



READING SPECIALIZED TEXTS AS THE BASIS FOR PROFESSIONALLY ORIENTED TEACHING OF FOREIGN LANGUAGE FOR FUTURE SPECIALISTS OF THE TECHNICAL UNIVERSITIES

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Abstract: *This article describes the problem of selecting educational material to be mastered remains relevant, since in a technical university it is the text that serves as the main source of information, as well as the basis for expressing students' own thoughts.*

Key words: *speech, communication, linguistic tasks, foreign language, motivation, terminology.*

Introduction

Work with specialized texts in a technical university begins at the beginning of the first year of the academic year. However, by this time, students do not yet know the terminology of their specialty (for example, "Oil and Gas technology", "Architecture", "Power engineering", "Technology of transport processes", and so on). Since the number of hours allocated for practical classes in a foreign language for bachelors has been reduced to 2 hours per week, it is necessary to prepare students for working with texts in their specialty already in the first semester of the academic year. At this stage, popular science texts with career guidance, as well as repetition of general topics ("Tashkent", "Uzbekistan", "Seven wonders of the world", "Great Britain", "London", "The USA"), will be effective.

In the second semester, students already have some understanding of their specialty through the study of some university disciplines, including "Introduction to the specialty". Students of a technical university tend to solve logical problems. Therefore, when teaching a foreign language, it is necessary to take into account the principle of problematization, that is, the student must be given the opportunity to derive patterns of phenomena in speech based on examples, comparisons with already known material or on the basis of a created problem situation. It is necessary to create such situations of communication where it is necessary to solve extra linguistic tasks of a problematic nature by means of a foreign language, for example, to discuss modern methods of construction and design of buildings, land management principles or features of transport operation in a city, and the like. A problematic conversation can be organized when working in pairs or micro groups.

A problematic approach to the practice of speech is possible only when students have sufficient linguistic means and non-linguistic knowledge to solve the set extra linguistic tasks. Otherwise, there is disappointment, disbelief in one's own abilities, damage is done to the positive motivation for learning a foreign language, so the teacher must carefully select the problem situations that are created in practical classes, and also correlate them with the levels of language and general training of students [11, 160].



The result of the application of the problematic principle, learning activity, firstly, begins to imitate genuine speech communication associated with the solution of rather complex extra linguistic tasks and problems. Secondly, the maximum consideration of the age and intellectual characteristics and abilities of students, as well as their interests, is ensured, positive motivation increases when learning a foreign language, which in such classes acts in its main function - a means of obtaining and transmitting new information.

As a rule, rote learning causes a negative reaction in students. The most effective is semantic memorization. Therefore, in practical classes in a foreign language at a technical university, it is necessary to use such tasks that would make it possible to assimilate the material not by simple memorization, but by including it in complex mental or communicative activity. As a result, involuntary memorization occurs, which is characterized by the ease and strength of assimilation, as well as the operational readiness of the learned.

In the process of teaching a foreign language at a technical university, the main place is given to reading specialized, that is, specialized texts, since it is reading that can be most widely used in the future professional activities of students due to the large amount of scientific and technical information in a foreign language. Reading a specialized text must begin with a primary predictive setting in order to achieve a correct, context-appropriate understanding of individual words and sentences, since each of them will be perceived based on the general content of the text. Otherwise, students will follow from word to word with the help of a dictionary, and, as a rule, students take the first main meaning of a lexical item, which often does not correspond to the context at all. Specialized training foreign language.

A teacher of a foreign language should teach students to bypass language difficulties, that is, not to focus on lexical and grammatical phenomena unknown to the student. This is possible when such phenomena do not interfere with the correct interpretation of the text. Students, on the other hand, tend to stop before words unknown to them, regardless of their informative significance, which ultimately makes it difficult for the normal course of the process of reading in a foreign language.

In practical classes in a foreign language, it is necessary to develop students' reading skills and abilities with different depths of understanding, depending on the goals of reading. In this regard, we can distinguish viewing, introductory and studying reading. In a technical university, introductory reading occupies a leading place [10, 570-572].

In teaching oral speech, the teacher's efforts should be focused on developing professional speech communication skills. The student should be prepared at least at the elementary level for the exchange of ideas in his / her chosen specialty, as well as for daily communication in a simple foreign language. Therefore, pronunciation needs to be automated so that pronunciation skills are understandable to the interlocutors. The student should also understand the statements of the communication partners. The ability to listen ensures that the text is understood as a whole, rather than understanding individual phrases. Even at the beginning of the training, students should be taught to perceive speech at a normal pace, as the speed of internal speech cannot be understood if it lags behind the pronunciation rate of perceived statements. Due to the limited vocabulary and grammatical skills of students, it is natural that speech does not reach a high level of complexity [4, 254].

The accumulation of scientific and special vocabulary, the assimilation of grammatical structures begins with the first semester of studying a foreign language at a university. It is necessary to start work on the activation of communicative means as early as possible, their involvement in the colloquial speech of students. At the initial stage of learning, the number of passively assimilated language units, as a rule, outstrips the possibility of their active use by students in independent utterance. The significant semantic complexity of the statement conflicts with the insufficient



preparedness of students in terms of independent active use of the necessary minimum of lexical and grammatical means in speech [12,122].

One of the tasks of the teacher is to teach students to independently combine their language stock for the implementation of communicative tasks. Monologue speech includes an oral summary, an excursion, a message, a report, a lecture. The spontaneity of an utterance can be achieved only by repeatedly constructing utterances from separate elements, followed by a gradual transfer of attention from linguistic form to content. These details should be constantly included in the speech of students in the learning process.

Texts for training should have an appropriate degree of difficulty, originality, a certain degree of saturation with terminological vocabulary. When selecting literature, the teacher should prepare a set of classroom exercises, as well as exercises for homework with increasing difficulties. The statement should be built from a simple one, which includes a subject and a predicate, to a more complex one, containing additional members of the sentence. This approach will allow the student to move from memorizing individual words-concepts, ready-made speech samples to their independent construction and combination, and later on to their spontaneous use in speech [15,14].

In the process of teaching a foreign language at a university, the motivation of students is of great importance, which can be divided into 2 types. The first includes the so-called prospective motivation, that is, awareness of the distant goals of learning, its usefulness for future work. To develop this type of motivation, it is necessary to explain to students how much help a foreign language can provide them in the process of working in their future specialty. The second is "procedural motivation", which determines the interest of students in the implementation of educational activities. This type is the most significant, as it provides a high level of cognitive activity. All educational texts used should be of interest to students with their content, include new valuable extra linguistic information that meets their intellectual and individual characteristics [9, 21].

Conclusion

For the development of positive motivation and the development of a general positive, personality-oriented attitude to the study of a foreign language, a favorable psychological environment in the classroom serves. It should be relaxed, it is necessary to remove the psychological barriers that cause students to be afraid of communicating in a foreign language because of the fear of making mistakes.

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