



TOPICAL ISSUES OF LEARNING A FOREIGN LANGUAGE AT A TECHNOLOGICAL UNIVERSITY IN THE ERA OF GLOBALIZATION

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ANNOTATION

This article examined the requirements that society imposes on future specialists (based on the state standard of education and the professional standard), using the example of students of the Tashkent Institute of Chemical Technology.

KEYWORDS: *English language, globalization, technologists, professional standard, education technology, state standard of education.*

Актуальные вопросы изучение иностранного языка в технологическом вузе в эпоху глобализации

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Аннотация.

В данной статье были рассмотрены требования, которые предъявляет общество к будущим специалистам (с опорой на государственный стандарт образования и профессиональный стандарт), на примере студентов Ташкентского химико-технологического института.

Ключевые слова: *английский язык, глобализация, технологи, профессиональный стандарт, технология образования, государственный стандарт образования.*

The traditional method of teaching a second language does not lead to success. It is necessary to improve teaching methods and training programs. When developing a methodology and teaching, it is necessary to take into account the fundamental differences between the English and Uzbek languages, and, at the same time, it is necessary to learn English based on the native language. So, when learning a second language, the communicative environment is important. In the Uzbek village, where there is not a single Uzbek, the difficulty is the lack of a language environment and the need for young people to speak English

The methodology for teaching English as a second language in the new geopolitical conditions is only being formed, based on the developments in the theory of teaching (and educating) English as a foreign language in national groups. Experience should show in the near future the continuity and complementarity of these theories and methods. It is clear that the basic principle of teaching a foreign language as a non-native language remains: taking into account the peculiarities of the native language and native culture in the educational process is necessary in the same way as maintaining the basic mental historical connections of



the individual with the origins of his nation through the national (native) language and culture.

Improvement in technical universities of language training for students of mechanical specialties is one of the transformation steps in the system of higher educational institutions, the relevance of this direction is not in doubt. Speaking about the processes that have influenced modernization, it is necessary to mention globalization, including in the professional sphere; "information" civilization, which requires a specialist to be ready to go beyond the space known to him; and, of course, the development of innovations. The modern world does not stand still, the development of trade, economy, international relations dictates new requirements for young professionals. In order to be competitive, in our time, not only a red diploma is needed, such a specialist must have special skills and competencies. One of them is knowledge of a foreign language.

Studies have been conducted in different countries regarding the analysis of professional communication of technical specialists. Thus, Chinese scientists have found that specialists who communicate in English in the technical field, first of all, need to improve their writing, speaking and listening comprehension skills [1]. Indeed, communication at different language levels is considered one of the important skills for an engineer. In the UK, the "Engineers Professional Competence Standard" was even developed, which states that a specialist must be able to effectively apply communication skills. This is manifested in maintaining a conversation, the ability to make a presentation, in working with instructions and various documents [1].

As the main provisions of the humanistic psychology of foreign scientists K. Rogers, F. Perls and others show, interactive learning methods usually include discussion, heuristic conversation, brainstorming, business game, role-playing game, etc. The choice of one or another teaching method is determined based on the learning objectives, fears and expectations of the group, the degree of the teacher's mastery of this or that method, the context of the situation. Of course, the use of these methods in the learning process involves the mutual activity of the teacher and students. [6]

The study of foreign languages in modern Uzbekistan is aimed at striving to meet personal and social requirements, and the main task of language training at a university is to streamline these needs. In a technological university, great importance is attached to social needs, which are correlated with the use of a foreign language in certain situations, namely:

- Professional mobility;
- Academic mobility;
- Work with foreign partners;
- obtaining information from authentic sources;
- solving production problems that require the rapid use of a foreign language.

From the point of view of language competence, a good technologist is a specialist who speaks the language at a level that would allow him to read the necessary literature in his specialty. Even better, if the technologist possesses communication skills, then his professional skills will be rated higher. In addition, such a specialist will be able to solve a variety of professional tasks: writing reports, communicating with foreign colleagues, participating in international seminars, developing documents of various kinds.

Thus, the English language in the modern world is becoming increasingly popular not only among students studying at language universities and universities of the humanities, but also in technical universities. This can be seen in the example of the state standard of education of the faculty "Food Production Technology".

