



ISSUES IN FOREIGN LANGUAGE INSTRUCTION FOR STUDENTS OF AGRICULTURE AND ZOOENGINEERING SCIENCES

Eshchanov Marat Urazaliyevich

English as a Foreign Language Teacher

Samarkand State Veterinary Medicine Livestock and Biotechnologies
University Department of Economic and Humanitarian Disciplines

ANNOTATION

In this article, actual problems in teaching a foreign language to students studying in the field of agriculture and zoo engineering, issues related to the lack of literature, information resources, the importance of teaching foreign languages in these fields are analyzed.

Keywords: philological, non-philological, CEFR, agriculture, state educational institutions, Association of European Universities

INTRODUCTION

One of the urgent issues of today is to educate the young generation through the teaching of foreign languages in the spirit of love and loyalty to the Motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values. Fundamental reforms in the world education system promote the problems of creating the necessary conditions for students to learn foreign languages perfectly, to be able to express themselves in all fields knowing a foreign language, and to develop their oral and written speech in a foreign language. Organizations such as Association of European Universities, European Network for Quality Assurance of Higher Education deal with issues of students' ability to think in a foreign language, develop free speech, form their intellectual activity, and evaluate their readiness. The development of this issue in general trends is of great importance in the formation of modernity and foreign language skills in the young generation, and it serves to increase the creative abilities of students in the wide spread of innovations in various fields, especially in the field of agriculture, in our rapidly developing society. Therefore, at the same time, it is clear that learning foreign languages is an important issue in all fields. In particular, attention to foreign languages is increasing day by day in our Republic. In the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 312 of 19.05.2021, "The following





requirements for foreign language teachers of state educational institutions have been established regarding the level of mastering foreign languages; Starting from the 2022/2023 academic year, applicants who are newly hired for the positions of foreign language teachers of state educational institutions must have at least a B2 level national or equivalent international certificate; Until the 2022/2023 academic year, all foreign language teachers working in state higher education institutions must have at least C1 level national or equivalent international certificate; By the 2024/2025 academic year, 50 percent of teachers of professional subjects (except foreign languages) working in state higher education institutions should have at least a B2 level national or equivalent international certificate; Until the 2024/2025 academic year, all foreign language teachers working in general secondary, secondary special and professional educational institutions must have at least a B2 level national or equivalent international certificate." Absalamova, 2022) It can be seen from the given information that it is necessary to know a foreign language in our country not only in the fields of teaching foreign languages, but also in non-philological fields. Teaching the language philologically and non-philologically; It is important to ensure the priority of the education system in the processes of training specialists in all fields, including the introduction of new technology-mechanisms of teaching foreign languages. After all, communication between nations, spirituality and others, is manifested through language. In the world, a great deal of research is being carried out in the following priority directions on teaching foreign languages to students of higher education institutions that do not specialize in languages: improvement of pedagogical mechanisms of teaching foreign languages to students based on the requirements of the European CEFR; teaching content, educational technologies, strengthening the objectivity of control, organizing independent education in the audience and outside the audience (Janonova, 2021). Taking into account the goals and tasks of teaching English in higher educational institutions, they can be divided into 2 groups:

1. Foreign language - universities, institutes, faculties that train specialists in English.
2. Non-philological educational institutions that do not train specialists in foreign language - English. The goals of teaching English in these 2 groups are different, and because English language specialists are trained in the higher education institutions of the first group, English is taught in depth and perfect, both theoretically and practically. In the second group, i.e. non-philological educational institutions, a comprehensive goal of the English language is envisaged. The goal of the student is to get a general education in English and to use English in his specialty in the future.





They are taught to communicate partially by profession, learn words related to their specialty, read and translate texts.

The importance of teaching foreign languages in the field of agriculture including zoo engineering discipline. Wide-scale cooperation between countries in the fields of economy, culture, education, science, politics, and agriculture is consistently developing. All necessary sectors of the country are closely related to the basis and requirements of professional personnel training. Quality training of specialists should meet international and national standards. Training of agricultural specialists is also important. Healthy food, clean water, food security, etc. are basic daily needs of mankind. Therefore, agriculture is considered one of the important sectors of the economy not only in Uzbekistan, but also in the whole world. and cultivation of agricultural crops, exchange of students, professors and teachers, academic mobility - all this requires specialists who have mastered the language, especially English, not only in the field of agriculture.

