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## TEACHING COMMUNICATION TECHNOLOGIES IN MODERN FOREIGN LANGUAGES

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**Abstract.** *In this article will discuss the most important tasks today is the use of rapidly developing information and communication technologies (ICT), a new approach to the educational process and its creation. A great example of this is the increased emphasis on ICT in teaching foreign languages. Constantly increasing demands to the level of training of modern professionals make the teachers of higher educational institutions increasingly turn to the problem of increasing the effectiveness of training through innovative methods developed at universities.*

**Keywords.** *Technology, professional activities, innovative methods, technical terms, teaching terms, linguistic features*

### 1. Introduction

#### 1.1. What Is Communication Technologies?

Communication technologies can be both verbal or non-verbal as seen traditionally (Iksanet *al.*, 2012). However, based on a rapidly evolving field, people's understanding of communication suggests that it incorporates many different domains. These domains include face-to-face interactions (e.g. premium located meetings), digital literacy including, virtual environments for instance, Instagram, Twitter, Facebook and e-Portfolios, besides email, texting and social media. The protocols of communicating within each domain are different with regards to the spelling/grammar conventions, nomenclature, acceptable norms, intended audience, the texts used for specific communicative purposes, message length etc. Communication is "the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules". The channel used for communication can be auditory, visual, tactile (such as in Braille) or haptic, kinesics, olfactory, electromagnetic, or biochemical. Because of its extensive use of abstract language, human communication is unique.

One of the most important tasks today is the use of rapidly developing information and communication technologies (ICT), a new approach to the educational process and its creation. A great example of this is the increased emphasis on ICT in teaching foreign languages. In addition, English occupies one of the leading places in the world in terms of practice. The ability of every specialist to use English in science, technology, culture, education, economics and other fields, including professional activities, has become a requirement of the time.

Therefore, advances in science that are now closely related to foreign language teaching have led to a drastic change in foreign language teaching. The status of a foreign language in society has changed, its functions are expanding, and this can be seen in the process of vocational training. Constantly increasing demands to the level of training of modern professionals make the teachers of higher educational

institutions increasingly turn to the problem of increasing the effectiveness of training through innovative methods developed at universities.

Despite the increased interest of modern man to oral communication in a foreign language, which is explained by the social, political and economic situations, reading continues to be an important source of information. At all stages of learning: school - university - undergraduate, graduate, post-graduate and post-graduate education reading plays a crucial role. Future engineers often have innovative thinking (the so-called technical turn of mind) sometimes try to isolate themselves from liberal education, including language learning.

## 1.2. Importance of Teaching Communication Technologies

For the success of a student's future career, communication skills are indispensable. There is a demand for communication skills in today's competitive world of business and it is considered as the most sought-after quality of an educated person. The three most important communication skills for students are reading, writing and listening carefully. People take them for granted as these skills like most of the communication skills sounds too familiar. As regards reading and writing, the only thing that one needs to tackle is to adapt with one's concentration and increasing age. The task of the teacher - not just to bring a certain amount of knowledge, and motivate the student interest to the subject, the desire to learn something new in the process of reading, directly or indirectly related to his future profession. In this sense, the formation and further development of skills of different types of reading in a foreign language should be one of the main challenges facing the foreign language in non-philological high school teachers.

Comparison of terms in a foreign language with the Uzbek terminology revealed the following features:

- partial correspondence to the term in the Uzbek language in the foreign language;
- technical terms that are not found in Uzbek;
- foreign language pronunciation does not correspond to the pronunciation of the Uzbek word;
- there are several component terms in Uzbek as well as in foreign languages;
- Different terms used in the Uzbek language from a foreign language in terms of meaning, and so on.

