Munavvar Ahmadovna Solieva
Bukhara Technological Institute
A teacher of Foreign Languages Department

FEATURES OF THE IMPLEMENTATION OF MODULAR TEACHING ENGLISH TO STUDENTS OF A TECHNICAL UNIVERSITY

Abstract: *This article deals with the application of modular competency-based technology for professionally-oriented teaching of a foreign language is considered. The flexibility of the modular structure allows the student to build an individual educational trajectory by skipping already studied modules. The system-forming role of interdisciplinary relations in the formation of professionally-oriented foreign language competence is noted. The structuring of subject content in modular learning is considered.. It also emphasizes the effectiveness of the inclusion of active teaching methods in blocks of training modules.*

Key words: *modular-competence approach; interdisciplinary connections; modular program; professionally-oriented foreign language competence; teaching methods.*

Language: *English*

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Introduction

The ongoing educational reforms in Uzbekistan are aimed at training specialists of a new generation - professionals, carriers of scientific and technical information and progress, distinguished by their flexibility of thinking and creative approach to solving professional tasks, tolerant perception and adoption of global technologies and technical discoveries made by representatives of other cultures.[9,1289]

Today, it is not enough to possess only the skills, abilities and qualities that make a university graduate competent in a certain area of professional activity. Future graduates are required to know at least one foreign language, which is a means of intercultural professional communication for obtaining and continuing education in a foreign language environment, implementing intercultural interaction in everyday communication situations in direct contact with a native speaker, exchanging scientific and technical experience with a foreign colleague, compiling and conducting business correspondence in a foreign language, working with foreign information resources, functioning in the international one team, while acting as harmoniously developed and creative cultural and linguistic personalities.[5,112]

The importance of the humanitarian component represented by teaching a foreign language and culture in the general professional training of students of a technical university cannot be overestimated. Mastering a foreign language and culture makes a significant contribution to the development of personality, the formation of moral consciousness and moral culture of highly qualified specialists.

Therefore, the strategic goal of training a future technical specialist is to create an active creatively-minded person who owns a high level of foreign language and culture, which ultimately determines the level of his qualifications and is one of the factors in the formation of a successful professional and social career of a future specialist. [6, 89]

The change of reference points in the field of teaching a foreign language at a technical university has led to the expansion of the functions of a foreign language as an academic discipline, and, as a result, its transformation from a secondary discipline into one of the most popular disciplines in the curriculum for training students of a technical university. In the context of Bukhara Technological Institute, the practical knowledge of students in a foreign language, not just the ability to read and translate with a

dictionary, is in demand. An indisputable proof of this is that, acting as subjects of the educational process, students are faced with many situations that require them to have skills in intercultural foreign language communication in such areas as participation in academic exchange programs, study in a joint higher education institution abroad undergraduate and graduate programs, practical training and internships at a foreign company, making presentations at international seminars and conferences.

Due to the allocation of foreign language communicative and cultural competence as a strategic guideline for training global-level specialists, the requirement to search for new technologies for organizing and implementing the process of teaching a foreign language at a technical university, which will increase the efficiency of its study and teaching, becomes especially relevant; the development of new concepts, methods and forms of training that contribute to the formation and development of all components of a foreign language communicative and cultural competence, the definition of conditions, stages and levels of its development at all stages of teaching a foreign language at a university.

Discussion

One of the most effective and promising technologies for organizing the process of teaching a foreign language at a university is considered by the author of this study to be modular teaching.

The module is the basis of modular learning technology. A module is a complete unit of an educational program that forms one or several specific professional competencies, accompanied by a control of the knowledge and skills of students at the exit. A training module is a logically completed form of a part of the content of the academic discipline, which includes cognitive and professional aspects, the assimilation of which should be completed by the appropriate form of control of knowledge, skills and abilities formed as a result of mastering the trainees by this module. [4,250]

Modular teaching in foreign language classes is cross-subject and integrative in nature. The conditions for the integration of subject knowledge are formed, first of all, in the subject field "foreign language and culture", including the wide aspect of linguistic and regional studies, linguistic and cultural studies, intercultural competence. In other subject areas, the studied foreign language can act as a means of informational and educational-cognitive activity. Translation of scientific and technical texts, work with foreign scientific and technical periodicals, and coverage of foreign sources when writing essays and other scientific research papers in the specialty, preparation of annotations and preliminary protection of diploma projects in a foreign language allows integration to be implemented as a pedagogical

principle for updating the content of foreign studies languages.

