Features Neoteric Of Teaching Foreign Languages Making Use Of Hi-Tech Technologies For Students Of Polytechnic Higher Education Establishments In The Republic Of Uzbekistan

Madina Ganikhanova, Umida Saydikramova, Nilufar Khamraeva

Abstract: In this article defined theoretical analysis of the scientific and applied provisions of foreign language training of students on the basis of an interactively developing approach is carried out: the basic didactic approaches to foreign language training of students are systematized, an integrative-developmental approach is justified as the most effective in modern conditions; from new pedagogical positions, the concepts of “foreign language training of students”, “integrative-developing educational environment” and others. Pedagogical essence of foreign-language training of students on the basis of an integrative-developing approach, which assumes the creation of a linguodidactic educational environment in a university, is justified. Contents are disclosed, the structure of the process under study is refined and supplemented.

Index Terms: Establishments, features, foreign languages, higher education, hi-tech, neoteric, teaching, technologies, students, study, polytechnic.

1 INTRODUCTION
One of the important pedagogical ways to improve foreign language training of university students is to develop students' self-study skills in the course of foreign language training. Self-education is a focused active activity of a person aimed at self-obtaining knowledge, developing skills, systematizing life or professional experience. The quality of the results of self-learning depends on the quality and amount of information available regarding the sphere of interests of the individual on a particular topic. The psychological basis of self-education is the motivation and target settings of the person, the prospects for the implementation of their plans and their socially useful value. It is believed that the knowledge gained in the process of self-training is more durable and long-term, but gaps are inevitable in them, since the order and volume of the material studied is determined by the personality itself. One of the important competencies is the development of personal self-improvement abilities, which is often referred to as lifelong learning ability, corresponding to the formula "education through life". The basis of continuing education is self-education [1,2,3,4]. Implement this direction, a number of conditions are necessary, one of which is the development of an educational and methodological complex for teaching foreign languages, taking into account the specifics of a future specialty, the nature of the relations and relations of the elements of professional training. In this regard, it should be noted that the problem of developing self-study skills at a university includes the following issues: 1) organizational and methodological conditions, including the structure and content of teaching a foreign language taking into account the specifics of a profession; 2)

the specifics of the student's activities, including the interaction and mutual influence of various psychophysiological properties and qualities on the assimilation of material in a foreign language, the effectiveness of the use of various forms and techniques, and many others. others; 3) features of the pedagogical work of the teacher, i.e. organizational and psychological factors of teaching foreign languages. Self-study in the field of a foreign language at the present stage carries with it a general educational and professional-applied aspect. This fact increases the status of discipline in higher education and the importance of knowledge of a foreign language (s) in almost all professional fields. D. Rashidova in her study substantiates the separation of self-study of a foreign language at a level of a relatively autonomous subsystem in the system of university linguistic education, noting that in non-linguistic universities this is an urgent task due to the existing contradiction between the limited volume of studying a foreign language and the requirements for foreign language competence of specialists [1,5,6,7,8]. The author notes that the self-learning subsystem of a foreign language is aimed at achieving a certain goal - the development of a multicultural and multilingual personality with an autonomous individual self-learning model, which is a relatively completed result of a self-organizing process in the form of a personal cognitive construct, and formed competence. To do this, you need your own final result of the functioning of the subsystem of self-study of a foreign language, subject to monitoring, correction and evaluation, and expressed in the building of the majority of successful students to complete the training of a semi-independent or relatively autonomous individual model of self-study of a foreign language, on the basis of which self-improvement will continue in the field of learning a foreign language, as well as second and subsequent foreign languages. Self-study skills are necessary already at the initial level ne training in high school, due to the large amount of information processing and learning, as well as the problem of the rapid "aging" of knowledge [9,10]. In this regard, the importance of independent work on the acquisition and improvement of new knowledge is always among the urgent pedagogical problems. For its implementation, it is important to solve the following problems: development of the ability to

- Madina Ganikhanova, Head of department “Foreign languages” at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.
- Umida Saydikramova, Senior Lecturer of department “Foreign Languages” at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.
- Nilufar Khamraeva, Senior Lecturer of department “Foreign Languages” at Tashkent State Technical University named after Islam Karimov, Tashkent, Uzbekistan.
change the personal meanings of self-education and the value-semantic dominants of activity, the establishment of a system of individually-evaluating and self-evaluating criteria for cognitive activity; the formation and development of creative abilities in the field of foreign language communicative activity (free appropriate use of linguistic constructions in speaking, the formation of listening abilities during foreign language communication with native speakers, etc.). Therefore, one of the main organizational and methodological conditions is the selection of the content of didactic material for independent work in accordance with the goals of foreign language training of students in the specialty.

