oriented component, and not language phenomena.

Let's consider the features of each of the presented approaches. The first focuses on the content of teaching, the development of teaching tools, improving the quality of teaching and the effectiveness of teaching students a professional

language. The following types of interaction of the teaching staff have proved their effectiveness:

1) teachers of foreign language departments had access to practical classes in specialized disciplines, due to which a full acquaintance with the content of the course was achieved;

2) teachers from the profile department develop educational and methodological support of the course together with foreign language teachers, taking into account the specialization of the graduate;

3) throughout the training, constant contact is provided with teachers of specialized disciplines when working with the lexical part of the course and selecting professionally oriented literature for students.

The need to conduct lectures in the EMI format turned out to be a real problem for both sides: lecturers and students, since foreign language competencies were not sufficiently developed. While professors had to repeat their English in specially organized linguistic courses, students also had to be prepared for lectures on specialized disciplines in English. An analysis of the literature has shown that there are no ready-made solutions or universal recommendations for overcoming numerous difficulties on the way to implementing the EMI format in higher education. The problems lie in the insufficient level of English proficiency of students and teachers to provide and understand lectures in English as effectively as in their native language; difficulties in finding ways of effective cooperation between teachers of foreign languages and teachers of special disciplines in order to develop educational materials and improve the knowledge of English, both students and teachers.

The survey results also confirm the author's assumption that the use of the subject-language integrated learning methodology encourages students to learn a foreign language. Students, already having an idea of the basic concepts of the subject, since it is part of the curriculum, perceive it more easily in a foreign language.

Thus, subject-language integrated learning with systematic use contributes significantly to increasing motivation as the main mechanism for activating the process of teaching foreign languages to students of non-linguistic specialties of universities, since their attention is involuntarily held on interesting, new and meaningful language material. The professionally-oriented subject of classes meets the cognitive needs of students and leads to the active assimilation of new knowledge. They develop the ability to communicate in a business environment in a non-native language on issues of their competence. At the same time, the level of training of students in a foreign language at non-linguistic faculties is significantly increased, which, in turn, increases the competitiveness of the future specialist in modern conditions of fierce competition in the labor market.

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