

Concepts of Language Education of Students in Technical Universities

Zayniyeva Nasiba

Senior lecturer of Samarkand State Architectural and civil engineering institute

ABSTRACT: The coming time of intensive international cooperation has proved once again that without the knowledge of foreign languages by graduates of technical universities, intercultural communication in various spheres of the economy, science, technology will be difficult. These circumstances have adjusted the goals of higher education in general and linguistic education in particular.

KEYWORD: competence, pedagogy, linguodidactics, linguistics, psycholinguistics, foreign language, formation of communication skills.

Introduction

Various subjects of education are involved in setting the goals of education: the state, regions, institutions, the surrounding society, parents and students themselves. They are all customers of education. The student is the main customer, his parents claim their part of the order in the education of their child, the institute acts as the customer for a certain type of education in accordance with its concept and educational program, as well as the region, local society represented by industrial enterprises, business, service services – it is also important for them have people with a certain type of education; the state and society establish their order in the form of a federal component of the educational standard. The formed foreign language communicative competence will allow future specialists to successfully implement international and person-centered communication to achieve professional goals, as well as interpersonal and business contacts. Therefore, language training in a technical university should be aimed at the formation, development and improvement of intercultural professionally oriented competence of students.

In the content of teaching foreign languages to specialists in technical universities, it is necessary to include, in addition to the professional component, «the professional communicative competence of a specialist, to develop professional qualities, professional thinking and much more by means of a foreign language» [17, p. 99].

Carrying out foreign language professionally oriented training, it should be remembered that the purpose of training is not so much the assimilation of vocabulary, grammar, knowledge about the culture of the target language, the formation of skills and abilities, but the formation of foreign language professional communicative competence and the development of professional thinking. An analysis of the process of teaching a foreign language for professional purposes allows us to conclude that “it is associated with different scientific fields, such as pedagogy, linguodidactics, linguistics,

psycholinguistics, etc., and creates the basis of a new scientific discipline, in which professional communication is at the same time the goal, and a teaching tool” [25, p. 134]. Based on the principle of interdisciplinarity in teaching foreign languages, it is necessary that in the content of teaching the linguistic aspect is correlated with the professional one.

The process of language education should be continuous and successive. The principles of continuity and continuity in teaching foreign languages are directly related to “the principles of foreign language professionalization, modeling of quasi-professional activity, continuity of language training, active communication, as well as the principle of multilevel training in the context of diversification of the educational process of the university” [17, p. 100] For many years, scientists have been trying to solve the problems of teaching foreign languages in non-linguistic universities, dissertations, monographs and articles are written, which offer various concepts, innovative methods that can modernize the process of teaching foreign languages in technical universities. However, the level of foreign language proficiency among students of technical universities remains rather low. What prevents effective language education in technical universities?

The following circumstances impede the high-quality training of specialists in technical universities in a foreign language, namely: a constant reduction in the number of classroom hours allocated for teaching a foreign language at a university; lack of continuity in teaching foreign languages between school and university and, as a result, the low level of formation of the communicative competence of applicants entering technical universities; as well as insufficient methodological support for independent work of students outside . Teaching a foreign language at a university has to start practically from scratch.

Moreover, education at a university is focused mainly on the formation of communication skills, and due attention is not paid to the formation of linguistic competence – the foundation of communicative competence; when teaching, the individual characteristics of the personality of students, their style of thinking are not always taken into account. Failure to use innovative information technologies in the process of teaching foreign languages also negatively affects the effectiveness of teaching. However, the existing theory and methodology of teaching foreign languages always fully meets modern requirements, as a result of which the language training of specialists in technical universities does not meet the needs of the labor market. Thus, there is an obvious contradiction between the social order of the state, the region for a specialist who speaks a foreign language, and the existing theory and practice of teaching foreign languages in higher professional educational institutions.