2. METHODOLOGY

Variety of authentic sources allows you to quickly solve this condition, creating manuals for the development of various foreign language communication skills in the process of professionally oriented training. The main means of developing self-learning skills is the independent work of students, its body, isolation and methodological conditions and target settings. The organization of independent work as a problem of practical pedagogy was formulated by V.L. Muratov, who determined the fundamental principles of organizing independent work: activation (interest) and consciousness; gradual complication of theoretical and practical problems; systematic and conceptual integrity of the process based on the unity of purpose and result. Great teacher V.L. Muratov believed that the teacher should organize training so that students learn more independently, and the teacher’s task is to manage independent work and provide the necessary material [2]. The scientist emphasized that “independent thoughts arise only from independently acquired knowledge.” Great importance is given to the theory of independent work in the pedagogy of higher military schools, where the independent work of cadets of military universities is considered as one of the most important and effective methods in the structure of the military educational process. The scientific foundations of the independent work of cadets of military universities substantiated A.V. Drummers. He considers independent work as the main activity in the educational process of cadets. A.V. Drummers defines the independent work of students (cadets) as any work on mastering scientific and theoretical knowledge and practical skills; as mental, active, conscious, creative activity for the assimilation of educational material in all forms of the educational process. His work emphasizes the importance of independent work not only in the educational process, but also its educational and developmental function.

In scientific work A.V. Drummers noted that working independently, cadets (students) deepen their knowledge, improve skills and abilities, make them more durable, sustainable [10]. In the process of independent work, students develop such qualities as independent thinking, organization and determination in actions, perseverance in overcoming difficulties, the ability to control oneself, and develop memory. In military pedagogy, independent work, considered as the most important component of the educational process, is also a means of education, because she develops a high culture of mental work, develops future officers’ qualities such as organization, discipline, activity, initiative, perseverance in achieving their goals. In the process of independent work, certain personal qualities are formed that are of great importance for solving not only educational tasks, but also for achieving a high level of success in life. During the events provided for by the first and second modules of the pedagogical target program for improving foreign language training of students on the basis of an integrative-developing approach, the tasks were set to form universal educational actions for students, on the basis of which self-learning is carried out: expanding the scope of concepts and expanding linguodidactic material from personal characteristics to holistic vision of the world. The topic of tasks for independent work includes a set of components hierarchically interconnected, contributing to the formation and increase in the volume of acquired foreign language linguistic material, as well as communication skills, knowledge of cultural and humanitarian content. Formally, the topic of independent work can be represented in four levels: The first level - “What is I” - the ability to independently use foreign language knowledge in working with information about yourself; The second level “What are We” - the ability to independently characterize all who make up the immediate environment, the diversity of interpersonal relationships. The third level - “What is My World” - the ability to communicate on a variety of topics, including professional and cultural; The fourth level - “I am a professional” - the ability to communicate professionally in a foreign language, as well as the ability to communicate on topics related to life prospects and designing a professional career. The psychological basis is a combination of factor characteristics, including: semantic connections between the goal and motive of educational activity, the development of a system of motivation and the content of motives (from cognitive to motives of achievement and social recognition), the level of socially significant and socially assessed motivation of activity, the ability to adequately individually - valuation and self-assessment activities, diagnostic and analytical abilities, the development of an individual style of activity and behavior, ability to create a real creative project based on self-developed strategy. The goals, objectives and functions of foreign language training are determined by the set of competency requirements for each specialty contained in the new generation of Federal State Educational Standards of Higher Professional Education. In this regard, for each university provided the ability to independently determine the autonomous requirements for the level of graduate training in a foreign language, level differentiation, the nature and conditions of various types of integrative relationships, etc. The analysis of regulatory and organizational sources showed that today there are several models of foreign language teaching in universities of non-linguistic specialties: - 170 hours of classroom + 170 hours of extracurricular (1-4 semester); - 370 hours of classroom + 370 hours of extracurricular (1-5 semester); - 128 hours of classroom + 128 hours of extracurricular (evening training), etc. The variety of hourly workloads does not affect the purpose of foreign language training - the formation of foreign language speech competence in the general cultural and professional space. It follows that for improvement in the field of foreign language proficiency, students must have developed the necessary skills and personal qualities for this. Based on these requirements, an important condition for the development of self-learning skills is the formation of innovative design abilities. The design process is widely used in the pedagogical process, in the organization of students’ independent work, in the development of professional creativity, etc. Design is closely related to the technological effectiveness of education, since the creation of a project as a product of cognitive activity is a
technological process both in essence and in structure. Creating a pedagogical project is an activity that a teacher carries out in the course of organizing an educational process. When it comes to self-education, the student also acts as a learner and, as it were, as a teacher. Therefore, in the framework of creating this condition, students should receive theoretical knowledge about pedagogical design, as well as develop basic skills in the development and implementation of a pedagogical project. For the successful preparation of a pedagogical project, it is necessary to observe a number of requirements to the design structure as a process:

