

LEARNING ENGLISH LANGUAGE IN CONTINUOUS EDUCATION SYSTEM

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Abstract

Foreign languages are taught in all parts of the system of continuing education adopted in our country. One of the most important issues today is to ensure continuity in the teaching of foreign languages between them, for example, at all levels, and to organize teaching at different stages of the system of continuing education with a differentiated approach to the purpose, content, form, methods and techniques.

Keywords: succession, education system, levels, teaching, learning, foreign language.

INTRODUCTION

Today, in the context of globalization, integration and pandemics, global information exchange, joint action in various fields, the study and generalization of experience in these areas remain one of the most pressing issues.

It is known that a foreign language is the most important means of communication in all spheres of international relations. Therefore, foreign language teaching programs, goals, content, methods and forms need to be reviewed and coordinated in accordance with modern requirements.

Foreign languages are taught in all parts of the system of continuing education adopted in our country. One of the most important issues today is to ensure continuity in the teaching of foreign languages between them, i.e. at all levels, and to organize teaching at different stages of the system of continuing education with a differentiated approach to the purpose, content, form, methods and techniques.

METHODOLOGY

By the stages of the system of continuing education, we mean pre-school education, secondary schools, academic lyceums, vocational colleges, technical schools, higher education (institutes and universities), master's education, retraining and advanced training courses.

a) In our country, serious attention is paid to education in preschool education

institutions (PEI). This can be explained by the structure of the Ministry of Education in this area. If we consider the teaching of foreign languages in PEIs, it also requires a serious approach, because in this educational institution there are specific features of foreign language teaching, without which it is impossible to effectively organize teaching.

It is known that the main purpose of teaching a foreign language in PEIs is to prepare students for school. The practical purpose of teaching a foreign language in PEIs is to develop children's basic oral speech in a foreign language, to form their skills and to lay the groundwork for learning a foreign language in the future and, of course, to educate them on selected topics. Therefore, what is required of foreign language teachers is to choose foreign language teaching topics with a clear understanding of the purpose of teaching, to find ways to motivate children to learn a foreign language. Depending on the age of the PEI learners, it is advisable to set the lesson time to 25-30 minutes. It is recommended to use a variety of exhibitions (technical and nontechnical), didactic games during the training.

b) Foreign language teaching in secondary schools can be divided into two stages. The first stage can include grades 1-4, and the second stage can include grades 5-11. In our country, teaching foreign languages usually started from the 5th grade. In recent years, the transition from foreign language teaching to first grade has caused problems with textbooks, manuals, and teaching methods. However, now that these problems have been resolved, foreign language textbooks have been created for grades 1-4. In the current situation, it is important to ensure the continuity of teaching materials in foreign language textbooks for grades 1-11. This requires the creation of step-by-step complementary textbooks.

c) The next link in continuing education is academic lyceums, which are secondary general education institutions that implement continuity and continuity of education. Academic lyceums differ from secondary schools in that they have a large number of hours devoted to certain disciplines, and they can be organized under different universities or separately. They focus on specific areas of social activities and economics, and the disciplines are more closely related to these areas, which is the first step towards training qualified professionals in a particular field in the future. Academic lyceum graduates can take a certain profession in the future, increasing their knowledge in various faculties of colleges, technical schools and universities specific to their field.

The teaching of foreign languages in academic lyceums is also related to this goal and requires the creation of separate textbooks in each area. These textbooks should include lexical and grammatical materials and topics related to a particular area. When organizing textbooks, teachers are advised to take into account such factors as students'

age, interests, level of knowledge, abilities, desires, future goals, and on this basis to motivate students to teach a foreign language.

d) Vocational colleges and technical schools are educational institutions that deserve special attention because they train specialists in all areas of economics, and thus they differ from educational institutions in the previous stages of continuing education. Therefore, foreign language teaching in vocational colleges and technical schools should be related to the future profession of the specialist trained in each educational institution and should be organized in terms of career orientation. The content of teaching, that is, the topics studied, lexical and grammatical material, as well as the skills to be formed, skills should also be related to the chosen profession. The speaking skills to be formed are also required to be related to that profession. Students of vocational colleges and technical colleges should have a level of speaking skills that allows them to communicate professionally with their foreign counterparts. This requires foreign language teachers to pay special attention to the formation of students' professional speaking skills and abilities in the foreign language they are learning, and to organize lessons accordingly. Monologue and dialogic speaking skills should be formed on the basis of professional training materials.

e) The main purpose of higher education institutions is to train qualified specialists working in all spheres of social activity and economy. The teaching of foreign languages in institutes and universities must be career-oriented, as in vocational colleges and technical schools. A distinctive feature here is related to the purpose, content and form of teaching foreign languages in educational institutions of philological and non-philological direction.