Problems in teaching foreign languages in the field of agriculture

Despite the fact that modern educational methods of teaching foreign languages, especially English as a foreign language, have been developed in the field of agriculture, there are specific problems of mastering.

1. Limited learning environment; When talking about a limited learning environment, the presence of furniture in classrooms or the location of the educational institution is not provided. In most cases, students only try to speak English under the teacher's supervision. In addition, there is a lack of constant English speakers around the students. As a result, learning English and communicating in this language becomes difficult. Educational materials, especially books, audio-materials are tools that help in the educational process. If the student follows the tasks given on the subject of the language through audio and video, he/she will learn how to pronounce words and sentences better. It should be noted that students tend to learn through movies, but movies contain slang and dialects. Therefore, language learners should be careful.

2. Not being taken seriously; It should be noted that students often do not take language learning seriously. Problems such as sticking to grammar rules and language barriers cause students to lose interest in learning the language and not take it seriously. In fact, we consider the idea that in order for communication to be





comprehensible, sentences need not be grammatically correct to be partially correct and partially incorrect at the same time. Because during a conversation, if you constantly replace the grammatical rules, the fluency of the language will be damaged. Students do not always follow and cannot follow the rules learned in training. In addition, in non-philological higher educational institutions, students treat foreign languages as a secondary subject. Unfortunately, in most cases, students learn the language during training. (Katayev, 2022) After the lessons, they do not try to learn new words by practicing pronunciation and writing essays independently. It is no secret that one of the biggest disadvantages is that when mistakes are corrected, the thought "this is not my language after all" takes place in the minds of students. This has a negative impact on learning a foreign language.

3. Excessive use of the mother tongue in the audience; Learners learn another language well only when they are forced to use it. The teacher should require students to communicate in the language being studied. Only in this case, the level of progress in language learning and fluency in pronunciation will increase. Learning a foreign language will be successful only if it is strictly required and restrictions are set during the lesson.

4. Dependence of students on the teacher; Independent work on oneself, independent solving of problems and research serve to master any subject well. Each student turning to the teacher for a small problem indicates the dependence of the student. This reduces the student's ability to work on himself.

5. Dominance of strong students in the audience; No matter how well students are sorted, there will be differences in mastering. In the audience, stronger students outperform weaker ones. Shy students cannot actively participate in the training period. Therefore, weak students should not be forgotten during debates and exercises.

CONCLUSION

In conclusion, it is very necessary to teach a foreign language in higher education institutions that do not specialize in languages, because the importance of a foreign language in preparing students to be mature in all aspects is great. In addition to this, creating literature, explanatory and pictorial dictionaries related to the field of agriculture, including materials related to the field in the content of lesson plans in this direction, creating pedagogical technologies based on these materials, teaching





foreign languages in non-philological fields, especially in the field of agriculture and related disciplines create a vast opportunity for effective teaching and learning.

REFERENCES

1. Absalamova, G. S. (2022). VIEWS OF FRENCH RENAISSANCE THINKERS ON CHILD UPBRINGING. *Academic research in educational sciences*, 3(Special Issue 1), 12-17.
2. Janonova, S. (2021). HISTORY AND ACTIVATION OF AGRICULTURAL TERMS. ТРАНСФОРМАЦІЯ СУСПІЛЬНИХ НАУК: СОЦІАЛЬНО-ЕКОНОМІЧНИЙ, ЛІНГВІСТИЧНИЙ, ПОЛІТИЧНИЙ ТА ІТ-ВИМІРИ, 26.
3. Katayev, S. (2022). THE ROLE OF FOREIGN LANGUAGES IN AGRICULTURE. ИЖТИМОЙИ ФАНЛАРДА ИННОВАЦИЯ ОНЛАЙН ИЛМИЙ ЖУРНАЛИ, 2(1), 211-213.
4. Brown, H. Douglas. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: San Francisco State University.
5. Crystal, David. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
6. Dudley-Evans, T. and St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
7. Hutchinson, T., and Waters, A. (1987). *English for Specific Purposes: a Learning-centered Approach*. Cambridge: CUP.
8. Jarvis, H., & Krashen, S. (2014). Is CALL Obsolete? *Language Acquisition and Language Learning Revisited in a Digital Age*. TESL-EJ.
9. Eshchanov M.U. (2021). Bridging the language gap with online materials and resources in TESOL. *ICT In Education: Challenges and solutions*. International Conference Proceedings. Tashkent.
10. Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.