A significant percentage of graduates of technical universities, as a rule, speaks a foreign language at an insufficient level to carry out professionally oriented communication. Students hardly understand professionally oriented texts in their specialty, since they do not know vocabulary and grammar, and therefore cannot communicate with foreign partners. All of the above convinces us that the modernization of teaching foreign languages, including the target dominant, is required, since the conditions for teaching foreign languages in technical universities are uncomfortable, and even quite tough: insufficient number of classroom hours. It seems to us that the development and implementation into teaching practice of innovative methods, educational content, the correct organization of independent work of students, the use of information technologies that contribute to increasing motivation to learn foreign languages is the only way to improve the quality of student learning in foreign languages in technical universities. First of all, it is necessary to motivate students to study foreign languages, they must understand how important it is to know a foreign language for the implementation of professional activities. Knowledge of foreign languages is the key to success and a great career. Motivating students to study foreign languages, it is important to show them the value of foreign language communicative competence, involving them in various extracurricular

activities, such as conferences, international competitions, festivals, video conferences, international academic exchange programs. It would be nice to organize meetings with employers, which could confirm the importance of knowledge of foreign languages by the company's employees and the willingness of employers to pay for this language competence. Financial support of specialists will also be an important argument in favor of learning foreign languages. Many companies now train young specialists in Russian or foreign educational institutions on special courses to improve the level of foreign language proficiency, spending significant funds on this, which can be significantly reduced by improving the quality of training of foreign language specialists in universities. As for the importance of a foreign language for a future profession, it is, first of all, information necessary for the implementation of professional activity, obtained from foreign sources. Experts and students confirmed that knowledge of a foreign language, the ability to obtain information from various foreign sources, and to communicate with foreign partners are very important for professional activities. Students also associate the importance of a foreign language for their future profession with the achievement of a high social status in society, with the opportunity to get a high-paying job not only in Uzbekistan but also abroad.. Many students note that they need a foreign language for the general development and improvement of the level of education, for the implementation of interpersonal communication while traveling abroad. This confirms that modern youth strives to acquire knowledge of a foreign language, therefore, being the main customer of higher education, it makes a high level of requirements for the education system as an important stage in the socialization of the individual. Communication with students showed that the level of motivation and cognitive activity of students is primarily related to the degree of formation of their professional interests. Taking into account the needs of students, the professional situations in which they may find themselves, when organizing the process of teaching a foreign language at a technical university, we, first of all, identified the necessary knowledge that students will have to rely on, the skills and abilities that will be useful to them in their professional activities. Taking into account the specifics of the language of the professional sphere of communication, the needs of specialists in the study of a foreign language, it is always necessary to determine the communication tasks.

Modernization of the process of teaching foreign languages at a university is very important, since over time the living conditions of society have changed and, accordingly, the education system with its goals, content and teaching technologies. «The ideas of discipline, management, the cult of a specialist began to be gradually replaced by ideas of cooperation, dialogue, respect for the individual and her rights, the coexistence of cultures, etc.» [37, p. 49]. In modern society, the highest quality of higher professional education is put in the first place. To replace “the learner as a more or less passive object of educational impact, the student is being promoted as an active subject acquiring education” [40, p. 17]. “The focus is on the student – an active subject, acquiring education in the form of “personal knowledge”, the modern paradigm of education forms a person and develops his intellect” [39, p. 38]. It should be emphasized that the new paradigm does not negate the old one, but is formed on its basis. “The education system should continue the tradition of education that developed in the second half of the 19th – early 20th centuries. And modernize traditional educational technologies, taking into account the new requirements of life . Considering everything, we believe that “the fundamentalization of the process of mastering a foreign language communicative competence is one of the ways to improve the quality of students learning a foreign language at a technical university, as it will provide students with knowledge of a foreign language, the basic principles and regularities of their functioning, which will contribute to the mastery of a full-fledged foreign language. Communicative competence” “ Knowledge generalization also allows for better understanding, since it generates a structure that interacts much more strongly with new

knowledge than individual facts. The more different connections with the already existing knowledge, the deeper and broader the understanding.

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