Teaching a technical term in a foreign language should take into account the students' linguistic experience. A student's language experience on the Uzbek language influences the teaching of the pronunciation, reading, and writing of a foreign language technical term. It is difficult for students to remember technical terms in foreign language as they are not familiar with the terminology. Acquaintance with the meaning of the new terminology can be done in two ways - without translation or translation. There are two types of interior and exterior illustration that are not translatable. The methodological methods used to capture the meaning of the new lexical unit depend on the following factors: the nature of the term; active / passive thermal dependency; level of education and level of students; the proposed form of the new term (hearing or reading); introducing a new unit (lesson, textbook, dictionary).

## 1.3. Objectives of the Study

The presentation process is organized as follows. When a new word is taught without translation, the following statements are presented:

- Understand the meaning of the term;
- Translate;
- Use the sentence, etc.

Acquaintance with the meaning of the lexical unit is the first educational step towards learning it. Studying the features of the new word combination requires a special second step. At this stage, the repetition of the terminology and the exercises in the live speech are performed. Interference is the effect

of one language on another (editorial note). The vocabulary is formed by the use of new vocabulary or changing spaces in place.

#### 1.4. Research Methodology

**Descriptive Research:** The lexical exercises consist of informative and operational parts. The first part is a demonstration and demonstration exercise, with intermediate exercises that combine language rules and speech practice.

Future technologists should have the following skills in foreign language learning:

- oral and written translation of foreign languages from uzbek into uzbek or from foreign languages with medium difficulty translation;
- proper use of dictionary of terminological terms and information on the legal language;
- to find alternatives to lexical and grammatical phenomena in a native language;
- Expression of the same meaning in different language means;
- have access to a dictionary of technical terms. The aim is to create bilingual dictionaries in different areas of interdisciplinary communication when teaching foreign languages. This in itself increases the vocabulary of the students and enriches the vocabulary of students' vocabulary. Indicator is the ability to freely use or recognize the technological term in speech. Mastering means skill level. The following principles should be applied in the process of vocational training:

1. The principle of a reasonable restriction on the use of a dictionary when teaching a foreign language.
2. The presentation of lexical units in language learning is for a particular purpose: the units used to consolidate lexical operation are designed to generate specific skills and are used by other units.
3. Considering the linguistic features of lexical units and the psychological aspects associated with their assimilation: by presenting and describing abstract expressions of lexical units during presentation and training periods, by using visualization, by associating and grouping lexical units, and by using functional (auxiliary) terms.
4. The principle of accounting for didactic and linguistic didactic laws of education: each lexical unit is continuously taught in the presentation, training and application phases, the range of meaning, sound and writing images, and the use of different combinations, contexts and groups.
5. The principle of the development of speech skills and the acquisition of legal terminology in the process: the term acquisition involves the development of material and skills development.

The technique is based on the experience of the university, and it is worth noting that these principles are followed in teaching foreign language terms.

Thus, the aim of studying legal terms in English is to increase the vocabulary of the students and to enhance their ability to work with technical texts in a foreign language. At the same time, it is important to consider the modern achievements of linguistic practice, to summarize the modern adoption of terminology by students and to provide future professionals with the need to create a new generation of textbooks for teaching terminology.

#### 1.5. In Summary:

- linguistic features of terms should be taken into account when teaching foreign languages;
- When teaching terms, it is effective to compare them with foreign and Uzbek terms;
- English language skills should be taken into consideration when teaching English legal terms;
- It is desirable to develop lexical skills through exercise.

**1.6. In Conclusion,** it should be emphasized that technology is largely contribute to the promotion of interest in reading the original scientific, technical and specialized literature in a foreign language, as well as to help the transition to a qualitatively new level of training of future specialists in non-language high education. Communication is a process of exchanging verbal and non-verbal messages. It is continuous process. For a successful oral communication speakers need knowledge of language features, ability to process information, and language and the spot. The rapid processing skills help speakers process the information and language on the spot. The ability to make use of the words or language to express oneself in ordinary voice is to perform the linguistic knowledge in actual communication and ability to express ideas, feelings, thoughts, and needs orally.

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