

**ISSUES OF TEACHING A FOREIGN LANGUAGE FOR SPECIAL (PROFESSIONAL) PURPOSES" AT A NON-TECHNICAL UNIVERSITY**

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**ABSTRACT**

*Teaching a foreign language for special purposes is an organized process of implementing an educational course for specialists with the aim of developing their foreign language communicative competence in the professional field. The article discusses the issues of teaching a foreign language for special (professional) purposes" in a non-technical university.*

**KEYWORDS: Communicative Competence, Higher Professional Education, Teaching Methods, Study in Gesp.**

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**INTRODUCTION**

Analysis, systematization and generalization of the experience accumulated over a decade have revealed different points of view on the level education system as a whole and on the implementation of the lower levels of education in general. The expansion of political, economic and cultural ties with foreign changes and the associated intensification of language contacts at all levels of development of society objectively poses new tasks of both theoretical and practical nature. A new stage of work on educational standards begins - a period of their revision and clarification. One of the first works that requires careful development is the professionally oriented training of students in the discipline "Foreign language for special purposes" at a non- linguistic university [1, 83].

**ANALYSIS AND DISCUSSIONS**

The multi-level structure of higher professional education in a non-linguistic university, in accordance with the requirements established by the State educational standard of higher professional education, includes additional levels of education, at each of which the student masters a certain part of knowledge of educational programs: bachelor's and master's. A level course for studying a foreign language for special purposes at Karshi engineering - economics Institute, as a basic, competency-based, integrative and interdisciplinary approach to teaching students. Collaboration with technical departments in the framework of specialized student training involves the search for innovative methodological teaching methods using new tools and online e-learning portals. The process of studying the discipline "Foreign Language" by students of technical specialties of the Karshi engineering - economics institute at the first educational level "Bachelor" is studied at the first stage (1-2 courses) - General Purpose English (EGP). ) and at the second stage (3-4 courses) - English for specific purposes (ESP). ESP training continues at the second educational level in the master's program (1-2 courses). The main goal of studying the discipline is to develop and improve foreign language professional communicative competence of students, necessary for business and professional

communication with specialists from other countries at the national and international levels in a professionally oriented field in the areas of specialized technical education of students. specialties. The study of a foreign language for special purposes is carried out on the basis of textbooks developed by the Department of Foreign Languages in the areas of students' specialized specialties: Electronics and automation, engineering, energy, oil and gas, industrial technology, geology and mining, economics.

In conditions of insufficient classroom hours for studying ESP, the emphasis on independent and individual work of students is of particular importance. The use of blended learning technology allows the use of traditional forms of organizing classes and innovative multimedia tools, electronic resources on the Internet, and online educational portals. The free academic onlineportal Hemis (<https://hemis.qmii.uz>)

allows both teachers and students to communicate both remotely and in the classroom using the Internet, electronic board, computer and mobile devices. The student can communicate with the teacher and groups of students, work with portal resources, and take part in online conferences. The teacher has the opportunity to stay in touch, carrying out mutual cooperation with students, reviewing submitted projects, works, presentations, assignments, answering questions, evaluating students' work in an electronic journal. The electronic portal also provides the opportunity to effectively use such teaching aids as electronic textbooks, training courses, dictionaries, a special- purpose language thesaurus, and authentic professionally oriented texts included in international scientific publications. Individual work of students using electronic learning tools is a promising form of "realization of learning goals," which "should be carried out within the framework of a student-oriented paradigm based on communicative, competence-based, professionally-oriented and stylistic approaches". The methodology of an individual approach to teaching ESP students using the technology of using electronic learning tools should be reflected in the structure of the level educational and methodological complex of the discipline.

Today, the use of online educational resources and the creation of a student's electronic portfolio

[22] helps the teacher to identify and overcome language difficulties and plan a set of learning tools individually for each student. A survey of students of the Karshi engineering - economics institute ESP, conducted in the form of a questionnaire, allows us to conclude that an individual approach to teaching this discipline contributes to the positive personal development of students, increases motivation, creates a culture of professionally oriented communication, develops personal qualities necessary for business communication, forms creative skills. We can say that an individual approach allows us to develop not only individual learning trajectories, but also directions for the personal development of students, promotes self-education and increasing the level of development of foreign language professional communicative competence [5].

