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ISSUES OF TEACHING ENGLISH IN TECHNOLOGICAL UNIVERSITIES

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ANNOTATION
In this article, the author raises the problem of teaching English in a technical university and its solution. Based on extensive work experience, the author offers her methods of teaching students English and made some scientific views.
KEYWORDS: *technical English, educational base, subjects, language education, independent work.*

ВОПРОСЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В ТЕХНОЛОГИЧЕСКИХ ВУЗАХ

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Аннотация
В данной статье автор поднимает проблему преподавания английского языка в техническом вузе и его решению. Опираясь на большой трудовой опыт, автор предлагает свои методы обучению студентов английскому языку и сделала некоторые научные взгляды.
***Ключевые слова**: технический английскому язык, образовательная база,предметы, языковое образование, самостоятельные работы.*

Teaching technical English at a university is a separate aspect of consideration in the system of teaching foreign languages in Uzbekistan. Two important problems deserve special attention. The first problem is the reduction in the number of hours of teaching a foreign language at technical universities, which is currently happening in many universities in the country. The reduction of the general educational base contradicts the concept of the universal acquisition of the status of research centers and universities by universities. The main goal is to reduce the hours of teaching general education subjects.

It should be noted that at the moment there are no complaints about the language training received at school. Modern textbooks and teaching methods allow university applicants to demonstrate good knowledge of a foreign language. However, what happens to this language base over the years of study at the university? English is taught only in the first year once a week in the first semester and twice a week in the second semester. And this is taking into account the fact that the university is faced with the task of providing basic knowledge of technical English. Technical English is a knowledge base different from that of school, which can only be obtained at a university. Domination in the global market is impossible without the development of high-tech, without the development of science itself. The role of a foreign language as a means of familiarization with the achievements of world science and as a means of exchanging scientific knowledge cannot be denied. Is it possible under these conditions to curtail the teaching of a foreign language in technical universities? Yu.R.Aliyev rightly notes: "The main core, task and goal of modern language education is to train, first of all, specialists in international and intercultural communication, or communication, and only then - teachers, translators or simply specialists in any field of science and production, capable of communicating, in other words, ready to communicate in a foreign language or languages" [1, p. 39]. "Under modern conditions, the situation with the study and teaching of foreign languages has changed significantly, since not only the possibility, but also the need for international and intercultural communication has come to the fore" [1, p. 40]. Over 4 years of study for a bachelor's degree, students' knowledge of a foreign language "falls" to zero, since a foreign language is taught only in the first year according to the curtailed program. Of course, a number of particularly interested students continue their studies under the additional education program "Translator in the field of professional activity".

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As a result, we get the following picture: the school knowledge base is lost, maintaining the level of knowledge is not available to everyone. It would be advisable to stipulate the volume of study of a foreign language in a technical university within the framework of the educational standard.

What do we have in the master's degree? The requirements for writing articles with citations in the Scopus database and other international databases require proficiency in special technical English. But in the 1st year of the master's degree, the lost school knowledge no longer allows one to independently cope with writing articles on their specialty in English. Masters are forced to resort to the help of translators. Although it is well known that proficiency in professional technical English allows one to correctly express one's thoughts, and not through the "prism" of a translation performed by a humanities translator. It is necessary to take into account the fact that throughout the world knowledge of English is considered accessible to everyone and relatively uncomplicated, so it is surprising why our specialists do not speak a foreign language. Of course, there is no need to overdramatize the situation, to cry out and sound the alarm. Universities should simply take over the baton from schools, where they have prepared a decent knowledge base, and continue to develop this knowledge. Language training in specialized universities should be appropriate. Otherwise, going to a technical university will mean burying your foreign language, and this cannot be allowed. The second problem that worries me most is teaching the correct use of the Internet in written translation and other forms of independent work in a foreign language. At the phonetic level, transcription is no longer a guarantee of correct pronunciation. Students must be taught to use electronic means of pronouncing words. They do not know that even in Google Translate all words are given with sound accompaniment. At the grammar level, the possibilities for repetition and consolidation of material are unlimited. There are many English grammar sites on the Internet with competent presentations on the main aspects of grammar and with online tests that allow you to control your knowledge. The Reward licensed program as a self-study program for a foreign language includes 4 levels of difficulty. Each level includes 30 lessons. In each lesson, the material of one topic is worked out at 4 levels - phonetic, grammar, vocabulary and writing. At the listening level, it is necessary to use thematic sites.

