

Foreign Language Teaching to Students Non-Linguistic Higher Education Institutions

Mukhammedova Ozoda Akhtamovna

Department Lecturer

“Uzbek and foreign
languages” TTA

Tel: 99890 997 90 86

Annotation. The relevance of the article is due to the constant search for the best way to teach a foreign language, especially when studying at a non-linguistic university. In this article, a special department of the project method, as a promising technology in teaching a foreign language. The theoretical significance of the article is due to the rationale for the use of cross-cultural projects in the learning process.

Keywords: globalization, foreign language information, basic knowledge, highly qualified specialist, communication-oriented

The history of the theory and practice of teaching foreign languages in non-linguistic universities (a higher educational institution where a foreign language is not a major in the system of vocational training) reflects the history of changing approaches to learning in search of the most effective scientific and methodological concept. However, the change in approaches to teaching foreign languages in higher education must be considered in the broad context of what is happening in society in general and in the field of education in particular, since the need for reforms is due to the need to adapt the education system to the socio-economic needs of society.

Languages are the main and most effective means of information exchange between people all over the planet. Due to the inevitable process of globalization, modern employers need specialists with deep professional knowledge and comprehensively developed skills. For employers, the most demanded are those with knowledge and skills in working with foreign language information, as well as developed communication skills in foreign languages. The introduction of new foreign technologies into production obliges companies to hire employees with knowledge of foreign languages. Such employees will be valuable for business negotiations with foreign companies. In Uzbekistan, the study of foreign languages is in demand, and the Chinese language is becoming more and more in demand for learning. This is due to the fact that our companies are following the path of expanding cooperation with the largest Asian countries.

Studies have shown that in the country as a whole, most graduates of Uzbek universities are employed in their specialty. The main criteria for employment are: self-submission, basic knowledge, knowledge of foreign languages and work experience. However, knowledge of foreign languages is one of the main criteria and is in great demand by personnel services. In order to have superiority over competitors in the labor market, our people are ready to master several foreign

languages. Knowledge of a foreign language is one of the main components of a successful career, and, of course, helps to increase the personal growth of a future specialist, activates his mental activity. It is important for a specialist in any field to have knowledge of the latest achievements in world science and technology, and this requires knowledge of foreign languages.

In recent years, the changes that have taken place in Uzbekistan have led to the fact that a foreign language has become one of the important subjects in non-linguistic universities. As a result, students have radically changed their attitude towards languages. At present, knowledge of foreign languages is a necessary and important component in the professional activities of specialists.

Today, a highly qualified specialist is not just a professional in his field, but also a comprehensively developed person with a broad outlook, able to quickly solve professional and creative problems. In this regard, teaching students foreign languages should be communicatively oriented, professionally oriented, sociocultural in nature. It is necessary to develop in the student a focus on promoting professional growth so that he wants and can win a significant position in his future career. This can be achieved only with the active professional language development of the student, so it is desirable that already at the university a potential graduate has the opportunity to learn from leading specialists of enterprises. For the same purpose, it is very rational to attract foreign specialists to teach foreign languages, give lectures, conduct seminars, master classes in the profession in foreign languages. Therefore, based on the analysis of the literature and the practice of teaching a foreign language in a non-linguistic university, it can be argued that in the last decade, significant contradictions have become more and more clearly identified between: the social order of society for a competent specialist who knows at least one foreign language for its practical use in professional activities, and existing approaches to teaching a foreign language in non-linguistic universities; the increased need of the individual to improve the level of knowledge of a foreign language, on the one hand, and the practice of teaching a foreign language in non-linguistic universities, on the other hand, has not justified itself.

The problem is to resolve the contradiction between the importance of foreign language professional training of a specialist and the insufficient level of its provision in a non-linguistic university. We see the solution to this problem in changing the approach to teaching foreign languages in non-linguistic universities. The way to achieve a new quality of foreign language education is considered to be a competency-based approach that meets the requirements of the modernization of professional education, the social order of society and the latest achievements in the field of foreign language teaching methods. Foreign language communicative competence is the willingness of students to use the acquired knowledge, skills, abilities in a foreign language to solve practical and theoretical problems in life. At the same time, any skills are acquired in the process of activity, therefore, the formation of competence is possible only in the course of a variety of cognitive, communicative, practical, creative activities of students. That is why the competence-based approach is aimed at gaining experience of such activities for students, at giving the very process of learning an activity character. Thus, professionally-oriented training of specialists in a foreign language from the standpoint of a competency-based approach should not only provide a certain

level of knowledge, skills and abilities of students in a foreign language, but also form their readiness to perform foreign language activities in the process of solving practical and theoretical problems, as well as for further self-development and self-education, i.e. foreign language professional and communicative competence. From the foregoing, we can conclude that in order to solve such a multifaceted problem in universities, in particular non-linguistic universities, it is necessary to revise the existing system of teaching foreign languages. The management of universities should show a significant interest in graduating specialists competent in foreign languages and create appropriate conditions for the educational process.

Bibliography

1. Vorobyova O.V., Sattarova G.A., Khizbullina R.Z., Yakimov M.S. Features of the formation of natural science knowledge in modern school // Modern problems of science and education. –2017.
2. Gavrilova O.V. Modern problems of teaching bachelors in a non-linguistic university // Bulletin of the Orenburg State University. - 2014. - No. 2.
3. Azimov E.G., Shchukin A.N. Dictionary of methodological terms (theory and practice of teaching languages) / E.G. Azimov, A.N. Schukin. - St. Petersburg: Zlatoust, 1999.