

## WORKING ON TEXTS ON SPECIALTY IN A FOREIGN LANGUAGE IN NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTION

**Idrisalieva Lyubov Suyunbaevna**

*Namangan Institute of Engineering and Technology*

### ARTICLE INFO.

**Keywords:**

Professionally oriented reading, speaking activity, information, communicative approach, removal of language difficulties, text in a foreign language, reading skills.

### Annotation

The article discusses the role of reading as a type of speaking activity in teaching foreign languages in a non-linguistic university. Much attention is paid to the main types of reading, their classification and a brief description. Particular attention is paid to the formation of professional and communicative competence of students in English. There are examples of possible tasks for working on a text, which remove language difficulties and facilitate understanding of a text. The importance of teaching professionally oriented reading, which contributes to the development of professional and communicative competence of students, is substantiated. Advance in students' motivation to learn a foreign language through reading and discussing authentic professional texts is mentioned.

<http://www.gospodarkainnowacje.pl/> © 2022 LWAB.

Constantly increasing requirements for the level of training of modern specialists are forcing teachers of higher educational institutions to turn to solving the problem of improving the effectiveness of training with the help of innovative methods developed in universities. Despite the increased interest of modern people in oral forms of communication in a foreign language, which is explained by social, political and economic situations, reading continues to be the most important source of information. At all stages of education: school - university - bachelor's degree, master's degree, postgraduate study, as well as postgraduate education, reading plays a decisive role [1].

Reading is one of the most important types of communicative and cognitive activity of students. This activity is aimed at extracting information from a written fixed text. Reading performs various functions: it serves for the practical mastery of a foreign language, is a means of learning the language and culture, a means of information and educational activities and a means of self-education. As you know, reading contributes to the development of other types of communicative activity. It is reading that provides the greatest opportunities for the education and comprehensive development of students by means of a foreign language [2].

Future specialists will have to carry out speaking activities in a foreign language as part of

professionally oriented communication: to read original texts in their specialty, participate in discussions, make presentations in a foreign language in situations of scientific and professional communication. Such a professionally oriented approach to teach a foreign language is now being actively introduced into the educational activities of higher education. Professionally directed teaching of a foreign language means teaching, the essence of which lies in its integration with major disciplines and can be considered as a means of increasing professional competence and personal and professional development of students [3].

Professionally oriented teaching of a foreign language provides, first of all, the professional orientation of the content of educational materials, as well as activities containing techniques for the formation of professional phenomena. In today's society, young people quickly acquire communication skills for everyday communication in English, but professional and communicative competence requires special and longer training. Future engineers, scientists can get a very extensive modern knowledge in English classes in order to get acquainted with the results of the latest research and achievements in the field of science and technology. Reading in this case becomes the main way of obtaining such information. Therefore, we can say that reading in technical universities is both a means and a goal of teaching a foreign language [4].

In accordance with the ultimate goal of teaching a foreign language in a non-linguistic university, teaching reading should be aimed at the formation the ability independently and with a different target to read the original literature in specialty, to obtain the necessary information [5].

The selection, organization and presentation of reading materials are determined by specific tasks at each stage of training in accordance with methodological, psychological and linguistic requirements. The main texts for professionally oriented reading are selected taking into account their thematic component and degree of complexity and are accompanied by certain tasks. Such texts should be accessible, informative and complete in content. Texts must correspond to professional topics, content and lexical plan, and the capabilities of students. Successful teaching of professionally oriented reading depends on the approaches and methods, motivations used by the teacher. Such ways of learning help students to improve their knowledge and acquire active skills in analyzing texts, making the learning process more effective and successful. Reading in a foreign language should be a way of obtaining information with its further application in professional activities.

Text processing can be divided into the following stages:

1. Pre-reading
2. While-reading
3. Post-reading

**Pre-reading.** The purpose of this stage is to prepare students for working with a text, lead to its topic, parse complex vocabulary and motivate students to read the text.

As a preparation for reading, you can do the following exercises:

- ✓ Prepare and show slides on the studied text.
- ✓ Prepare cards with questions about the text. Divide the group into pairs and give each pair a question.

A few minutes to discuss the questions, and then summarizing the answers.

- ✓ Difficult vocabulary is better to explain before reading.
- ✓ Show a video film on the relevant topic.

**While-reading.** Before reading the text set a goal and tune in the students to complete certain tasks:

- give complete and detailed answers to the given questions.
- confirm or refute the statement
- insert a suitable word / phrase / fill in the gaps.
- complete sentences.

