

## Special features of the development of foreign language learning in the formation of professional skills of specialists

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**Annotation:** *The article deals with the importance of studying foreign languages in the formation of professional skills of future specialists, and analyzes research findings and ideas of researchers associated with this process and ways of their elimination, as reflected in this article.*

It is well-known that at present, foreign language teaching is a major part of the training system of specialists, and the knowledge of any foreign language is an integral part of the overall culture of a higher or specialized secondary school.

The main purpose of teaching foreign language in different non-philological institutions: each specialist shouldn't learn some language but, she or he should have free communication and should develop his/her profession in the field of learning it.

**Key words:** foreign language, vocational qualifications, specialist, non-philological education, mother tongue, professional text, competence, measures, discourse text, methodological preparation, methodological principle, education, career guidance, technology.

The goal of foreign language teaching at non-philological higher education institutions is to enable students to use a foreign language in their future professional work. Students should be able to learn foreign languages in their chosen field (e.g. chemistry, biology, mathematics, physics), read and comprehend field texts, and participate in scientific conferences.

As is generally known, the expression of thought and communication among people, spiritual and other types of communication will be appeared by

the help of the language. Academic L.V. Scherba noted that there should be differentiate three sides of language- speech activity, language system and text. According to him speech activity is the process of speaking and understanding the speech, and language system consists of from the dictionaries of languages and their grammar, language material consists of from the text.

According to, Academic I.A.Zimnyaa<sup>1</sup>: “Foreign language is the purpose and means of teaching at the same time”. She separated own features of foreign language-aimless, dryness, and endlessness. The aimless of the language will be appeared in such situation, that language is the means of formation, then the form of existence is the expression of the idea about objective reality. That’s why, the main thing before the FL teacher in

teaching process is the problem of - what teach? <sup>2</sup>

The endlessness of the existing object will be expressed in such situation: Unlike other subjects student learns language and he or she can separate good and bad because he/she has exact information about them in learning language. It is not possible knowing lexical level of language without grammar. There is no lexical and stylistically borders in language, language is limitless.

But, according to foreign scientist P.Stevens: Limit is the process. We cannot teach English to everybody. We cannot limit ourselves with some styles of English language. Practical using of English in forthcoming professional activity is the main purpose of teaching English in non-philological faculties.

Therefore, this principle is a measure of indirect methodological

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<sup>1</sup> Zimnyaya I.A. «Pedagogical psychology». St. Petersburg, 2000

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<sup>2</sup> Jalolov J. J. Foreign Language Teaching Methodology: Textbook for students of foreign languages (faculties) T.: "Teacher", 2012

readiness of the student. The essence of professional orientation of education is to form the personality of the person and to create the conditions for the future teacher to acquire the necessary professional-methodological abilities and skills. Exploring the standards of higher education in recent years, it should be noted that there is the increased level of foreign language proficiency requirements for the students of non-philological faculties, not only in terms of the ability to produce professional information, but also the ability to exchange information at the understandable level for learners. The analysis of such skills in practical terms allows us to identify easy ways of developing learners' professional skills. We should pay attention for their attitude for capturing the knowledge according to the specialty and integration of subjects.

According to Shaturnaya: "There is a need for such an organization process of teaching foreign

Languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of professional communicative competency".<sup>3</sup> As we can see here, the author is right but, we should include here additional options: With using the term integration of subjects in connection between special subjects and foreign language for example: the first lesson of today is the special subject in the faculty of Geography, the theme is "Developing countries", so the student learns about Developing countries' geography, climate, economy, population, major cities and others. The second lesson is English the theme is also "Developing countries of the world" and student can easily understand about the new theme because he/she has enough information in mother tongue and can

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<sup>3</sup> Shaturnaya, E.A. Methods of teaching foreign language professional discourse by means of training-speech situations and roleplaying. PhD thesis (Education), Tambov. . 2009

give information in English according to the bases of mind.

The system of professional competence of the future specialist should correspond to its basic functions as training, developing, bringing up.

Training function consists in formation of bases of professional competence of students on the basis of mastering by it in the course of training of system of scientific knowledge of essence competence the approach, essence of is professional-personal competence etc.

In the psychological point of view we may say that in the process of training future specialist's abilities, forecasting and reflection should be developed, the basic psychological mechanisms of self-education, self-development and self-determination are generated. If the student wants to learn or to do something himself or herself they will do it, this process should be natural, and here personnel wishes stands in the first place.

Student should realize: why he/she should learn foreign language?

Why is it necessary?

Where he or she can get better knowledge at the lesson or in additional courses?

According to their profession, students should participate in scientific conferences and they should read and understand the professional text, they should get information in FL about their specialty. In professional oriented process:

First of all, there should be integration between FL and subjects of specialty;

Secondly, before FL teacher stays such task by integrating subjects teacher should form in the student professional knowledge, skills and professional habits;

Thirdly, teacher should learn and use new methods of teaching, for the formation of professional skills and habits of future specialist.

We can prepare additional topics from the press, periodicals, and the

media. The students learn with interest the texts about scientific discoveries. If there are any words or phrases that are difficult to understand in the text, it is important to consider the simplest forms that students can understand. However, it should be borne in mind that no vocational language at any institution is given, and the language focuses on professional area. Discourse must be taught to create (situational) text.

Discourse text is the text which is not the student learns originally but he or she learns this text by translating it into his own language. In teaching foreign languages it should be paid attention first of all:

- Language teaching condition (preschool education institution, school, college, higher education);
- The age of the learner;
- Language experience of the learners;

- We should take into account the time spent teaching language.

Professional education is carried out in a didactic-methodical area, using the inner capacity of the educational process. This methodological principle implies the organization of the educational activity, which should be directed to the solution of educational and teaching tasks of both the teacher and the student.

The organization of the learning process and the activities of the curriculum on this basis will be highly effective through the professional approach.

This approach combines the activities between the pupil and the teacher, which, in the light of the outcome, are more complicated than normal in terms of the vocational orientation of the learning process.

The result of the professional orientation of education is the consequence of its dependence on

linguistic, didactic, and psychological foundations. It is important to consider the process of calculating the data of these sciences as well as the psychological, didactic components of the "model" of the teacher, the professionally oriented program<sup>4</sup>.

So, studying foreign language is one of the pressing issues facing scholars and professionals, with the current demand for the younger generation to develop a new language learning approach based on the National Training Program. In order for talented young people to become successful specialists in their fields, they must first of all know the foreign language, including English.

Thus, the introduction of technology, ensuring that the teaching methods meet the requirements of the time requirement is the primary objectives of pedagogical scientists. Training and retraining of specialists

are also one of the most pressing social issues.

#### **The list of used literature:**

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<sup>4</sup> Sattorov T. Increasing the professionalism of a future foreign language teacher. T. 2003. P 191