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ABSTRACT

This article discusses features of teaching English in higher education institutions in modern conditions. The foreign language communicative competence of students develops on the basis of their curriculum and life experience through teaching the theoretical foundations and further developing speech models, discourse structure, setting tasks for students that are very functionally diverse, analyzing and explaining the practical tasks performed and the ongoing practice of communicating in a foreign language. Linguistic competence is a set of such competences as grammatical, spelling, semantic, lexical, phonological and orthoepic.

Keywords: teaching English, higher education institutions, modern conditions, foreign language, communicative competence, curriculum, life experience, theoretical foundations, speech models, discourse structure, setting tasks, practical tasks.

INTRODUCTION

Due to the changes taking place in society, both in Uzbekistan and in other countries, the role and attitude towards a foreign language in the higher education system has changed, and from a simple discipline of the State Educational Standard, it has become a basic element of modern education. Today, the teaching of foreign languages is going through a difficult period of radical reassessment, revision of goals, objectives, development of new educational and methodological material, teaching methods and technologies, teaching methods. This is due to the fact that one of the characteristics of the modern educational process in a university in a foreign language is its professional orientation, its professionalization.

In the scientific literature, one can find various definitions of the concept of “teaching a foreign language for professional purposes”: the language of specialty, language for special purposes, profile-oriented language, professional or professionally oriented language. The definition below, in our opinion, reflects its main difference from general education foreign language training. “Professionally oriented is understood as training based on taking into account the needs of students in learning a foreign language, dictated by the characteristics of the future profession or educational specialty, which, in turn, require its study”.

Such teaching of a foreign language makes it possible to provide students with a certain amount of knowledge and a set of skills and abilities, as well as to take into account their needs in the field of professional language.

The main findings and results

Today, a foreign language (most often English) becomes an obligatory component of the professional characteristics of a bachelor's graduate in any field of study, which is dictated by the need to successfully carry out their professional activities. A modern graduate of a higher educational institution, in the course of professional and scientific activities, needs to study a huge amount of information in the original and communicate with colleagues from other countries.

English, as noted by D. Graddoll, in our time is a key ingredient in higher education. Due to the fact that those graduates who speak foreign languages are in the most advantageous position in the labor market, there has recently been a significant increase in motivation to study foreign languages, primarily English, among university students.

Based on the analysis of scientific literature, rethinking the pedagogical work experience and the foregoing, we can formulate a feature of teaching a foreign language in modern conditions: the need to provide students with such language training that allows them to effectively master the program in a professionally oriented foreign language.

As is known, the new educational standards of the State Educational Standards are based on a competence-oriented approach, which means that students acquire not only a certain set of knowledge, skills and abilities in a foreign language, but also the ability to apply them in the process of professional activity. This approach provides the relationship between fundamental knowledge and practical skills.

According to M.V. Drujinina, today such a higher professional education is required, the indicator of which is language competence. Therefore, of course, the development of foreign language communicative competence among undergraduate graduates can be considered the most important task of higher education.

The term “communicative competence” was first introduced into Russian linguistics by M.N. Vyatutnev, who considered communicative competence “as the choice and implementation of speech behavior programs depending on a person’s ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation”.

Communicative competence includes linguistic, discursive (speech), sociocultural and educational-cognitive competences and is aimed at developing the ability to successfully carry out foreign language communication in accordance with the linguistic conditions of the communication situation. Linguistic competence is a set of such competences as grammatical, spelling, semantic, lexical, phonological and orthoepic.

Discursive competence can be considered a professionally significant competence of any undergraduate graduate. In order to form it, students in one form or another have to deal with professional discourse, they learn to perform communicative tasks, which allows them to achieve a high level of language training.

In order to understand the interconnection and integrity of the world, the need for intercultural cooperation in solving global problems, the education of an internationally oriented personality, a sociocultural aspect of education is necessary.