Question-answer work encourages students to focus on the material being studied, helps them think about what they are reading, comparing already familiar content with what they have just learned. You can invite students to make a plan or annotation

**The reading process can be diversified with the help of such tasks:**

*jigsaw puzzle*

- ✓ Divide the text by the number of students.
- ✓ Give each student one phrase or a piece of text.
- ✓ Restore the original text and line it up in the appropriate order.

**Post-reading.** The third stage is important to use for the development of speech skills. Exercises for this step:

- oral or written text retelling
- think of a new, better title for the text

To diversify this stage and get students to talk as much as possible, use the following activities:

**Express your opinion.**

- ✓ Ask each student to express his opinion on the text.
- ✓ Prepare cards with statements according to the text.
- ✓ Each student receives a card, which contains a certain statement that may not correspond to the text, it is necessary to refute it and make the correct message.

**Debates.**

- Divide the group into 2 teams.
- Write on the board a phrase that conveys the main idea of the text.
- The students' task is to come up with their own version and defend their position.

At the post-text stage, when students should express their opinion, participate in debates, retell the text, etc. use new words and phrases from the text in the speech. Thus, new vocabulary is activated.

The success of the initial acquaintance with the text largely depends on the vocabulary, as well as on the ability thoughtfully and quickly analyze vocabulary, guess the meaning of words from the context. The most important grammatical indicators necessary for understanding the connection between various structural units of the text are considered. When studying grammatical phenomena used in technical literature, it is necessary to focus on the practical use of these models, their synonymy, the development of the necessary models using terms, and not on the theoretical part of this grammar. The student must acquire the ability to understand quickly the general content of what he reads, as well as to analyze linguistic phenomena in order to extract fully textual information. A certain speed of reading, relying on known elements, understanding the connection between parts of the text help in such situations. The student must determine for himself what gives him an obstacle to understand the content of the text, being able to cope with these difficulties, and seeking help only in individual cases. When teaching

annotation, making summarize in a foreign language, an additional task arises: to teach how to convey the meaning of the text directly in a foreign language, bypassing preparation in the native language. To do that, the students study the content of the text, perform tasks for annotating and summarizing: they draw up a plan, highlight the necessary speaking material in the text.

It is advisable to give each student individual texts for translation and abstracting. The essence of annotation and summarizing is the maximum reduction in the volume of the source of information while maintaining its main most significant content. At the same time, the abstract gives only the most general idea of the source, lists the questions of the original source, without revealing the very content of these questions. The abstract, in many cases, can replace the original source itself, since it reports all the essential content of the material, all the main conclusions, and sometimes even evidence and conclusions.

It should be noted that some reading strategies help to understand the content of the text with a minimum investment of time. The type of reading depends on the purpose reading material. There are the following types of reading: **viewing reading, search reading, detailed reading**. There are some reading strategies that help to understand the content when reading foreign texts. The choice of reading strategy depends on the purpose of reading.

Thus, reading texts in a specialty in a foreign language serves as a source of information, and the acquired skills and abilities of scientific text processing (translation, synopsis, annotation, summarizing) make it possible to use foreign sources when mastering a specialty or contribute to professional improvement, increase the interest of university students in studying foreign language. The effectiveness of preparing a future specialist for foreign language communication at a university depends on the usage of authentic materials that offer real situations from professional areas in the study of which students not only use and improve a foreign language, but also acquire business communication skills, business qualities in solving various real problems.

### **Bibliographic list**

1. Федоткина Е.В. “Чтение на иностранном языке и его роль в учебном процессе в неязыковом вузе.” МГУ ПС (МИИТ) «Московский государственный университет путей сообщения», г. Москва.
2. Павлова З. Я. “Современные и традиционные подходы в обучении чтению”. БОУ ДПО ПК С «Чувашский Республиканский институт образования».
3. Сергеева Н.Н., Симонова А.Ю. “Формирование коммуникативно-проектировочных умений студентов неязыкового вуза при обучении иностранному языку” // Педагогическое образование в России. 2012. № 1. С. 104–107.
4. Лопатин М.А. “Использование текстов по специальности в процессе формирования профессионально- коммуникативной компетентности студентов транспортного вуза на занятиях по иностранному языку”. Уральский государственный университет путей сообщения.
5. Образцов П.И., Иванова О.Ю. “Профессионально ориентированное обучение иностранному языку на неязыковых факультетах вузов”. Орел, 2005. 114 с.
6. <https://www.teachaholic.pro/readlearn-kak-rabotat-s-tekstom-na-uroke-anglijskogo/>