

Some Aspects of Teaching a Foreign Language in Non-Linguistic Higher Education Institutions

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Abstract

In a modern university, a teacher of English for Special Purposes has to spend a lot of time developing teaching materials for a number of reasons. In some cases, this is due to the lack of English textbooks for students of rare specialties, in others - the high cost of educational materials, in the third - their unacceptability for educational purposes in general or for a specific educational situation. The development of training materials can take place on the basis of an already existing program or simultaneously with its creation. One of the most important tasks of university education is the formation of professional competencies. Accordingly, the teaching of a foreign language for special purposes is dictated by the needs of professional communication. Modern requirements for higher education teachers provide for the formation of a new type of specialist - a personality with the ability for creative, independent activity and high professional qualifications. Constantly changing social, political and economic conditions define new challenges and dictate the necessary changes focused on students, their real interests and needs.

Keywords: skills, abilities, professional qualifications, speech etiquette, communicative competence, modern methodology.

Introduction

In the process of such work, students master the methodology of independent search for knowledge, and this is very important if we want not only to lay down knowledge, but also to arouse interest in learning a foreign language. This is in line with the concept of lifelong learning that will continue beyond the university. Indeed, in recent years, a huge number of socio-economic changes have been taking place in the life of our country and in the world as a whole. At the same time, the lifestyle of people, the level of international relations and intercultural relations are changing. One of the most effective ways to achieve your goals, in our opinion, is such a type of learning activity as reading. In the course of independent work with a foreign language text, the general and special horizons expand, and the creative thinking of students develops. Teachers of a foreign language face difficulties of a psychological and methodological nature at any stage of teaching a foreign language culture. Therefore, much attention must be paid to the method of organizing the educational process and the content of the training material.

No matter how carefully teachers approach the creation of their own teaching materials or the assessment of existing ones, subsequently, to one degree or another, they have to be changed, that is, they have to deal with their adaptation. The adaptation of training materials is to bring the internal factors related to their content, organization and richness (the topics proposed in them, the skills and abilities covered, the language level, the gradation of exercises, etc.) closer to the external ones, including both the requirements for materials, and the peculiarities of the situation of teaching English (characteristics of students, their number, physical conditions, available resources, etc.), so that they correspond to each other to the greatest extent.

Effective adaptation is about achieving consistency among several interrelated changes: teaching materials, methodology, students, course objectives, the language to be acquired and the context of its study, and the personality of the teacher and teaching style. This happens by changing some of the internal features of the textbook or teaching aid, dictated by the specific conditions in which the teacher has to work. At the same time, adaptation can relate to various components of the content of educational materials (exercises and assignments, texts, tests, etc.) and be qualitative and quantitative. It may be related to their need for personalization, individualization, localization and modernization. Replacing educational texts with authentic ones, that is, not originally intended for use in the educational process, is one of the most desirable goals of today's practice of teaching foreign languages to students of various specialties in a professional context. But it is not so easy to implement it. Traditional adaptation of the text is acceptable only when accompanied by realistic tasks, since the authenticity of students' reactions to the text is more important than the authenticity of the text itself. Even at a fairly advanced stage of learning a foreign language, students who read original texts have problems understanding them adequately. This is often due to the fact that texts originally intended for natural native speakers are perceived and interpreted by students differently, from the standpoint of their personal experience and knowledge, from the point of view of only their native culture. When preparing teaching aids in economics in a foreign language, it is necessary to adapt the original material for successful assimilation at the initial stage of education. Modeling and optimization of educational texts is carried out in the form of a multi-stage operation aimed at improving the resulting text and consisting of successively alternating stages of analysis and synthesis each time with a rise to a higher level of "quality" of the text. Understanding of the educational material comes only when the educational material is used not as a tool, but as a way of improvement and "self-change" for real actions. Therefore, the study of foreign languages in universities with an economic orientation should be given a professional character from the very beginning and, if possible, bring the program of teaching a foreign language to students as close as possible to their future practical activities. Over the past few years, the country has seen an expansion of international cooperation and the rapid development of foreign economic relations. In the labor market, specialists who possess not only general humanitarian foreign language communicative competence, but also possess the skills of professional communication in a foreign language, are becoming more and more in demand. The task of a foreign language teacher in professionally oriented education is to identify and develop the skills necessary for full participation in business communication and fulfillment of their professional role among students specializing in different fields of knowledge. Since the ability to communicate is seen as a decisive factor in business success, many organizations are actively training their employees for sociability and competent communication, which are necessary for the successful social adaptation of graduates in the labor market, regardless of the specialty they receive. At present, the relevance and relevance of a foreign language as a means of communication between specialists is obvious. Fulfilling the social order of the state, higher education institutions today provide professional training, which implies the presence of deep knowledge of a particular specialty, which largely depends on the knowledge of a foreign language. A participant in business foreign language communication should be able to establish and strengthen personal contacts, oral and written, with their foreign partners, conduct telephone conversations, participate in meetings and negotiations, make presentations, work with literature in a foreign language to obtain the necessary information. This is of particular relevance in connection with the introduction of a competence-based approach to education in the light of the general language policy of the Council of Europe and the development of multilingualism in the context of linguistic and cultural diversity in Europe. The speech culture of business communication implies

