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IMPROVING THE TECHNOLOGIES OF INDIVIDUALIZATION OF EDUCATION IN TEACHING ENGLISH TO ESP STUDENTS

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Annotatsiya – maqolada talabalarning bilim darajasiga qarab umume'tirof etilgan baholash tizimlari haqida ma'lumot berish va keyinchalik ularni mazkur tizimlar asosida bilimni aniqlab ko'rishga yo'naltirish, agar guruhdagi talabalarining bilim darajalari va qobiliyatlari bir-biriga mutanosibli, mazkur guruhlarga kasbga doir leksikonlarni o'rgatishni boshlash uchun yetarlicha asos bo'lishi mumkinligi, lekin ba'zilarining fikriga ko'ra esa texnikaga oid terminlar asosiy-dominant so'zlar bo'lib qolmasligi lozimligi haqida ko'plab fikrlar keltirilgan.

Kalit so'zlar: baholash tizimlari, qobiliyat, ta'lim, talaba, ta'limni individuallashtirish, mutaxassilar, maxsus texnik matnlar.

Abstract – an article that provides information about well-known assessment systems based on students' level of knowledge and then directs them to determine their knowledge on the basis of these systems, if the knowledge and skills of students in the group are commensurate with each other. There have been many opinions that there may be sufficient grounds to begin teaching, but that in the opinion of some, technical terms should not be the main-dominant words.

Key words: assessment systems, skills, education, student, individualization of education, specialists, special technical texts.

Аннотация - это статья, которая предоставляет информацию об известных системах оценивания, основанных на уровне знаний учащихся, а затем направляет их на определение своих знаний на основе этих систем, если знания и навыки учащихся в группе соизмеримы с каждой из них. др. Было много мнений о том, что может быть достаточно оснований для начала преподавания, но, по мнению некоторых, технические термины не должны быть главными доминирующими словами.

Ключевые слова: системы оценивания, навыки, образование, студент, индивидуализация обучения, специалисты, специальные технические тексты.

Introduction. In the first stage, the teacher focuses on improving students' pronunciation, word formation and grammar skills, word formation and vocabulary learning. Selected texts and topics will also include simpler material such as family, friends, meaningful leisure, health, nature and the environment, and so on. Teaching grammar is an integral part of communicative competence and is an important factor in the formation of oral and written speech in English. The ability to use grammar in a variety of contexts during a conversation does not lose its relevance, even in



situations where language is associated with extralinguistic factors. In the first stage of grammar teaching, countable and uncountable nouns, verbs denoting past, present, and future tenses, modes denoting situation and quantity, interrogative and negative forms, modal verbs, adjectives, co. classes on topics such as swearing and assimilation.

Literature review. Communicate in order to consolidate the knowledge learned, ask and answer questions, identify the person based on the information provided, express their views and attitudes to a situation, visit a doctor, buy something in a store or store it will be possible to organize interactive exercises such as. From the end of the second year of study, it is appropriate to provide information about generally accepted assessment systems based on students' level of knowledge and then to guide and promote their knowledge based on these systems. If the level of knowledge and skills of the students in a group are commensurate with each other, these groups will be sufficient grounds to start teaching professional lexicons, but some believe that technical terms should not be the main-dominant words. According to some experts in this field, it is advisable to teach English in a targeted manner, that is, in students' future field of study at all stages of education. Due to the fact that most of the students at our university have a sufficient level of knowledge of a foreign language, English is taught for only two academic years, and the language of instruction is English, terms and career-oriented English are the first. Of course, there are pros and cons to this, which can be explored and discussed in detail. In the second stage of education, you can learn to translate and learn the various rules of the language, as well as to recite a summary of technical texts. This includes the development of four language skills based on the technical context, including the formation and development of professional text translation skills.

Analysis. The situations presented and described in the tasks and exercises should be part of a professional dialogue. In the third stage, students gain the basic knowledge needed to translate a particular text and understand the essence of the problem. The study of terms is important in the teaching of technical English and in the translation of specialized technical texts. The study of professional vocabulary takes place mainly in the process of reading texts related to the field. This includes a description of the machine, tools, equipment, and manufacturing process. At this stage, you will be able to find an alternative to the words in the target language in your own language and develop general translation skills. When working with such materials, in the translation of idiomatic units, phrases and idioms specific to a particular nation, describing objects, bodies, concepts and verbs, specific words and phrases with many meanings may face various problems. The grammatical aspect of teaching should also serve as a facilitator of translation of the predicative construction and the passive pronoun. One of the most important aspects in the targeted teaching of a foreign language is the study of translated words and word groups on the basis of their appropriate classification in the terminological system. Their main task is to express the relevance of a particular concept to a particular field, and it is unlikely that anyone other than people who are not related to that field will have a sufficient understanding of such language units.