Below I would like to briefly describe each direction according to the state standard of education and consider the language competencies that a future university graduate should have.

Students who have completed their studies in the specialty "Technology of Production of Inorganic Substances" and "Chemical Technology of Fuels and Organic Compounds" will be directly involved in the production of goods for the chemical industry.

The state standard of education does not give clear explanations of what skills and abilities a student who has received a diploma in the above-mentioned specialty should have in the field of a foreign language, highlighting only the knowledge of professional vocabulary.



In their professional activities, specialists who have received a diploma in the field of "Management and Vocational Education" teach in secondary specialized educational institutions in the specialty of chemical technology. In this specialty, students study English for a whole year. They take courses such as technical translation, foreign language as a means of intercultural communication, advanced foreign language for intermediate level, foreign language for business communication and foreign language in education.

The main goal of a foreign language course is to increase the level of language proficiency, the student masters the language at a sufficient level for communicative competence, he can also read technical texts, communicate with foreign partners, write articles and reports for international symposiums and, most importantly, defend a diploma at foreign language.

Graduates of the faculty "Technology of winemaking and industrial viticulture" work with automated systems; with means of management and control; are engaged in scientific research and production tests in industry [5]. English is also studied by students for only 3 years, a graduate of this direction has a fairly good knowledge of English, if necessary, he can obtain the information he needs from foreign sources, conduct discussions in English and participate in conferences. He also knows how to manage documents in a foreign language, knows the basic principles of business correspondence and the rules of speech etiquette in the field of professional communication.

For a specialist in Engineering and Construction Communications, the professional standard also does not have explicit requirements for the level of a foreign language, but if you start to understand deeper, you can notice the knowledge and skills required for this specialty, which are indirectly related to knowledge of the language.

As we have noticed, the requirements for knowledge of a foreign language in the professional standards for the areas we are considering are not spelled out, however, a deeper analysis revealed that the skills and abilities that a specialist should possess require knowledge of a foreign language.

However, it is often difficult to introduce technical concepts in English classes right from the first year, since former schoolchildren who have just entered the university have a very low level of English proficiency, so the technical language, if it is introduced immediately in the first years, is given to them from labor. In addition, technical English has its own specifics. This includes special terminology, having studied which students will be able to read special literature in English, which has no analogues in their native language. Also, do not forget that English words are polysemantic.

According to the surveys conducted among students majoring in Electrical Engineering, Electromechanics and Electrotechnology, it became clear that the intercultural aspect is also of no small interest in English lessons. Without knowing the culture of the country of the language being studied, it is impossible to further interact with colleagues, negotiate, speak at conferences. As mentioned above, the English language is very rich in polysemantic words. So, having studied the basic course of the English language, we know that the word mean is translated as "stingy", "rude", and it has many different negative meanings. But, delving into the study of the language, you can come across such an expression as no mean, and it will be absolutely opposite to its main meanings. No mean translates as "a first-class specialist." Of great interest is the expression break your leg; probably, many, without hesitation, will translate it as "break your leg", and the English, using this expression, wish each other good luck, the equivalent of our "no fluff or feather." Ignorance of such seemingly simple points can lead to misunderstanding with foreign colleagues. As we can see, it was absolutely correct that at one time the language was recognized as a guide to foreign culture (including business culture and business culture). It is necessary not only to know the language, but also to be able to establish contacts with foreign colleagues and reach mutual understanding with them.

But, we must not forget that the method of problem-based learning is one of the successes of the lesson, which comprehensively develops the skills and abilities of university students [7].

Summing up, it must be said that globalization affects not only the political and economic spheres of



society, it affects the development of modern education. If we talk about such a subject as "Foreign language", it should be noted that it has become the main element of the education system, has become a means of achieving professional goals and personal realizations, especially for students of non-humanitarian universities. The main features of the process of increasing the professional competence of teachers are its integrity, structure, frequency and technology[8].

The activity of a graduate (including in the technical field) is unthinkable in our time without knowledge of the language. Language competence reflects the readiness of a future specialist to use the acquired skills and abilities in the professional field.

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