

Multi-Level Structure of Language Education in a Technical University

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ABSTRACT: The multilevel structure characterizes the process of teaching foreign languages in a technical university, consisting of the first basic level, the second professionally oriented and the third level of a foreign language for scientific purposes (master's and postgraduate studies).

KEYWORD: linguodidactic, sociocultural, Language education, skills, intercultural

In modern conditions of insufficient amount of time allocated for teaching a foreign language in technical universities, it is necessary to correctly set a goal: to teach a foreign language through a profession. This means that you need to create a meaningful structure of the entire course in such a way that the language material is consistent with related special subjects so that there is no unnecessary information repeated several times, because all this can lead to a decrease in motivation to learn. At the first level of teaching foreign languages in technical universities (first – fourth semesters), where there is still no specialization, the content of training consists of general practical (everyday), general scientific and general professional vocabulary, as well as general practical linguistic and cultural frames. When teaching foreign languages in technical universities, an emphasis should be placed not on a general philological, but on a professional-pragmatic approach to teaching, revising the teaching methodology and making a careful selection of linguodidactic methods that contribute to the formation of students' skills to solve professional problems determined by the requirements of the modern labor market. The adapted texts of sociocultural orientation are used as the basis for teaching. In addition to the technical elements, it is necessary to develop «technical communication skills, technical qualities, professional thinking, etc. Of specialists through foreign languages» in the content of foreign language classes at the University of Applied Sciences. When conducting vocational training in a foreign language, it should be noted that the purpose of the training is not the acquisition of knowledge of vocabulary, grammar, and the culture of the target language, but the development of skills and abilities. There are foreign languages, professional communication skills, development of professional thinking. An analysis of the process of foreign language education for professional purposes is «It is education, linguistics, linguistics, psycholinguistics, etc. It is both a goal and an educational tool in professional communication with various scientific discipline. According to the principle of interdisciplinarity in foreign language education, the linguistic aspect of the educational content should correlate with the technical aspect. At the second level, where professionalization is already being carried out (fifth – eighth semesters), “the content determines the specifics of the upcoming professional activity, including topics and situations within a certain professional field (specialty), as well as professional and

pragmatic frames, vocabulary of this specialty, as well as rules registration of professionally oriented texts in written and oral forms « As a basis for training, are used poorly adapted and unadapted texts in the specialty. At the third level (ninth to tenth semesters) there is a significant narrowing of the topic to the framework of one or two frames, most typical for the field of scientific research conducted by students. The most important components of the content of the third stage are the following: “Abstracting, which is important for the systematization of information necessary to form the basis of scientific research;

- communication tools for the design of scientific texts, including text-forming concepts: «research», «methodology and methodology», «experiment», «data collection», etc .;
- grammatical constructions most typical for scientific texts « The goal of this stage can be considered «the formation of a complex of speech skills that are relevant for a young scientist (undergraduate, graduate student), including in the field of reading special texts, translation, writing and speaking (with a special emphasis on presentation skills)»

Language education in a master's or postgraduate course, focused on a scientific and professional direction, is aimed at developing the ability to formulate a research problem, a hypothesis, set tasks, take notes, generalize what has been read, correctly compile a bibliography, and draw up references to cited literature. The modernization of vocational education is aimed at teaching foreign language communication, the formation of a foreign language professionally oriented communicative competence necessary to solve a problem and achieve a practical result. Laying the foundations of students' language competence, namely, grammar knowledge, a certain lexical stock formed, it is necessary to develop students' ability to express themselves grammatically correctly, using the necessary vocabulary in their speech, so that in the future they effectively use foreign language in communication, demonstrating the formed communicative competence. The formation of a foreign language communicative competence lies in the mastery of certain skills and abilities, as well as the readiness to correctly apply lexical and grammatical means in various situations of real communication. In the formation of students' communicative competence, the structure of speech acquires great importance, which is determined by the situation and the peculiarity of the national-cultural society. When developing a system of teaching a foreign language at a technical university, based on polyparadigmatic methodology, and implementing the principles of regionality, economic feasibility, professional orientation, philologization and other methodological principles, we tried to determine the areas of activity, situations and topics that will become the subject of student discussion; skills that need to be developed from them, preparing them for communication in a foreign language in their future professional activities. All this is of great importance for determining the content of training, since in order to increase motivation in learning a language, both present and future needs of students should be taken into account. The major goal of the course "Foreign language" in junior courses for students from non-linguistic universities is to develop a degree of foreign language competency in the sphere of professional communication among them.

Today, the competitiveness of a modern specialist is determined by the willingness to solve professional tasks, including tasks related to the receipt and use of professionally significant information, both in the native language and in a foreign language.

When the needs and specifics of the language of the professional sphere of communication, we identified general communication tasks, the solution of which will contribute to meeting the needs characteristic of any professional activity.

In the process of selecting professionally oriented texts, we relied on the recommendations made in the works of many famous scientists who made a great contribution to the development of the

methodological foundations of teaching foreign languages Taking into account the different interpretations of the concepts of «communication» and «professional communication», we formulated the following definition: «educational professionally oriented communication is a joint educational activity aimed at acquiring and exchanging professionally significant information, establishing interpersonal contacts and achieving communicatively significant results» . In the conditions of a technical university, teaching a foreign language is based on the principles of contextual learning, using communicative situations related to the professional activity of a specialist. But in order to successfully implement professionally oriented communication, first of all, it is necessary for students to assimilate linguistic knowledge, to form skills and abilities to apply this knowledge in speech, that is, to develop the necessary competencies. Consequently, the contextual approach to teaching students a foreign language is directly related to the competence-based approach. During their studies at the university, it is necessary to form students' professional competence, namely, professional ability and readiness to solve professional problems. Another concept of professional and communicative competence appears, which is the readiness and ability to master subject, scientific knowledge in professional communication. The formation of a foreign language professional-communicative competence is especially necessary at the stage of professional development of a specialist, since it contributes to the acquisition of subject-communicative knowledge. Obviously, when mastering the skills of professional intercultural communication, all components of a foreign language communicative competence are very important. If a person is fluent in linguistic competence, knows the culture, peculiarities of the country of the target language, he will not be able to successfully carry out communication without possessing strategic competence. Or, possessing the strategic skills of transferring information, he will not be able to convey information correctly without knowledge of the appropriate vocabulary and grammar. Training in all components of a foreign language communicative competence should be carried out at each stage of mastering a foreign language professional communication, keeping in mind that each of them plays an important role in teaching foreign languages. Students of technical universities sometimes learn speech patterns, use them automatically when constructing sentences, but at the same time they do not always understand the language forms they use. The principle of circumstantiation involves explaining new language phenomena to students before students use them in language exercises. N.V. Baryshnikov asserts that “quickly acquired skills and abilities are quickly de-automated and destroyed. In pursuit of the intensification of the learning process, the thoroughness of teaching foreign languages is often lost. Often the studied language phenomena are not brought to the skill level «

In conclusion, we, sharing the opinion of many scientists, consider linguistic competence as the basis for the formation of communicative competence, understanding linguistic competence as “knowledge of linguistic means with a certain communicative potential, their functions and mastery of the background mechanisms of speech activity. The grammatical and lexical components of communicative competence are the foundation on which all communication will be built .

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