The foreign language communicative competence of students develops on the basis of their curriculum and life experience through teaching the theoretical foundations and further developing speech models, discourse structure, setting tasks for students that are very functionally diverse, analyzing and explaining the practical tasks performed and the ongoing practice of communicating in a foreign language.

Research in the field of higher professional education has actualized the complex socio-pedagogical task of ensuring the quality of education through the formation of a language educational policy (program). Obviously, the language educational policy of the university ensures the satisfaction of the needs of the individual, the demands of society and the requirements of the state for higher education. In this regard, there is a need to form the language educational policy of the university, which is presented as a holistic and developing process. Today, unfortunately, not many universities can declare the creation of a well-formed and consistently implemented language training. For its development it is necessary: to analyze the needs of bachelors of various areas of training in a foreign language; provide in the curriculum for such a number of teaching hours in English that would ensure its study throughout the entire period of study at the university; develop a list of specific disciplines for teaching professional English for each area of training; clarify the requirements for professionally oriented didactic materials; select training materials and manuals, workshops, texts, presentations, videos; create sets of exercises and tasks for classroom and independent work of students; provide retraining of teaching staff, etc.

Under such conditions, universities should rely on scientific research in this area, analyze and implement scientific developments in the educational process.

Today, in our country and in many countries of the world, English and other languages are studied as part of the general education program as a foreign language. Recently, many professionals have come to the conclusion about the low results of this approach. One cannot but agree with S.G. Ter-Minasova, who believes that “the traditional teaching of foreign languages in our country was reduced to reading texts”. In modern society, the methodology of teaching a foreign language must develop in such a way as to meet the needs of the new world where it is used.

In universities, teaching English is formed both traditionally, including teaching both basic and professional languages, and using innovative pedagogical technologies with the introduction of early professional language training. Early language professionalization, as practical experience shows, makes it possible to introduce students to professional discourse already at the 1st and 2nd years of study, increases motivation for learning, and contributes to the formation of the foundations of professional identity.

Early professionalization of language training at the university contributes to the creation of additional hours for targeted language learning, allows you to abandon the repetition of the school approach to teaching English, when most often the study of grammar occurs through written exercises, and everyday communication is represented by conversational topics: travel, shopping, etc. Consideration of grammatical topics occurs depending on which grammatical phenomenon prevails in the professional text under consideration.

To introduce early professionalization, it is necessary to revise the content of professional language training, which affects the creation of an educational communicative environment in which the professional competencies of future graduates are formed.

Let's dwell on it in a little more detail. Traditionally, it is believed that the language of the profession can be taught by any teacher who knows the terminology of this profession. Terminology, as a set of terms from various fields of science and technology, is the most significant and informative part of the lexical system of the language of science. A term is a unit of language that has a special terminological meaning.

Experience shows that in order to teach a professional language, a teacher needs deep knowledge in a particular profession in order to navigate the material and understand the problems of a particular topic. In addition, a teacher working at a university should be interested in improving the learning process, in using materials that are professionally interesting for students. Here, special refresher courses can help, both in the language of the profession and in major disciplines studied by students in a particular area of training.

One of the elements of the content of training is the text on the specialty. A special text is a text that contains information, facts, economic analysis data, main sections of theory, recommendations and achievements of branches of science. These include scientific, business, technical and other texts by profession. It can also be a literary text, which plays an important role in the formation of professional competencies among students, future philologists, linguists, and journalists.

Separately, it is necessary to dwell on the text of dramatic works. The texts of the plays present various situations of communication, which make it possible to show how the conditions of communication affect the speech of the speaker, the logic of constructing statements, and the choice of language means. Teaching methodology based on professional texts allows us to consider the text as the highest unit of learning.

In modern conditions, the technology of teaching a foreign language is a set of procedures, methods, operations and techniques, the implementation of which achieves guaranteed learning goals. In modern scientific literature, a lot of materials are devoted to the problem of teaching professionally oriented vocabulary. However, these issues have not been fully resolved. Teachers must find ways to stimulate students' interest in learning languages. To solve this problem, it is necessary to introduce new educational methods.

