



TECHNOLOGY FOR THE DEVELOPMENT OF FOREIGN LANGUAGE COMPETENCE OF FUTURE ENGINEERS

Urinboyeva Feruza Zokir qizi

Teacher of Jizzakh State Pedagogical Institute Faculty of Foreign Languages
Department of Foreign Languages in Natural and Exact Sciences

Annotation

Engineering education is one of some countries' priority development areas allowing them to increase the competitive capacity of their economy in the present world by establishing an effective segment of the national innovative system. An essential part of future engineer's professionalism is foreign language proficiency, particularly proficiency in such as English as the language of international importance. A range of language skills that students should acquire through mastering a basic educational programme within the chosen direction of training will help them fully realise their potential and become competitive at the international level. The objective of this article is to provide a strict definition of a concept "competence" which can be used in the context of professional language training of technical university students.

Keywords: foreign language, engineering, culture, higher technical schools, competence, approach, components, methods.

Introduction

The benefits of foreign language and international travel are immense in the professional world. They can provide an increased ability to communicate, adaptability to new environments, an ability to collaborate with people from other cultures, and a much stronger resume. As we move toward globalization, more and more engineers are interfacing with, collaborating with, and competing with people all over the world. Being able to speak a foreign language, or engaging in travel can enable an engineer to more fully understand and communicate to a larger audience. It can make an engineer more effective within the global economy.

At the present our country's economic development and transition to a new level of industrialisation, the priority in the country is given to innovative development as an essential part of global competitiveness. Engineering education is regarded as one of the key factors allowing the country to move from resource-based economy to that of high technology and innovation. In this situation, the modern system of engineering education should be ready to respond to the increasing need for highly qualified specialists who could solve the new tasks and meet the new challenges. Thus, in the





National strategy for development of statistics of the republic of Uzbekistan for 2020-2025, one of the priorities is aimed at training highly qualified specialists able to take the initiative in their professional advancement and mobility in the age of society informatisation and high technology development. One of the competences that a modern engineer should possess is related to a foreign language proficiency. Obviously, the priority is given to English as the language of international significance. Indeed, communicating in English at a professional level is crucial for any highly professional engineer who wishes to be successful and competitive in his career. However, a vast majority of engineers in Uzbekistan experience a lot of challenges in using English as a foreign language for professional purposes. Therefore, being skilled and knowledgeable in particular directions of engineering, young specialists are unable to work abroad, participate in international conferences and publish in scientific journals in order to present their innovative projects and developments to the international community.

In the context of higher technical education foreign language teaching implies mainly students' understanding of the professional literature as well as the ability to express their views on professional topics and in everyday situations by means of a foreign language. In this regard, the communicative approach is in the focus of foreign language teaching at higher school. The term "approach" means a theoretical view of what language is, and of how it can be learnt. The following basic principles of the communicative approach can be distinguished.

1) Speaking-oriented learning process, which implies that the practical goal is achieved by the proper use of a foreign language; 2) individualization in terms of personality aspect as the main means of students' motivation and activity; 3) functionality, which ensures an adequate selection of foreign language material according to the process of communication; 4) situationality, novelty, etc. Foreign language communicative competence includes the following basic components:

1) Linguistic competence, which involves acquiring knowledge of vocabulary, grammar, phonetics, spelling and formation of the relevant skills: phonetic, lexical, grammar, morphological, syntactic, orthographical, graphical and calligraphy; 2) speech competence, which implies the acquisition of four types of skills, namely: listening, speaking, reading and writing; 3) sociocultural competence, which comprises: cross-cultural competence that is students' knowledge about the culture of the country whose language is being studied; 4) linguocultural competence, which involves studying the peculiarities of verbal and nonverbal behaviour of representatives of other cultures.





Communicative situations used in teaching foreign languages are expected to prepare students to communicate in real life situations. The goal of teaching foreign languages in the context of higher technical education lies in forming students' professional communicative competence through developing all types of speech activity. This goal is difficult to achieve under conditions of the very restricted number of hours allocated to teaching foreign languages at higher technical school. Teachers have to take into account the lack of knowledge and skills with which students enter universities, as well as solve the problem of teaching students with different levels of language training. Under these conditions, reading professionally oriented texts becomes the main type of speech activity at the initial stage of studying. There is no doubt that professionally-oriented foreign language reading plays an important role in practical work of future specialists. With the growing use of the Internet, reading in a foreign language has become a priority for specialists. First of all, language acquisition implies active production. Here's why it's vitally important to help students to overcome communication barriers, to get over the fear of speaking a foreign language. To teach students to communicate in a foreign language isn't an easy task. One of the preconditions for successful language leaning is creating a foreign-language environment by teaching students mainly in the language under study. The rules, meanings of new words should be explained using vocabulary and grammar constructions the students are already familiar with, as well as gestures and facial expressions, pictures, visual methods, etc. The process of gaining foreign language proficiency largely depends on students' motivation, which is the cause of actions directed at achieving goals. Almost all students are eager to master a foreign language, but the level of their motivation and activity decreases as well as progress in studies because of the difficulties they face in the process of learning. It should be noted that motivation is the subjective quality of a student and it is predetermined by his or her personal motives, passions and needs. Therefore, a teacher can influence it only indirectly, by creating the conditions under which cognitive interest of students in foreign language learning can be developed. Nevertheless, it is a teacher who has a key role in the process of developing cognitive interest and promoting positive emotions in the students, facilitating the process of learning foreign language, minimizing negative behaviour or keeping students from dropping out. It is important to think over incentives for encouraging active students' participation in speech acts by modeling certain situations. Recently, an interest in educational videos that are effective means of teaching foreign languages has greatly increased. The main peculiarity of a video is its capability to combine visual and sound images under typical circumstances. Educational videos offer students communicative situations in





which they can be active participants with the assistance of the teacher. Technical capabilities of videos, which give a possibility to stop and repeat an activity, also contribute to the efficiency of foreign language learning. It is important to remember that students got used to watching TV passively.

Thus, teaching foreign languages at higher technical universities implies communicative orientation. Communicative language teaching is based on real-life situations that require communication. This can be achieved by using role and discussion plays, dramatization, problem situations, educational videos and other ways of creating communicative situations that contribute to the formation of students' professional communicative foreign language competence, which is one of the main components of professional training of future engineers who are ready not only to solve production problems, but also to adapt quickly in the fast-changing environment.

References

1. Albrecht, N. V. & Kondrina, I. M. (2013). Foreign Language communication as a tool of development of professional mobility of students from non-linguistic university: monograph [Inoyazychnaya kommunikatsiya kak sredstvo razvitiya professional'noj mobil'nosti studentov neyazykovogo vuza: monografiya], P 242
2. Aleshchanova, I. V. (2006). Narrative competence in speech behavior of personality [Narrativnaya kompetentsia v rechevom povedenii lichnosti]. Izvestia Volgograd State Technical University, 6, 100-102. (in Russian)
3. Development Priorities in Science, Technology and Engineering in the Russian Federation Have Been Approved // President of Russia. (March 8, 2015).
4. Скалкин В.Л. Английский язык в ситуациях общения: учеб. пособие для вузов / В.Л. Скалкин. – М.: Высшая школа, 1997. – 188 с.
5. Tarnopol's'kyj O. B. Metody'ka navchannya anglijs'koyi movy' na II kursy texnichnogo VNZ [Methodology of teaching English in the second year of study at high technical school], Kiev, Vyscha shkola Publ., 1993, p.170
6. <https://www.linkedin.com/pulse/why-importa>
7. lex.uz