Studying English for Specific Purposes (ESP) by university students is an important component of professional training in all specialized specialties of the university. The purpose of studying ESP is to develop foreign language professional communicative competence of students. The high level of development of this competence allows for professionally oriented communication in English and the use of ESP in the scientific field. The specifics of the content of a professionally oriented course in the discipline "Foreign Language" in non-linguistics is determined within the framework of a level education system, which includes the first educational level – bachelor's and master's degrees. At the first level, foreign

language training of a specialist involves studying a basic foreign language for two years. The undergraduate level includes the level of sociocultural topics in the 1st and 2nd years of undergraduate study and is complemented by a professionally oriented educational and methodological complex in the direction of a special profile of specialist training. The bachelor's degree program provides for four years of study. The duration of master's studies is at least two years. The master's educational program is focused on preparing specialists for research activities. Thus, the level system of continuous language training at a technical university is aimed at achieving the following goals:

- Humanization of technical vocational education with the priorities of universal human values in the modern world;
- Improving the quality of education and continuous monitoring in the quality management system for training specialists;
- Maximum individualization of the learning process and creation of a comfortable learning environment;
- Determining priorities for working with capable students with maximum development of each. The process of learning a foreign language for special purposes (ESP - English for Special Purposes) is considered as a relevant and effective basis for further professionally oriented foreign language communication between a graduate of a non-linguistic university and specialists from other countries. In foreign language programs for non-linguistic specialties of higher educational institutions, in the section "Goals and Objectives of Training" in the structure of the educational and methodological complex (EMC), sufficient requirements are formulated in order to prepare students to communicate in a foreign language in oral and written forms at different levels of education. This presupposes the presence of such a level of development of communicative competence that will allow students (bachelor's degree, 3–4 years): - read original literature in the specialty to obtain the necessary information; take part in professionally oriented communication in a foreign language to the extent provided for by the program. At the second educational level, students are prepared for the active use of a foreign language in their further professionally oriented activities. Students, having a fairly high professional motivation, turn to foreign language text not only in the process of preparing for foreign language classes, but also when using foreign language material from journals, patents, monographs, texts on the Internet, in the process of working on course projects and dissertations. In this case, professional-subject tasks are solved in close connection with educational activities in a foreign language and special subjects. Taking into account interdisciplinary connections, working with a special technical text is a promising form of foreign language professionally oriented training for students, as it models the subject and social content of the future professional activity of a future specialist. Student age, when the motivation for educational activities changes and the motive of a professionally oriented orientation becomes the leading one: the student expresses a desire to read foreign literature in his specialty, take an active part in student scientific and technical conferences. The selection of test material on scientific and technical topics is based on the following approaches, determined by the ESP teaching methodology, depending on the level of development of students' linguistic and professional competencies: the first approach assumes a general direction; the second is based on a narrow specialization.

The process of learning to read should be carried out on the basis of the study and development of the creative element of mental activity, and this is possible provided that learning to read occurs not only with the aim of extracting the necessary information, but also its subsequent use in the professional activity of a specialist at the level of communication. Within the framework of the system of European competences in foreign languages, three levels of development of reading competence are determined. The first level ensures the search for logical-semantic relationships using stereotypical tasks, which contributes to the development of logical thinking [8,133]. At the second level, a creative understanding of text material is realized using non-stereotypical professionally oriented tasks in the direction of the students' specialty, inductive and deductive methods of text transformation, while critical thinking is developed. The third level is characterized by elements of creative analysis of the text in order to form new judgments, which ensures the development of inversion thinking. As a result of mastering all levels of understanding a foreign language text, reading competence is formed, which includes [9]: Grammatical competence, which implies knowledge of the rules of language structure, vocabulary, alphabet and punctuation for successful understanding of text material; Sociological competence, the presence of which allows one to correctly determine the purpose, genre, stylistic features and other parameters of the text; Discourse competence, which ensures understanding of the means of text coherence; - strategic competence, which presupposes mastery of certain techniques for compensating for lack of knowledge to ensure a more complete understanding of the text [3]. Taking into account the psycholinguistic structure of reading as a type of speech activity, the teacher needs to create positive motivation for students in the classroom, help them navigate the purpose of reading specific text material, choose the appropriate strategy, determine the levels of understanding available to students and outline further learning goals. In the 3rd and 4th years of undergraduate, graduate studies, the required level of foreign language professional communicative competence of students is developed in classes in special technical disciplines; therefore, it is necessary to find forms of work that would be adequate to professionally significant actions in foreign language classes [6]. It is important for the teacher to systematize the text material in the technical specialty of the group and draw up a work plan on the relevant topic. The selection of material for writing essays, reports, creative round table discussions, debates, and a bank of creative assignments is carried out using various information sources in relevant specialties, taking into account interdisciplinary connections. For independent work, students may be offered tasks of the following type: write an essay, express their opinion on the issue under discussion, and prepare a speech, report, presentation. The problem of developing and improving professionally oriented communication skills in English in the field of specialized training of university students at the master's level is especially relevant in the era of global development of the information society, academic and professional mobility, and the entry of universities into a single international educational space [12, 2202].

## **CONCLUSION**

This problem non-linguistic universities is still at the stage of development and modernization. Therefore, it is necessary to further search for ways to effectively and

qualitatively train competitive specialists who are able to carry out full-fledged professionally oriented communication at the international level in a multicultural world community.

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