Even on the You Tube website you can find a presentation in English on any topic with competent speech, allowing you to get acquainted with the material on a separate topic of professional focus with subtitles in English and Russian. I'm not talking about watching feature films. At the level of vocabulary on the Internet, there are not only dictionaries and electronic translators for general English. The Internet has a number of fundamental dictionaries in all areas of professional activity. Unfortunately, the use of dictionaries is reduced only to "running" the text through an electronic translator. The most basic thing that students use is electronic translators. In 1 minute, a student can take a photo of the text with his mobile device, "run" it through the translator and give you a ready translation. Editing an electronic translation requires knowledge of a foreign and native language. In humanitarian universities, the main problem in training translators is bringing the Uzbek version of the translation to perfection. Knowledge of a foreign language is beyond doubt, and knowledge of the Uzbek language requires great efforts to competently edit the translation. In a technical university, this problem is complicated. On the one hand, it is a search for equivalent terms in English, on the other hand, it is editing the translation not only for the coherence of the presentation in Russian, but also for the content as technically competent. It is necessary to introduce a special course "Using Electronic Translation Tools" as the main condition for mastering the skills of competent written technical translation. The course should reflect all stages of working with a technical text: selecting a thematic translator, working with a thematic dictionary in search of an equivalent, viewing authentic texts on a similar topic in English in order to verify the terms used, and, if necessary, searching for video materials. It is this level of proficiency in a technical language and the completion of this amount of work that is assumed when preparing for the candidate minimum in a foreign language by graduate students. It is necessary to include a separate section on preparing presentations in English on a special topic with a corresponding accompanying report, which, according to international standards, should not be a "voiceover" of the presentation. The Internet opens up unlimited opportunities for the implementation of competent technical translation and requires special training in the use of its capabilities. And if students are "stuck" at the level of "running" the text through available online translators, then the task of teachers is to teach them to use at least this potential correctly. After all, not everyone knows about the possibility of selecting synonyms, listening, determining the affiliation to a particular part of speech of online translators. In his book "Language and the Internet" D. Crystal distinguishes such varieties of language as the language of e-mail, the language of the virtual world, the language of Internet communication, separately highlighting the problem of the linguistic future of the Internet. He introduces a separate term to denote the language of communication on the Internet - netspeak [2, p. 18].

Of course, now there is enough literature on this issue. Firstly, in relation to technical English, this problem is little considered. Secondly, the absence of a separate course aimed at studying this aspect suggests the study of technical translation tools only as an expansion of the capabilities of a professional translator, and not a publicly available means of obtaining a competent translation with an average level of language proficiency.

The training process should begin with teachers of foreign languages in advanced training courses. Our university has excellent courses to improve the competence of university teachers in the use of technical teaching aids. However, it is necessary to take into

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account the specifics of foreign language teachers, for whom the range of opportunities is wider. After all, often, when a teacher forgets a word, a student, as an advanced user, voices the word he is looking for on his mobile device.

One can have a negative attitude towards electronic translation tools and regard them as a manifestation of students' laziness in refusing to work with a dictionary and to translate independently. But one cannot reproach them for wanting to use modern tools - after all, the substitution of true knowledge with electronic answers is observed in all subjects. Before a teacher of mathematics or any other subject has time to give a test or some other assignment, the student has time to find a ready-made solved version posted on the Internet, at least from the GDZ (ready homework) website.

Electronic resources are a reality to which our education system must adapt. Of course, it cannot be denied that the quality of translations greatly benefits from this. And the task of the teacher is to point out the negative aspects of their passion, for example, the impossibility of developing correct pronunciation (although the Reward program evaluates the quality of the text you voice and record) and the development of simultaneous translation skills (at least why not translate after the text on the Internet).

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