1. Justification of the feasibility of creating a project - is to develop the main thesis substantiating its necessity and significance.
2. Determining the goals and objectives of creating the project, where the goal is the intended result, and the tasks are the most important intermediate (phased) results.
3. Justification of the quantitative and qualitative composition of the project participants, the distribution of responsibilities within the project team.
4. Strategy (methods, techniques, forms and means) of achieving goals and solving problems.
5. The working model of the project, presented in a visual form (diagram, constructive or theoretical-procedural model, theoretical description, etc.).
6. Direct implementation of the project.
7. Evaluation of the effectiveness of the intermediate stages, providing for correction within the given parameters and strategy.
8. Evaluation of the quality of the project based on a comprehensive analysis of the final result and the technology for its implementation and assessment of the contribution of each team member.
9. Use and development of the project. This structural model of design activity is considered traditional. Mastering the theoretical foundations of the technological approach to learning will provide the student with an optimal strategy for self-learning. However, there are situations when the traditional path in some respects is not effective enough. In this regard, in recent years, the concept of innovative design has appeared, which was originally used in the manufacturing sector, and then was transferred to social fields. Innovative design in production begins with the conceptual stage, that is, the rationale for the need for products with new quality characteristics and the scope of its use. The process of creating a new product is quite complicated: in terms of the composition and content of the work, in the types of problems, situations, risks, and whenever possible, to meet all sorts of resistance. Without coordination of efforts of all departments of the enterprise, it is difficult to count on the high efficiency of innovations. Social designing is a type of activity that contributes to the development of the social sphere, the organization of effective social work, and overcoming various social problems. It is manifested in the practice of many countries; today it is actively influencing state social policy. The social project is aimed at achieving the desired future of socially significant objects of the social sphere, which will bring positive social changes. The reason for the start of project activities, as a rule, is the problematic situation in society, in which there is a threat to social stability, which requires targeted fundamental changes. Goal setting in this case reflects the urgent needs of society, the ways and means of satisfying them, the positive consequences, and ultimately involves the creation of significant social value. Today, design is associated with the construction of social innovation (the creation of an improved social "product"). Success innovation project to a large extent depends on how successfully it is formulated, substantiated and advertised in society by its main innovative idea, which clearly explains the quality of achieving the goals and results in quantitative and qualitative terms. However, social design is not only a technology for achieving the expected result in the social sphere. Our time has brought to the forefront a task that is more extensive in scope and more attractive to thinking people - the affirmation of project thinking (or project thinking) in social practice, which is characterized by a combination of conditions: coherence, expediency, and feasibility. Consistency - the full interaction of all elements of the internal and external environment of the project. Expediency - the need for its implementation, justified by research on the problem, the optimal calculation of qualitatively quantitative indicators, the undeniable socially significant benefit of introducing its results. Feasibility - evidence of the feasibility of the proposed project, taking into account all factors and conditions existing at the time of project development. One of the varieties of social innovation projects is pedagogical projects. Pedagogical design is aimed at solving a problematic practical problem in which sociocultural, psychological, pedagogical, technical and organizational and organizational and administrative aspects interact and complement each other. Pedagogical innovation is an innovation in the field of pedagogy, a targeted progressive change that introduces stable elements (innovations) into the educational environment that improve the characteristics of both its individual components and the educational system as a whole. Pedagogical innovations can be carried out at the expense of the resources of the educational environment or by attracting additional funds, equipment, technologies, capital investments, etc. Design activities in the process of mastering a foreign language are also used at the stage of school education. Some types of tasks (composing a text in the form of a story or a description of an object, preparing a presentation on a topic, etc.) are mini-projects, because according to the characteristics of the activity, they go through all the stages of creating a project. The specificity of such projects is that a foreign language acts as a means of implementing the project, as well as a form of demonstration of information material from other disciplinary areas - cultural, social, historical, political, scientific and technical, etc. During the formation of professional foreign language competence, innovations in such projects are associated with the understanding of the traditional process in the context of modern concepts of their consideration and interpretation, the integrative nature of the problems and promising ways to solve them, and design technology based on the introduction of various technical innovations. Mastering the foundations of creating innovative projects as part of vocational training at a university forms the ability to think in integrated categories, develops creative abilities, and also contributes to the creation of an intellectual product that can become a promising means of professional development in the future. In addition, design is manifested in solving the problems of self-education and self-education, when cognitive tasks are solved on the basis of independently developed and implemented technology. Therefore, the development of self-learning skills in the course of foreign language training
