



FEATURES OF TEACHING THE ENGLISH LANGUAGE AT THE ECONOMIC UNIVERSITY

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ANNOTATION

This article examines the main aspects of teaching English at an economic university. The author emphasizes the relevance of the study, which lies in the low level of research on the issue, the process of globalization, the development of modern technologies and other reasons. The study presents the main methods of teaching English for students of economic universities.

KEY WORDS: *English language; features of teaching; methods of teaching; student; case stage; debate*

ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В ЭКОНОМИЧЕСКОМ ВУЗЕ

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Аннотация

В настоящей статье рассматриваются основные аспекты преподавания английского языка в экономическом вузе. Автором подчеркнута актуальность исследования, которая заключается в низком уровне исследованности вопроса, процессе глобализации, развитии современных технологий и иных причинах. В исследовании приведены основные методики преподавания английского языка для студентов экономических вузов.

Ключевые слова: *английский язык, особенности преподавания, методика обучения, студент, кейс стадии, дебаты*

It should be noted that in the framework of the process of humanization of modern university education, little attention is paid to the peculiarities of teaching methods of English in an economic university. This trend is evidenced by a rather small number of publications.

The author of the article is I.N. Tabueva notes that encyclopedic knowledge has faded into the background at the moment. In turn, the foreground is currently the ability to apply knowledge, skills and abilities to solve the assigned tasks, including tasks directly related to the future profession [9]. In



addition, in this aspect, the ability to find the necessary information is equally important.

It should be noted that the importance lies in intercultural communication, which today is becoming an integral part of almost any profession.

The author of the article is I.V. Ignatkina notes that due to the low level of intercultural competence, university graduates are not able to socially adapt to the new needs of society, to solve communicative and professional tasks. Knowledge of a foreign language is becoming one of the key requirements for specialists in modern conditions [1].

The development of modern technologies, as well as the information and telecommunication network, allows students to receive professionally important information. In the future, directly in the labor activity, a specialist will need knowledge of English to develop and develop advanced technologies and developments based on foreign experience. Modern realities show that in a number of areas in the Russian Federation there is some lag, which implies the need to use foreign experience. It should be noted that the competence-based approach, which emerged in European higher education and entailed a reassessment of teaching methodology, including teaching a foreign language in Russian education, is also indispensable. The key objectives and goals of the new methodological approach in education were formulated by the Commission "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR, 2001).

From the standpoint of pedagogy, this approach should be considered as a change in the concept of the teaching process (including a foreign language in a technical university). In particular, in this process, the main emphasis is not on the transfer of knowledge from the teacher to the student, but on the activation of the role and personal motivation for students to search for information and learning keys.

From the standpoint of methodology, the specific goals of students (including technical universities) of programs within the framework of the "competence-based approach" are determined depending on the acquired competencies.

This approach to solving the problem is in absolute accordance with the structure of modern multidisciplinary higher education (that is, in accordance with the existing practice of the English designation of the system "Liberal Arts") [11].

"Liberal Arts" should be understood as "subjects and skills that in classical antiquity were considered fundamental for the competence of a free person who has the right to take an active part in creative and social life, what in the ancient Greek policies included participation in social, political, philosophical discussions, as well as the right to defense in court, military service, participation in construction. " The basis of this system, as a rule,

included grammar, geometry, rhetoric, logic, arithmetic, astronomy [6].

One of the key principles of the competence-based approach in teaching English at a technical university is the need to formulate learning objectives based on the end result, i.e., the acquisition of knowledge, attitudes, skills, values and / or competencies for learners to master with their subsequent application on practice after the end of the academic period. In this regard, the author of this study believes that the process of teaching a foreign language in a technical university should be based on the profile of the educational program in which the student is trained.

The use of the "competence-based approach" technology in this process implies the planning of educational material with a focus on three key stages of training, which directly depend on the tasks set by the program, namely, it implies:

- General training, including the basics of phonetics, speaking practice, the study of grammar;
- Specialized training, which implies the acquisition of skills in selection, scanning, reading texts within the specialty, as well as writing annotations (for example, for technical articles, reviews, research), preparing messages within the received specialty (reports, abstracts in English);
- socio-professional training, which involves the achievement by the student of an advanced level of language proficiency, including the ability to listen and understand lecture material in English, as well as take part in university and international seminars and discussions on technical topics within the framework of the specialty received, independently prepare and conduct presentations in the specialty [3].

In the scientific literature it is noted that a special role in the acquisition of the necessary language skills in the framework of socio-professional training is played by linguistic training, which is aimed at developing general communication skills, i.e. the required level of general competence (reading comprehension and speaking skills).

At the second stage of the training, specialized communication is carried out, involving the assimilation of individual vocabulary units (technical terms) and structures of technical discourse. In addition, at this stage, the student must acquire a pragmatic understanding of the English technical text, as well as be able to annotate and discuss the read text.