not only a fairly fluent command of the language, but also knowledge of the basic concepts of business culture and the norms of behavior adopted in these linguistic communities.

Each person involved in labor activity performs a certain professional "role", for example, the head of the company, manager, secretary, tour guide, hotel administrator, restaurateur, etc. This suggests that when teaching a foreign language, a teacher should develop in students both the language skills of their narrow specialty and the skills of professional culture, taking into account the profile of a specialist. Professional communication is carried out only among people who have general knowledge in a certain area, who own the conceptual and categorical apparatus of a certain field of activity and the corresponding system of terms. Business communication has its specific narrowly professional content, which is expressed by a certain "sub-language" with its characteristic terminological composition, certain types of texts, a special morphological and syntactic structure. The functional and stylistic features of a special language depend on the style and genre of written or oral speech activity. Possession of professional communicative competence implies the ability to use professional vocabulary, convey one's communicative intentions in a linguistic form and adequately understand the interlocutor's intentions, as well as follow the rules of speech etiquette and behavior in various situations of business communication. So, the skills and abilities of business communication, as well as professional competence, are important components of the process of teaching professionally oriented foreign language communication. When learning a foreign language, it is important not only to correctly understand what is being said, but also to master the speech techniques familiar to native speakers. Literacy in communication involves not only knowledge of lexical units and grammatical structures, but the achievement of such a level of language proficiency that will allow you to quickly respond to all sorts of turns in the course of a conversation; unmistakably choose specific means from the language arsenal and use these means according to the situation. To determine the correct line of linguistic behavior, correct communication, it is necessary to bring to automatism the ability to use grammatical blocks and speech turns in order to know what and when to say, which is not possible without the formation of a cultural component of the communicative competence of students of linguistic specialties, i.e.

In the process of intercultural communication, a dialogue is needed not as the relationship of the cognizing subject to the cognized object, but as a relationship between different subjects entering into linguistic communication with each other about meaning. To intensify the educational process, the forms and means of training aimed at the active use of new methods of cognition in teaching began to be widely used. In the modern methodology of teaching foreign languages, interest in the theory of communication and methods of teaching communicative activity has increased. We have made an attempt to combine educational material in the economic specialty and in the English language in the original form of a business game. The idea is that all the material to be learned is presented in the form of steps towards achieving a common game goal. Thus, the entire course is a business game with a cross-cutting plot, divided into so-called "steps", each of which brings the trainees closer to the practical goal originally set for them. An educational business game is a practical lesson that simulates various aspects of the professional activity of trainees and provides conditions for the integrated use of their knowledge of the subject of professional activity. Since a business game is a model of professional activity or its segment, the main task in the process of preparing the game is to design the activities of all its participants, taking into account the goals, motives, conditions of specific typical situations of joint problem solving by all participants in the game.

Conclusion

As methodological and psychological-pedagogical studies show, the use of role-playing communicative games opens up wide opportunities for activating and optimizing the educational process, which is an important means of organizing pair and group work. The motivation for mastering a foreign language, first of all, is the professional need of a student who is preparing to become a highly qualified specialist with knowledge of a foreign language. Therefore, one of the main features of a foreign language in non-linguistic universities should be its professionally oriented nature, reflected in the educational goal and content of education.

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