requires mastery of the knowledge and skills of self-learning technologies. Self-learning technology is a type of pedagogical teaching technology, the purpose of which is to find the optimal strategy for improving quality by developing and implementing progressive educational ideas to achieve the desired result. To technologize the process of self-learning requires: - the formation of a set of knowledge about the theory of development and functioning of pedagogical technology; - the development of student knowledge about the effectiveness of modern technologies for teaching a foreign language, the optimal conditions for their use; - high-quality mastery of the complex of basic foreign language competencies on the basis of the successful assimilation of educational requirements in the discipline of "foreign language". The technological approach is based on four main processes: forecasting, design, monitoring and analysis. Therefore, in the course of teaching a foreign language, it is necessary to develop a system of knowledge about the nature, content and structure of these processes, which is achieved, first of all, through the development and implementation of simple technologies. During the implementation of the first module of the pedagogical target program for improving students' foreign language training on the basis of an integrative-developing approach, such forms and methods of work were used (for example, the Round Table) when students of each mini-group were asked to develop a study of a topic based on a technological approach (with considering all basic requirements at stages of creation and implementation of the technology). In addition, during the same period, skills of various techniques and methods of self-training were tested, their effectiveness was analyzed in various conditions. During the training sessions, students get acquainted with various programs of independent study of a foreign language that exist today in foreign and domestic practice. At the same time, the foreign language acted as a means of receiving and transmitting information, which contributed to the fulfillment of a whole range of educational tasks in the program for studying a foreign language in the specialty. All technologies for independent study of a foreign language are offered by the modern system of educational centers of various levels, i.e. to one degree or another, they have been tested and have a certain amount of expert assessments on their effectiveness. Computer technologies have gained widespread use in the study of a foreign language in professional areas, which opens up access to new sources of information, increases the motivation of the person to receive and process professional information in a foreign language, increases the efficiency of independent work, gives new opportunities for creativity, achievement and consolidation of professional skills. Despite the fact that existing textbooks, dictionaries, reference books are available, for example, on the Internet, computer and multimedia technical tools provide ample opportunities for students to independently find and process material. During the study, students were trained in the skills of selecting and processing information material on a given topic based on its critical analysis and justification of the quality of systematization. The role of the teacher in this process is to organize and provide methodological support (assistance in developing and substantiating the subjects, methods and techniques of students' work, substantiated development of requirements for key positions in assessing the quality of information, etc.) Additional technologies of independent study of a foreign language are offered by the Internet network. For example: dictionaries (electronic analogues of traditional dictionaries, as well as dictionaries "helpers", for example, in conducting business documentation; dictionaries that allow you to quickly find a word with all its meanings and possible grammatical forms, listen to the voiced transcription and consider examples of the use of this word; programs for learning a foreign language, focused on a specific (professional) audience and a different level of language proficiency, which can be actively used at different stages of working with lexicon grammar and grammar material (often accompanying textbooks); online resources offering materials for classroom and independent work, etc. Computer programs for testing in a foreign language, which serve to test and control knowledge, determine the general level of knowledge of a foreign language, become more and more in demand in universities, which encourages teachers to engage in their development, taking into account the specifics of the studied discipline. A variety of techniques created on the basis of modern educational technologies are offered by modern science and practice. As a rule, they are aimed at solving the main goal of vocational training: the development of the student's personality as an active subject of educational activity and its comprehensive preparation for the continuous process of education, self-development and self-improvement throughout life. One of such innovative technologies for teaching foreign languages is the technology of the language portfolio (Language Portfolio), which has spread from early education to high school. This type of innovation is a technology of personality-oriented learning, aimed at the formation of students' reflection skills of the process and the results of their own academic work. The technology of the language portfolio is one of the promising technologies for teaching foreign languages, which, in addition to increasing the motivation of independent educational activities, allows students to realize the responsibility for their formation as an individual, as a future professional. This approach is characterized by scientists and teachers as an innovative form of control that conveys the dynamics of students' intellectual and linguistic development, as one of the ways to integrate control and self-control in foreign language training. The language portfolio (PL) is considered as: - a package of working materials that represent a particular result of a learning activity in mastering a foreign language, which enables the student and teacher on the product of a learning activity presented in the PL to independently or jointly analyze and evaluate the amount of work and the range of student's achievements in the field of foreign language training and mastery of linguistic-cultural knowledge, experience in using communicative foreign language skills; - a method of fixing, accumulating and evaluating individual student achievements in a certain period of his studies; - the tool itself assessments of self-cognitive and creative activities in the field of improving foreign language skills. At the initial stage, the language portfolio implies only a purposeful collection of diverse work of students, which allows phased control of the dynamics of foreign language training based on an analysis of the creative products of his work. Therefore, the language portfolio is considered as an open system, with constantly updated content by supplementing the work with better ones as you study a certain module or time period. Working with a language portfolio allows you to: - form and maintain high educational motivation of students; - strengthen the motivation for success, which contributes to the positive self-assertion of
the individual, affects the formation of value attitudes; - encourage their activity and independence; - expand the possibilities of learning and self-learning; - develop the skills of reflective and evaluative (self-evaluating) activities of students; - create conditions for the manifestation and realization of creative, linguistic, informational potential in the educational environment; and etc.