The third stage implies the further improvement and development of the skills acquired in the course of socio-professional training, namely, the development of the skills of written and oral discourse, which is set within the proposed circumstances. Among the most relevant technologies that meet the modern tasks of higher education in the process of teaching English at a higher technical school are the following:



- the project method based on the “competence-based approach” in teaching professional and spoken English, implies an increase in interest in the language being studied, independence and motivation of students. In this context, we are talking about the embodiment of the idea of creative, developmental learning. The methodology assumes differentiation of the proposed topics of projects depending on the level of training of students. The introduction of this method into the learning process, including the spoken and English economic language, ensures the acquisition of practical skills, and also allows to reveal the individual abilities of students; they learn to propose certain technical solutions, generalize the information received in a foreign language and draw appropriate conclusions, determine the extent of their responsibility when working in a team and individually. It is understood that students will work in a team and together with the teacher to find extraordinary solutions within the framework of their future specialty, as well as to carry out introspection at each stage of their education, to identify certain shortcomings and errors, to look for the causes of difficulties and to find ways to correct errors, like language, and technical plan [5].

The role of the teacher in this technique is the competent direction of the discussion, the correction of the necessary vocabulary. It is important that the teacher should refrain from correcting grammatical errors during the event. All grammatical errors are taken under special control and discussed at the end of the event. Such an approach can bring the participants of the discussion to a new level of proficiency in English, and provide a new vision of the problem itself.

- The "Case Study" technology involves the analysis of a specific educational and business situation in English. The “competence-based approach” method serves as the basis for this technology.

When using the specified teaching method from students, instead of answering specific questions about the text in English, a complete understanding of the proposed situation is required. This technique provides the development of initiative and independence, removes barriers to the free use of English for clarification in a team. Technology develops the prevalence of desire to speak in English [2].

The development and teaching of English by analyzing a specific educational and business situation is mainly applicable at the third stage of the learning process within the framework of the “competence-based approach” technology.

This method is a rather difficult task for a teacher, which at the same time requires high professionalism in the practice of fluency in English,

a high level of pedagogical skills and erudition in technical matters [8].

- The “Debate” technology implies the use of the “competence-based approach” method at the second and third stages of training. Learning within the framework of this technology can be aimed at repetition and updating of the passed material [10]. In addition, the teacher has the right to organize independent work of students in the selection of specific materials. The technology can imply the conduct of certification and testing of students. The didactic functions of using the technology under consideration are interconnected with the tasks of a meaningful plan - the development of vocabulary within the framework of the studied topic and its subsequent use, as well as knowledge of the subject of disputes and the acquisition of argumentation skills in English (including technical - profile).

With the help of this technology, an English teacher can get the following results:

- The student's ability to state his own position on a specific issue regarding future professional activity in English (including using technical terms), to defend his own opinion;

- The ability to correctly formulate questions;

- The ability to critically comprehend oral speech;

- Skill to work in team.

Studying and mastering English (including technical) requires the student to be aware of his grammatical system and the correct use of grammatical and lexical structures. In the process of activity, it is inevitable to carry out comparisons of grammatical systems of the native and English languages [7].

Researcher Leont'ev A.A. in his article asserts that “... the grammatical system of a foreign language cannot be independently built by a student alongside the grammatical system of his native language - they will certainly come into contact. The well-known success of the direct method is due precisely to the fact that such a correlation still occurs.” [4]. The author of this study believes that this approach also applies to the process of teaching English at a technical university.

When teaching English in an economic university, it is necessary to take into account the peculiarities of the profile training of students. Students learn English using the principle of progressive information processing. This approach makes it possible to perceive well standard language programs, which include questions for mastering colloquial vocabulary and technical terminology, working with dictionaries (including technical ones), analyzing lexical expressions, etc.

Practice teachers note that when conducting classes with grammar, students must first explain the



grammar rule, and then offer one or another way of completing the assignment.

However, it should be noted that one of the most important and multilevel methods of learning English as a foreign language today is the linguo-sociocultural one, which involves an appeal to such a component as the cultural and social environment. The adherents of this method are firmly convinced that the language will lose its existence if the goal is solely the mastery of lexico-grammatical forms [1].

Particularly noteworthy are listening tasks (listening comprehension, for example listening to CDs with technical texts, as well as developing reading fluency).

As practice shows, when studying English, it is best for students of a technical profile to complete written assignments, as well as those types of educational activities that allow them to analyze and draw independent conclusions, both in a team and individually.

In a number of studies, it is noted that students of technical universities are characterized by difficulties in colloquial speech, and also excessive self-control over the spoken speech interferes. In addition, during speech activity, they tend to use pre-learned phrases and texts, which they include in their own speech without prior deliberation. Communicative tasks that contribute to memorizing entire phrases and blocks provide spontaneity in the use of the language of the specialty in speech without mechanical memorization, which helps to get rid of excessively rigid self-control over what they say.

Finally, the final stage of training is an uninterrupted understanding of the English-language text, which is achieved later when students work independently. Translation for technical students is a necessary way to find the equivalent. Consequently, a hidden or explicit translation into Russian will always be present.

Summarizing the above, it should be noted that the best results in teaching English to students of technical universities can be achieved with the integrated use of communicative methods and grammatical-translation method. In the process of teaching English to university students, the sequence of the methodological steps proposed by the teacher involves a gradual transition from the elementary mastery of the available language means to the formation of basic speech skills among technical students, as well as the development of speech skills, both productive and receptive. Thus, we can talk about the individuality of thinking of students of technical universities, which is different from students in the humanities.

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