

PROFESSIONALLY-ORIENTED TEACHING OF ENGLISH TO FOREIGN LANGUAGE STUDENTS IN PEDAGOGICAL UNIVERSITIES

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Abstract

This article examines the issue of professionally-oriented teaching of English to foreign language students in pedagogical universities of Uzbekistan. The need for the development and improvement of Uzbek students' communicative competencies necessary for their effective professional activity is highlighted. The principles of profile-oriented foreign language teaching are emphasized.

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Intensively developing integration processes, the growth of professional and academic exchanges, the deepening of international cooperation stimulate the progressive development of foreign language education. Under these conditions, a foreign language acquires the status of an effective tool for the formation of the intellectual potential of society, which becomes at the present historical stage one of the main resources for the development of the new state. The orientation of the educational system towards a competence-based approach in the content of education finds its expression in the field of teaching foreign languages, in the formation of intercultural competence as an indicator of the formation of a person's ability to effectively participate in foreign language communication at the intercultural level. A new level of intercultural communication among specialists leads to the need for transformation in the system of professional training of students of non-linguistic specialties, to the introduction of multidimensional socio-cultural teaching of a foreign language for special purposes. The formation of modern engineers, economists, managers, technologists and other specialists who possess modern advanced domestic and foreign technologies, the need for communication (placing orders for the supply of equipment, studying operating instructions, the appearance of foreign specialists as business partners) – all this causes the need for professionally-oriented English language training.

The problem of professionally oriented teaching of English to students of technical specialties has long been studied by many authors: N.D. Galskova, T.Y. Pollutkina, G.A. Kitaygorodskaya, O.E. Lomakina, R.P. Milrud, O.G. Polyakov, T. Hutchinson, A. Waters, etc. Its relevance is not decreasing at the present time due to the fact that the level of foreign language proficiency of students of non-linguistic specialties does not always meet modern requirements. What is the reason that many students in a year of studying a foreign language at a university, having received a "good" grade on the exam, after some time can not build even the simplest conversation in English, can not argue their position, find the necessary information in the text? The reason is that the methodology of teaching a foreign language by memorizing lexical units for translating text in the specialty has exhausted itself. In this regard, there is a need to define a model for organizing English classes taking into account the specifics of the

profession, systematization of methodological techniques and tools aimed at the formation and development of speaking skills that contribute to effective foreign-language professionally oriented communication [2].

Any professionally-oriented English language teaching, according to T. Hutchinson, presupposes active interaction of all participants in the educational process, in which there is a mutually beneficial general exchange of information in a foreign language, the acquisition of skills of communicative interaction to solve professional tasks [5]. When teaching professional English, the content of training and methods are consistent with the reasons for learning English, and three main principles are taken as the basis of training: a comprehensive approach to learning, professional orientation, motivation for mastering a foreign language. At the same time, motivation is one of the most important elements of improving professionally-oriented English language teaching. At the heart of the motivation for learning a foreign language, the following six human needs can be distinguished: the needs for studying, exploring the unknown; the need to influence the environment and the need for changes; the need for activity, development and manifestation of abilities, both physical and mental; the need for stimulation by the environment, other people or ideas, thoughts and feelings; the need for knowledge, processing and internalization of the results of study, impact, activity and stimulation, resolving contradictions, finding solutions to problems; the need to increase the importance of one's "I" (ego), its recognition and approval by others [4].

There are other factors that explain motivation, but it is the six needs that convey the essence of the most general categories of foreign language learning needs. In case of non-compliance with the above principles of teaching professional English, the educational process is reduced to the translation of texts from a foreign language into a native language and to the analysis of grammatical phenomena. It is also necessary to note the principle of the balance of conscious learning of a foreign language and unconscious mastery of it. Learning a language does not mean solving language problems at all. Trainees can learn different units of the language as if by the way, thinking about something else. The problems being solved do not have to be linguistic at all. They should put the trainees before the need to use the language, and thereby introduce language units into the knowledge matrix in their memory [1]. No less important is the principle of internal consistency. Although we learn a foreign language by systematizing knowledge, the learning process itself is not systematic. Systematic planning of information does not guarantee learning. Trainees must create an internal system. An external system can be useful, but nothing more. To implement the principles of profile-oriented English language teaching listed above, a number of factors should be taken into account. The most significant of them can be considered the following techniques related to the restoration of gaps. When everything is clear and understandable, there is no need to think, and teaching, as you know, is a thought process. All kinds of gaps create a need for thinking [3].