3 RESULTS
Filling language portfolio becomes especially important when a student moves from one level of instruction to another, but in general, he implements the idea of continuing education. The application of social-communicative technologies, which are a purposeful systematic organized activity for managing the communication of a social subject, aimed at solving any socially significant problem, is expanding significantly. Social communication is the interaction of two or more social entities, the content and result of which is the movement of information (socially significant meanings in encoded form) from one subject (s) to another (others). A mandatory attribute of communication is the presence of facts of the transmission and reception of mutually significant information (message). One of the most common types of such technologies is PR technology, defined as the social and communicative technology of managing the external and internal communications of the basic subject of PR with its target communities, implemented by means of PR. This type of technology in the process of self-learning a foreign language is often used in the training of students in the humanities and public specialties. However, the elements of this technology were used in the framework of this study when implementing the third module of the pedagogical target program for improving students' foreign language preparation on the basis of an integrative-developing approach (in the form of business games, real communication on websites of a certain thematic focus, organization of foreign language communication at the interuniversity level in Russia and abroad, etc.). Throughout the entire period of the implementation of the pedagogical target program, students were focused on independent cognitive activity, during which the necessary PR - Public Relations (Eng.) - communication with the public, knowledge of modern self-teaching technologies were formed, their individual elements were worked out, analysis and self-analysis of effectiveness were carried out their application. Thus, another important pedagogical way to improve foreign language training of university students is to improve the skills of independent foreign language training based on elements of interactively developing technologies. Its implementation depends on the following pedagogical conditions: development of an educational-methodical complex for teaching foreign languages, taking into account the specifics of a future specialty, the nature of the relations and relations of the elements of professional training; selection of the content of didactic material for independent work in accordance with the goals of foreign language training of students in the specialty; the formation of innovative design skills; mastering the knowledge and skills of self-learning technologies.

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