

Teaching Foreign Languages In Technical Universities

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Abstract: This article deals with the problem of training students of technical universities in the discipline “Foreign language”. Poor results in foreign language are mediated by two main factors: insufficient time for practical work by the lack of language environment and low motivation to study the subject, as well as an imbalance between independent and classroom work. The aim of the study is to develop a methodology that takes into account the specifics of technical university and aimed at combining independent and practical work.

Key words: approach, foreign language, motivate, project, technical universities, interactive discussion, information and communication technologies.

Modern society presents high requirements for a specialist and knowledge of a foreign language is essential for modern specialists. Nowadays, students who study in information technology and technical universities are demanded to know foreign language professionally. The requirements for a graduate student of technical universities are high, it allows him to be competitive in the labor market. Learning a foreign language in non-linguistic faculties of universities is constituent parts of vocational training for future specialist. A foreign language has a huge educational and upbringing potential, successful knowledge, it contributes to the formation of competent, mobilized, competitive professionals capable of working at the world level standards. However, the majority of graduates of a technical university do not have sufficient level of a foreign language that necessary for professional written and oral communication. Implementation for the training of young specialists is reflected in the system of higher professional education.

Modern national education involves the use of a systematic approach in teaching a foreign language to students of technical universities. This systematic approach allows to condemn effectively students of technical universities to learn

a foreign language professionally. The changing system of higher education introduces a number of difficulties in teaching a foreign language for graduates technical universities. Foreign language teachers at technical universities are faced with a number of problems that do not allow optimization of the process. While working as a teacher in the field of higher professional education, it may highlight the following difficulties in being judged by foreign languages:

- 1) there is not continuity between the school and university;
- 2) different levels of foreign language proficiency among first-year students;
- 3) lack of motivation;
- 4) lack of skills independent work with specialized literature and Internet resources;
- 5) insufficient technical base (means of information communication technologies (ICT) for teacher;
- 6) insufficient volume of modern literary sources in technical universities [1].

One of the ways to solve this problem can be the independent work of students. The independent work of students in foreign language in technical university is a special form of education. It has a multifunctional character: it helps to master foreign language as a necessary professional component of a modern specialists, contributes to the formation of skills autonomous acquisition of knowledge and development information culture. An example of the independent work of students of technical universities can serve as cards with differentiated tasks, and it can also be group work, for example, preparation for an intra-university conference in the foreign language. By cutting this problem can be served by both independent differentiated work and work of integrated nature in groups. The problem of lack of motivation is associated with those that are priority in technical universities are items of a technical orientation. Perhaps the lack of motivation is due to objective assessment of students' work. In that serving teachers, it is advisable to use formative learning, which allows you to enrich the

individualized work of students, to identify gaps in knowledge of foreign language, as well as form a self-esteem in students of technical universities. It is the shaping formation that is integral an element of a competence-based approach focused on the development of planned results of narrowing in combination with the criteria their achievements and control methods, as well as the same for systematic monitoring and correction of the discussion [3]. Lack of independent work skills with specialized literature and Internet resources due to the fact that the student does not know how to survive what is needed from a huge stream internet information. As a result not the ability to independently prepare for the conference, write a report or essay on a given topic in the foreign language. Exit from this situation can be served by: 1) yield compiling a list of literature for classes; 2) work with English-English dictionary; 3) mandatory narrowing of students' use of electronic dictionaries; 4) regular monitoring of literary and Internet resources by the teacher. If teachers of foreign language are interested in instilling self-learning skills, then he needs to avoid exercises that are not associated with active thinking actions (for example, all kinds of substitutions, transformations in the sentence by image, etc.). Such monotonous work dulls attention develops a formal attitude to tasks, lowers interest in the subject. Assignments for foreign language should be directed to overcome feasible difficulties and achieve tangible results (bilateral translation, answers to questions about the text, drawing up an annotation, summary, abstract, etc.) [2].

The problem of lack of motivation is associated with priority in technical universities that items of a technical orientation. Perhaps the lack of motivation is due to objective assessment of students' work. For encouraging learning foreign language among non-linguistic students, there are beneficial methods in teaching English language [3].

Media-Based Interactive Discussion, ICT allows teachers not only to diversify the course of training, but also implements a set of methodological,

pedagogical and didactic tasks. One of the main tasks of teacher is to activate the activities of each student, create the situations for their creative activity. It is absolutely obvious that the use of a computer and multimedia does not only help to realize a person-centered approach to narrowing down, but also providing individualisations and differentiation with the level of knowledge shrinking. Main purpose of presentation by Media and ICT is a visualization of material. Multimedia presentation is a qualitatively new approach to the study of foreign language. To prepare such a presentation, the student must carry out the necessary research work, use a large number of sources of information, which allows to avoid blunders and turn every work into a product of individual creativity. Presentations can be classified in the following way: 1) illustrative (usually down to demonstrating a new already material); 2) interactive (this type of presentation allows students to actively participate in the discussion of already existing material: express own point of view on the given topic, conduct group discussions, etc.; to consolidate knowledge and skills on the topics already covered (for example, by performing lexical and grammatical tasks, both in a group and individually) [6].

Fundamental methodology. It is very old, the most traditional technique. The fundamental methodology is seriously relied on in language universities. The translator is never sure of his knowledge of foreign language, he understands perfectly, the unpredictability of emerging speech situations. Studying according to the classical method, students not only operate with a wide variety of lexical layers, but also learn to look at the world through the eyes of a “native speaker”.