Technical college students teach specific language units that are relevant to a specific area of science and are needed to understand a wide range of advanced areas such as energy, construction, and aviation. They should be able to work with the necessary system of terms, terminological dictionaries, relevant literature and Internet materials in the field of education. It should be noted that in the process of translation, the meaning of a term is sought in the relevant alternatives to the language being translated, in most cases technical terminology is a neologism of the languages being translated and translated if it is not a neologism. There will be a suitable permanent alternative in the system. If there is no suitable alternative in the translation of the term, then it is necessary to choose a specific monosemantic alternative based on logical and linguistic analysis based on the text. The ambiguity of some terms requires students to be more careful when translating specific texts. Although many terms are unambiguous, the terminological system includes ambiguous units and their translations are context-based. Students should also be familiar with the structure of terms. Some of them are from a single word and some are from a single keyword, one or more words that match the meaning of the main element in the compound with other words and express it more fully, may also consist of additional words [1].

Discussion. Terms consisting of several words are mostly found in specialized literature and may have some difficulty in translating them. For example, when translating a phrase consisting of several elements from English into Uzbek, the teacher asks the students to translate the noun connected to the compound (the last word in the word group), the semantic difference between them. It would be expedient to teach them step by step the subtle methods of translation, such as identifying the connection, dividing them into small groups according to their meanings (from left to right). In addition, translating words that have very similar shapes and completely different meanings is one of the most common mistakes students make [2]. This may be due to the fact that students believe that the meaning of these words is in proportion to the words in their native language, or that they do not change the content. They can also confuse formal similarities in words with semantic similarity and units with some terms that can replace each other. Therefore, it is a good idea to make a list of words that have similar meanings but differ in meaning in different languages [3]. Here are some examples of such words: the English word operator does not mean, as everyone guessed, a cameraman holding a camera, but is used as a technical term in the sense of a mechanic, machinist, and radio operator. The meanings of the word apparatus are well known, but not everyone knows its meanings, such as device, instrument, machine tool, mechanical tool.

The next step in this process is for students to choose between starting a career and continuing their studies. If they want to continue their studies at the master's and postgraduate levels, they will have to study academic English [4]. First, they will need English for entrance exams, which will focus on reading, speaking and translating skills. Second, any academic activity, especially postgraduate activities, requires students to deepen their knowledge of English in order to work with scientists and colleagues from other countries, to get acquainted with their work, to keep abreast of the latest scientific developments in the field [5]. Third, participation



in international scientific conferences, seminars and symposiums with lectures and presentations, writing scientific articles in a foreign language make a significant contribution to the development of scientific potential and science. This, in turn, requires a sufficient knowledge of the stylistic requirements of the scientific text, the appropriate and rational use of words and other language units. Special linguistic skills are also required to provide information about scientific ideas, discoveries, research, to formulate various hypotheses, and to explain improved and revised concepts and phenomena. This includes making arguments, publishing research results, and using specific language tools to draw conclusions [6].

Language units studied at this stage include: abstract nouns such as hypothesis, phenomenon, scrutiny, objective, empiricism, verification, bias, aspect, procedure, facet; from the verbs infer, point out, presume, suppose, replicate, duplicate; from the connectives and constructions that signify cause and effect, it follows that, so, thus, to imply, to involve, to lead to, to result in, since, therefore [7].

It is also important to teach emphasis in order to convey the important points of writing a scientific article or work to the reader and professionals. Students who have a higher level of English than other students are more likely to attend the academic courses listed above and have a certain level of language skills if they want to continue their studies or research activities in foreign countries [8]. Teachers, in turn, should encourage such students to read specialized literature in the field and to watch various programs on television and similar devices. Knowledge of English for business provides an opportunity to communicate effectively in the business world and is of great importance to graduates to move faster on the career ladder and develop a high passion for growth [9].

In addition to developing their knowledge of a foreign language, such graduates are also required to demonstrate it. These graduates are required to be able to read and reply to short messages, emails, create various resumes, present schedules and graphs, answer phone calls, and talk about a variety of business topics [10]. Strengthening the knowledge of similar cases and business activities is also carried out at this stage.

Conclusion. In short, the above-mentioned technical education courses can be used in any educational institution in a personalized way. In the first stage of the process, the general rules of a foreign language are taught, and in the remaining stages, they are taught professionally. The second phase focuses entirely on working with technical texts, learning the terms accordingly, and developing all language skills based on the technical context.

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