One of these methods is the integration of two disciplines - a foreign language and a subject in the specialty, which becomes possible in the process of professionalization of the English language. This approach involves the study of several profile disciplines in English, which allows you to significantly increase the number of classroom hours in a foreign language, as well as acquaint students with new topics, approaches, methods that exist in the profession they are studying. However, to implement such a methodology, it is required to integrate it into existing curricula and have established language skills, which often causes great difficulties.

In some of the studies we reviewed, the effectiveness of such methods and techniques as cooperation with teachers of profiling departments is noted. Graduating departments and departments of foreign languages can jointly decide which specialized disciplines it is advisable to study in English. As an example, we can cite the study in English by students of the direction of preparation "Philology" of such a discipline as "Foreign Philology".

Nowadays, in the era of growing globalization and the strengthening of the positions of the global — English — language and, accordingly, the Anglo-American culture embedded in it, when national languages and cultures are threatened, if not by displacement, then, undoubtedly, by leveling, the peoples of the world are concerned about the problem of the preservation and integrity of the national identity. The study of the native world is extremely important for solving this problem, especially in relation to the younger generation, which personifies the future of any nation. As you know, the children and youth of the world are under the great influence of the Internet, one of the most effective vehicles of the English language and especially the Anglo-American culture. Undoubtedly, all these arguments are valid, and most non-linguistic students really study only one foreign language (English). On the other hand, in our time, other international languages are also actively spreading in the world, in addition, now the knowledge of a specialist in English is not something special. That is why, and also because of the increasing competition in the labor market, knowing English alone may not be enough. This is especially true for students studying in areas that are not formally linguistic, but imply that the graduate enters active intercultural communication. Such areas of training include, for example, "Tourism". A second foreign language is also provided in the curricula of some other areas, for example, "Management". On the other hand, knowledge of a foreign language other than English is useful to a modern person not only from a professional point of view. Foreign languages help a person to feel more confident in tourist trips abroad. Here we can recall the saying of Francis Bacon that a person who goes to a country without first mastering its language goes to study, and not to travel. So, we see that foreign languages for a person today are much more than just increasing professionalism, they are a component of a comprehensively developed, educated and self-actualizing personality. In the context of the flow of information, the problem of self-actualization is of great importance. Rybakova in her article says that self-actualization of a person is a phenomenon opposite to manipulation, and the main qualities of such a person are self-worth, subjectivity, the desire for independence and freedom, as well as creativity. Knowing several languages, a person can receive information about the same things through a greater number of sources. He has the opportunity to compare different, sometimes even opposite points of view on the same things and, thus, form his own independent opinion on a more solid basis. This issue is also relevant because for people with a non-linguistic profile, the second foreign language, as a rule, is the last one. In order