Perhaps the most famous representative of the classical method of teaching foreign language is N.A. Bonk. The English textbooks, became classics of the genre and withstood the competition in recent years. The classic approach to learning foreign language is aimed at students of different ages and most often involves learning the language “from scratch”. The teacher’s tasks include

traditional, but important aspects of setting pronunciation, forming a grammatical base, elimination of psychological and language barriers, interfering with communication. The classical approach is based on the understanding of language as a real and complete means of communication, which means that all language components - oral and written speech, listening, developing in a systematic and harmonious manner. It is better to convey information, explain grammar rules, prevent possible errors.

Linguistic socio-cultural method. One of the most serious and comprehensive studying methods for learning foreign language, linguistic socio-cultural involves an appeal to such a component, as a social and cultural environment. Supporters this method is firmly convinced that the language loses life, when teachers and students aim to master only “lifeless” lexical and grammatical forms. Someone remarked that “personality is product of culture”. The linguistic socio-cultural method takes into account the simple fact that 52% of mistakes are made influenced by the native language, and 44% are hidden inside. They used to monitor the correctness of speech; in addition to this, they seek to increase its content. The meaning of the transmitted information is important, because the ultimate goal of communication is to be understood [4].

Communicative approach. The first line in the popularity rating of methods keeps communicative approach, which, as follows from its name is aimed at the practice of communication. This technique works perfectly in Europe and the USA. The communicative technique, as its name implies, is aimed precisely at the possibility of communication. Of the 4 “whales” that support any language training (reading, writing, speaking and comprehending speech), special attention is paid to exactly the last two. However, it would be a mistake to think that the communicative method is intended only for light small talk. Communicative method is intended to remove the fear of communication. A man arms with a standard set of grammatical structures and vocabulary with a stock of 600-1000

words, it is easy to find a common language in an unfamiliar country. However, there is a flip side to the coin: cliché phrases and poor lexicon. Add to this a ton of grammatical mistakes and understand that the only way not to be known as, knowledge of etiquette and a constant desire to improve. British methods, as representatives of the communicative approach, have a number of distinctive check. Most of them are developed based on the integration of traditional and modern teaching methods. Differentiation by age group and a multilevel approach enable the development of an individual human personality, influence for worldview, value system, self-identification, ability to think. Without exception, all British methods are aimed at to develop four language skills: reading, writing, speaking and listening. At the same time, a large emphasis is on the use of audio, video and interactive resources. Due to the diversity of methodological techniques, leading places are occupied by language technology, British courses contribute to the formation of skill, that is necessary for a person in modern business life (ability to make a report, make presentations, correspond, etc.). The British methods - the best option for those who want to learn “real English” or pursues a narrowly specific goal of linguistic training.

Intensive technique. Particular popularity acquires an intensive method of teaching English language. It helps out everyone for whom the phrase “Time is Money” is equivalent. Studying English intensively allows a high degree - this language consists of 25% clichés. By memorizing and practicing a certain range of “fixed expressions” will be able to explain and understand the interlocutor. As for timing, then learning English even at the simplest level “in two weeks” [5].

Emotional and semantic method. At the origins of the emotional-semantic method of learning foreign languages is the Bulgarian psychiatrist Lozanov worked with patients according to his own method - psychocorrection. School of Kitaygorodskaya for 25 years works according to the method of the same name,

built on a combination of Lozanov's developments with a fundamental course, and accepts both adults and children [2]. To successfully pass the test, it is best to contact a language school or courses that have been specialized in preparing students to receive certain certificates (someone collaborates with the USA on the TOEFL method; there are colleges that help to get ESOL certificate from University (UK); most courses provide the opportunity to get a CAE or GMAT). Tests are categorized by levels, and the training methodology depends, before everything from the student's knowledge base.

A big problem is the modern literary sources in technical universities is insufficient volume for the studying foreign languages. Due to scientific and technical progress not only technologies change, but also their language descriptions (narrow terminology). Literary sources do not reflect the changes that occur in the field of information technology and in the field of technical progress [2]. The student does not have knowledge of the narrow terminology of specialty, which is currently used in enterprises, production and in general in the information technologies themselves. As a result, when hiring a job, the specialist becomes non-competitive, since his knowledge in the area of foreign language terminology does not meet the requirements of employers. The problem of an insufficient volume of literary sources can be compensated for by resources. Internet networks can provide up-to-date information in the field of technology. An example of these resources for specialization "Information security of telecommunication systems" can be served by the following sites:

1. www.dsp-book.narod.ru/books.html (literature in English on digital signal processing);
2. www.dspguide.com/pdfbook.htm (a comprehensive guide to digital processing signals in English);
3. www.b213.net (updated daily website with e-books on computer technologies);

4. www.scientific.narod.ru/literature.htm (a collection of books published by O'Reilly. Basic sections: Java, Linux, Web, Web Design, Unix etc.).

The information on these resources is in the public domain and does not require registration. This gives an opportunity to obtain the necessary information, while teachers must be confident in the reliability of resource.

In conclusion, it can be noted that technical universities should prepare competitive specialists for market labor. To become a competent specialist, the graduate needs to go through a period of professional, subject and social adaptation. Teaching a foreign language in a technical university should go “from simple to complex”. Professional development of a student is not possible without self-esteem and introspection. A foreign language is a widespread, informational, educational environment that involves the using the variety of methods, techniques and modern means of training and learning students.

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