It is also necessary to take a differential approach to the teaching of foreign languages in philological educational institutions, as there are significant differences between the teaching of foreign languages in the faculties of foreign languages and the teaching of foreign languages in the faculties of Uzbek and Russian.

Foreign language teaching at the faculties of Uzbek and Russian languages is carried out mainly in the form of practical classes. Students of these faculties are required to master a foreign language at the level of professional communication with foreign colleagues. Accordingly, foreign language classes should be organized on the principles of communicative and professional orientation.

In foreign language faculties, a foreign language is taught as a specialty. Therefore, students are taught the language of the specialty in depth, both theoretically and practically. Classes are conducted in the form of lectures, seminars, practical classes, professional skills and competencies are formed at the C1 level of CEFR requirements. At present, textbooks are mainly used for Russian-language universities.

One of the most pressing issues today is the development of new curricula and textbooks for Uzbek-speaking students, based on the purpose, content and modern requirements for learning a foreign language.

Summarizing the purpose of teaching foreign languages in non-philological faculties, future specialists trained in these faculties are required to be able to obtain the necessary information in foreign languages from foreign sources, to prepare professional articles, lectures, to communicate with foreign colleagues on professional topics. The educational process should be organized for this purpose. In this case, the development of separate textbooks and manuals in each area of non-philological faculties is one of the most pressing issues today. These textbooks require the selection of professional teaching materials based on the requirements of the time. This mainly includes professional topics, their specific lexical and grammatical material. In our opinion, more attention should be paid to the formation of students' reading, translation and listening skills, as a modern specialist should be able to receive professional information from foreign sources, keep abreast of innovations in this field and apply them in practice.

The next stage of continuing education is the master's degree, and here, too, it is necessary to distinguish between two directions: master's degree in foreign language faculties and non-philological faculties. Masters in the field of specialization must study a foreign language in depth, conduct research on the chosen topic, write and defend a master's dissertation. They also need to further deepen and improve their oral and written speaking skills and competencies developed in the previous stages according to the program requirements.

Masters studying for a master's degree at a non-philological faculty do not study a foreign language from the point of view of specialization. A foreign language will be needed for them to be able to obtain information on a research topic of their choice from foreign sources and to explain their views at scientific conferences with the help of evidence and to communicate with foreign colleagues on scientific topics. That is why foreign language lessons are organized as practical lessons.

A common problem in both areas of master's education is the revision of curricula in terms of professional orientation, and the division of class hours into topics based on the teaching material and professional subject. It is also advisable to create textbooks and manuals for graduate students, which will include specific features of each area.

The final stage of continuing education includes foreign language teaching in refresher courses and retraining courses. The purpose of foreign language teaching in

advanced training courses should be to inform professionals about the latest developments in their field, to deepen their field knowledge, to develop professional skills aimed at the application of advanced teaching methods and techniques in practice. It is advisable to do this in learning situations in a spirit of mutual trust, not by controlling and punishing the knowledge of professionals. It would be appropriate to give a specially formed commission the power to control the professional skills and knowledge of specialists, to determine whether they meet their profession and modern requirements, and it would be appropriate to follow the didactic principle of "Do not intimidate, teach with interest."

In the process of professional development, it is effective to provide recommendations and demonstrate in practice ways to apply modern teaching methods to foreign language teaching methods.

Retraining of specialists, based on the needs of society, involves the orientation of specialists in related fields to a particular specialty and the provision of them with more knowledge and professional skills in this field.

Teaching a foreign language in retraining courses is also a tool to achieve this goal. The content of foreign language teaching and related lexical and grammatical material, ie the material should be organized in retraining courses depending on the purpose of foreign language teaching.

CONCLUSION

To sum up, foreign language teaching at all levels of continuing education should be in line with the learning objectives at each level, and based on this goal, the choice of teaching content, organizational form, teaching methods and techniques is required. Professional training gives good results when the teachers who organize the training motivate the professionals towards their profession by following these rules.

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