to speak three or more foreign languages, one must have excellent abilities for them, have great interest and constantly practice. As a rule, all this can be said about professional linguists. A non-linguistic specialist who is fluent in three or more foreign languages in our country is a rather rare phenomenon. There is still an opinion that knowledge of a rare language, even a shallow one, can lead to career success. This is argued by the fact that although there are few jobs where such languages are required, there are not more people who know them, so there is a high chance of getting a job and easily staying in it, because in this case a person as a frame is a certain rarity. In our opinion, this opinion is erroneous, since first of all, graduates of translation departments who speak a rare language professionally as their main language are considered as candidates for such vacancies, especially since almost all of these people also speak English in one way or another. European languages use the Latin alphabet familiar to us from school, and their grammar functions according to more or less similar laws and principles. In this sense, Eastern languages are a fundamentally new thing for the average Russian person, primarily in terms of graphics. To master an oriental language, even at a low level, a European needs purposeful and systematic work in this direction for many years, which cannot be provided by the conditions of linguistic training in a non-linguistic university. Speaking about teaching reading and pronunciation, it should be noted that in German, French and Spanish there are strict rules for reading, which are extremely vague and unsystematized in English. That is why, when studying these languages, transcription has no practical value, the ability to read which is mandatory for English learners. It is worth noting that transcription is not printed in German-Russian, French-Russian and Spanish-Russian dictionaries, while it is present in any even the smallest English-Russian dictionary. As for students of non-linguistic areas of training, we should talk about linguistic training, which in turn implies the practical mastering of a foreign language that is of applied importance for a modern specialist, with a minimum amount of theory and linguistic knowledge, which, together with practical skills, should be given in within one discipline "Foreign language". However, when studying any foreign language, phonetics, grammar, word formation and vocabulary are its main aspects, but when teaching a language to non-linguistic students, teaching them should be not theoretical, but practical. On the other hand, many non-linguistic universities experience a significant shortage of foreign language teachers and do not even have specialized departments. Many language teachers work in non-linguistic universities on an hourly basis, preferring to be full-time teachers in linguistic institutes and language centers. Based on the above material, we see that for linguodidactics of higher education, teaching a second foreign language in a non-linguistic university is a very specific process that has significant differences from teaching the first foreign language (English). These differences are methodological and organizational in nature, and they must be taken into account when organizing the process of linguistic training of students in a non-linguistic university. Obviously, the second foreign language cannot be taught in the same way as the first. And in no case should this process be treated as a formality, because in this case the arguments of those who believe that a second foreign language in a non-linguistic university is a waste of time that could be used for professional disciplines become more weighty.

The issue of developing interdisciplinary connections did not arise today, some experience in this direction has already been accumulated and requires further analysis. Most of the works devoted to the issue under consideration, to varying degrees, talk about the effectiveness of establishing interdisciplinary links between a foreign language and subjects in the specialty, the formation of communicative competence in close connection with other professionally significant competencies.

The reliance on interdisciplinary connections when building a curriculum in a foreign language and specialized subjects is mentioned in his writings by E.V. Governor. In this regard, of interest is the course "Aesthetic properties of the word in English and Russian", integrated into the disciplines "Foreign language" and "Philological analysis" for students of the direction of preparation "Philology".

In addition, the introduction of the integration of various types of pedagogical activities helps to increase the effectiveness of teaching.

To create conditions for communication in a foreign language class, various methods and techniques of work are used (role-playing and business games, discussions, projects, multimedia tools, video materials, etc.), the use of which contributes to the implementation of an important requirement of a communicative methodology "... to imagine the process of mastering a language as the comprehension of a living foreign language reality ...".

The simplest and most effective task for students is to answer questions on professional topics in the target language. When answering such questions, students actualize both foreign language and professional knowledge. Answering questions that require reasoning and expressing one's own opinion, the student argues his point of view, using linguistic means for this.

The most complex form of both classroom and independent work of students is considered to be a summary of the read text in the specialty, analysis and evaluation of the content of the text to extract the necessary information. We consider the original text as one of the sources of knowledge in the profession, and the secondary, created by students, as the result of a mental action fixed in a linguistic form. The presentation of the content of the read foreign text is both a goal and a process, a method and a result.

The achievement of the goals outlined above is best suited to the processes of questioning and summarizing the text, since they are based on two methods of thinking: analysis and synthesis. And here it is very important to correctly determine the text material. It is highly expedient to use foreign texts from magazines and newspapers, it is the press materials that cause increased interest among students, as they refer to information that native speakers use at the same time.

CONCLUSION

Summing up, we can conclude that in modern conditions the quality of higher professional education is closely related to the quality of higher language education. Therefore, a feature of teaching English at a university is the development of a program in a professionally oriented foreign language. To develop such a program, universities need to form a language educational policy. One of the components of the language educational policy can be the widespread introduction of early professionalization of language training into the educational process.

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