There are several techniques associated with the restoration of gaps. Let's analyze the first approach – information inequality. A student who has returned from work practice, who has encountered professional problems in practice, has some information that other students still do not have. Thus, there is a need for communication to share knowledge. Transfer of information related to the change in the type of speech activity: read – make extracts – discuss using notes – fill in the gaps in the text. Proof: identify unknown factors from the available data, fragments of information. Recovery from memory: students receive some information at some stage of the lesson; later they have to restore it from memory; students listened to a dialogue about loading, assembling some equipment; later they are asked to be divided into pairs, and replicas from the previously listened dialogue are distributed, which they now have to restore. Establishing an opinion: "What is important and what is not? What is relevant and what is not?". Establishing the degree of certainty and confidence: "What is known for sure? What can be assumed? What can be predicted? What is completely untrue?". It is the gaps, the missing fragments of knowledge that capture our attention and cause thought processes [5]. Consider the following approach – variant. Repetition will contribute to learning a foreign language if techniques are

used to ensure diversity. For example: changing the environment in which language units are repeated (teacher's speech – reading text – audio recording); organizing the work of students of the whole group, in small groups, individually; a variety of roles for students. Techniques related to forecasting exploit the knowledge available to the trainees. In addition to the obvious significance for the use of language and its teaching, the use of forecasting has a number of other advantages important for the educational process. It promotes students' awareness of their potential knowledge, strengthens their confidence in how much they actually know about a language, communication or topic; activates memory and prepares for learning, promotes the development of motivation. The integration of communicative skills (types of speech activity) expands the range of activity tasks, while maintaining students' interest in classes and provides more opportunities for the repeatability of the studied material.

Logic is no less important. It should always be clear in which direction the activity is moving. Each stage should follow from the previous stages and, of course, lead to the next. Classes should reflect the dynamism of the language, providing an opportunity for students to choose their own answers, search and find their own way to solve the problem. Such tasks will contribute to the development of creativity, the ability to search for new, original, atypical. The method of creating an atmosphere of cooperation and social partnership in English classes for special purposes is one of the key factors of effective learning. Hutchinson and A. Waters, who were at the origins of a new approach to profile-oriented English language teaching, argued: —We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it. If that were so, we would need to do no more than read a grammar book and a dictionary in order to learn a language. A truly valid approach to ESP must be based on understanding of the processes of language learning! [5, c.14].

Mastering professional and communicative skills by students is impossible without purposeful formation of the conceptual and terminological apparatus of the specialty; expansion of the information base on the material of authentic texts; mastering teaching strategies; skills to interpret; conduct discussions; argue; solve typical standard and professionally oriented tasks. The achievement of these tasks, in turn, is impossible without the use of various technologies in the educational process based on the principles of problemativeness, interactivity, situativeness: modeling of professionally contextual situations maximally related to the future professional and practical activities of trainees; problem method and project work. Professionally-oriented English language teaching in modern conditions provides for the real use of the Internet as an information base. The great advantage of infocommunication technologies in professionally oriented teaching of English to students of non-linguistic specialties is the ability to obtain the necessary information within a few hours. The use of these technologies contributes to meeting the high requirements for the level of formation of interactive competence and the ability to speak professional English among students of non-linguistic specialties. Thus, the essence of professionally oriented foreign language teaching is its integration with special disciplines in order to obtain additional professional knowledge and develop professionally significant personality qualities, in the formation of students' communicative skills that would allow them to carry out professional contacts in a foreign language in various spheres and situations. Further study of this problem should contribute to improving the content base of professionally-oriented teaching of English to students of non-linguistic specialties, mastering foreign speech in its subject diversity, which, as is known, is an indicator of a high level of foreign language proficiency.

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