The training module as a unit of content of a discipline has relative independence and integrity at the level of the curriculum or curriculum and determines the logic of the organization of the process of its development. The content of the module must meet the requirements of consistency, integrity, compactness, autonomy, visibility. A modular educational program is a combination and sequence of modules aimed at mastering certain competencies necessary for assigning a qualification.

At the same time, the process of teaching a foreign language to students of a technical university is no exception, since it requires a significant increase in the share of independence and activity of the student in choosing an individual educational path for him to master a foreign language communicative and cultural competence that contributes to the formation and development of a student as a cultural and linguistic personality; increase the level of motivation, activity and conscious attitude of students to the study and further use of a foreign language as a means of effectively fulfilling future professional activities in the context of the globalization of the modern world.[3,534]

As this will solve such important problems as the integrated implementation of the communicative and cultural orientation of the educational process; compulsory consideration of the needs and interests of students associated with the achievement of such a level of communicative-cultural foreign language competence that is sufficient for effective intercultural professional communication; increasing the conscious perspective of learning based on the formation of students' self-education, self-diagnosis and self-control skills in learning a foreign language and culture; the implementation of the pedagogical partnership of linguistic teachers and teachers of technical departments, which ensures the integration of foreign language training into the general professional training of future specialists on the basis of specially developed modules.

Analysis

When selecting the course content for a professionally-oriented foreign language at the Department of Foreign Languages of the Bukhara Technological Institute, we single out individual elements of content at the level of actual knowledge, language, speech, as well as factual and informative material. Each structural element (module) of the foreign language program is presented by us as a thematic section devoted to one of the topics professionally significant for students of a technical university, taking into account a specific specialty. [2,538]

Within the chosen section, we highlight topics for discussion or communication situations; then

make up the lexical framework of topics. Next, language or speech material for active and passive learning is highlighted, and finally, literature and texts, sources of visual and informational support for each element, including Internet resources, are selected. In addition, each structural element includes a targeted program of action for the student; a databank in the form of a topic on a specialty in a foreign language containing the lexical units necessary for mastering; a series of exercises conducive to the successful assimilation of these lexical units, and recommendations for working with the structural element; a list of additional literature and links to websites on the Internet containing useful additional information. [7, 50]

Based on the content of the discipline "Foreign Language" and in accordance with the work program in English for 1st year students in the specialty "IT in technological processes", we have identified two training modules: study module 1 - "General English" and study module 2 - "English for IT Students.

The structure of each training module includes the following elements: an introduction to the module, a training module, a control module, and a unit for controlled independent work of students; all these elements have specific goals and contain theoretical information, for the exposition of which, as a rule, the deductive method is used (from concepts examples and practical actions; exercises, tasks that require the use of information from the module to analyze the student's specific practical activities; brief conclusions on the contents of each section, methods for assessing the quality of the work performed; bibliography). So, modular learning is a clear learning technology based on scientifically sound data that does not allow impromptu, as is possible in traditional learning, and a rating assessment of a student's training allows characterizing the quality of his language training with a greater degree of reliability.

The benefits of modular learning technology include:
• dynamism of training, which consists in the variability of elements, modules, content of elements and modules;
• formulation of goals in terms of methods of activity and methods of action of students and their

division into cycles of cognition and cycles of other types of activity;
• differentiation and individualization of training on the basis of repeated repetition of diagnostics in order to determine the level of knowledge, needs, individual rate of educational activity of future specialists;
• awareness of the prospect of learning by each student (the beginning of the module contains a description of the integrated goal, the beginning of its element - the description of the private goal; the program outlines short, medium and long-term prospects);
• the completeness of the material in the modules, the integration of different types and forms of training provide each student with the achievement of their tasks and stimulate a creative approach to learning;
• activation of extracurricular independent work of students;
• intensive and in-depth study of the material due to the concentration of hours of discipline in a short period of time;
• inclusion of reflection in all stages of modular training, starting from goal-setting and ending with the evaluation of results;
• the use of modern pedagogical technologies and in-depth trainings due to the concentration of hours of classes in one discipline.

Conclusion

From the foregoing, it can be concluded that the application of a modular approach to teaching foreign languages to students of technical universities significantly contributes to the development of communicative competence and professionally significant qualities of students, such as the desire to constantly update specialized knowledge, the ability to make decisions in a mobile way, the ability to solve non-standard tasks, and creative focus of activity, creative activity and autonomy; and also contributes to the formation of readiness of graduates of higher educational institutions for adaptation and self-realization in the labor market of modern society.

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