

Specific Characteristics of English Education in Technical Universities

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Abstract. The article deals with the specific characteristics of English education in technical universities, highlighting the unique challenges and methodologies involved in teaching English to students pursuing technical disciplines. The increasing global interconnectedness necessitates a strong command of the English language for professionals in engineering, technology, and applied sciences. The study examines the integration of technical vocabulary, communication skills, and specialized content into English language curricula. Furthermore, it discusses the impact of modern instructional methodologies, including task-based learning and the use of technology in the classroom, on enhancing students' language proficiency and professional readiness. By addressing the needs and interests of technical students, this article provides insights into effective pedagogical strategies for improving English language education in technical institutions.

Key words: English language education, technical universities, pedagogical strategies, technical vocabulary, communication skills, task-based learning, instructional methodologies, language proficiency, professional readiness.

INTRODUCTION

In modern technical education the actual problem is the training of specialists with a good level of knowledge of a foreign language. One of the reasons for this is that students entering technical specialties do not pass foreign language as an entrance exam, which leads to an insufficient level of knowledge. In addition, technical universities limit the number of hours for humanities subjects, which negatively affects the quality of foreign language teaching. This problem is aggravated by the lack of foreign language communication environment.

Despite this, high demands are placed on students' language competences. This leads to a strong emphasis on students' independent work, and the time for speaking practice is reduced. In addition, self-discipline and self-control are required of students, which is a difficult task for many first-year students. As a result, this teaching methodology is ineffective and does not meet the real needs of students in mastering a foreign language.

To change this situation, it is necessary to revise the traditional teaching methods and replace them with more effective ones, including the need to observe a number of features that will be different from language teaching in other educational institutions.

Hence, the purpose of this study is to investigate the peculiarities of foreign language teaching in technical universities and to identify the most appropriate teaching methodology.

The goal of teaching a foreign language in technical universities is to achieve a certain level of knowledge by students, which will be sufficient for the practical use of a foreign language in their future professional activities.

Previously, representatives of technical specialties did not communicate in a foreign language, and contacts with foreign firms were limited. The teaching of a foreign language to students of technical universities included only the translation of texts of technical content. However, nowadays more and more attention in technical universities is paid to the formation of students' communicative literacy, culture of speech, knowledge of the rules of communication and the ability to apply them in a particular situation.

This is due to the fact that more and more in the professional activities of a technical orientation, contact is made with foreign specialists.

MATERIALS AND METHODS

The study of technical disciplines is associated with the study of technical English, which is specific. It has many features and its own formal-logical way of presentation. The technical text contains a large number of technical terms. Before you start translating such texts, you need to purchase specialized technical dictionaries.

A foreign language in technical universities is studied taking into account the profile of the received professional education. The Exemplary Foreign Language Program aims to achieve the following goals:

– further development of communicative foreign language competence (language, speech, sociocultural, educational, cognitive, compensatory);

– development of readiness and ability for further independent study of a foreign language and self-education with its help, self-determination in a future profession, the ability for self-esteem through observation of one's own speech in a foreign and native languages, social adaptation.

The main components of the content of teaching a foreign language in technical universities are: speech material, specialized technical texts; linguistic (lexical, phonetic and grammatical) material; knowledge, skills and abilities that make up the foreign language communicative competence of students.

Communicative tasks that express the speech intention of the writer or speaker, for example, a request, greeting, refusal, etc., as well as those associated with a person's social activity, can be expressed using various language means or structures.

The content of the program should take into account that teaching a foreign language in technical universities does not take place in a language environment, so preference should be given to the material that creates a natural speech situation of communication and carries a cognitive load. The program is focused on the features of the social, cultural, political and scientific reality of the modern world. Attention is drawn to the role played by a foreign language in the modern world as a language of intercultural and international communication.

In accordance with the functional-content approach, the main type of learning is based on the material already studied, however, the generalization of the knowledge and skills gained is carried out on the basis of comparison and comparison of various aspectual-temporal forms of the verb, a contrastive analysis of repeated phenomena and their use in natural situations of communication. In order to form a higher level of communicative skills and abilities, the language material of a professionally oriented type of training involves the introduction of a new, more complex and at the same time professionally oriented vocabulary.

RESULT AND DISCUSSION

One of the most important features of teaching a foreign language in technical universities is a specialised vocabulary. Students need to know the terms and definitions related to their professional activities, which will be useful for them in the future for analysing foreign literature, establishing contact with specialists from other countries. In this regard, a sufficient amount of time should be devoted to the study of special vocabulary.

The second feature is the orientation on the practical application of the acquired knowledge. It is necessary for students to be able to communicate in a foreign language in the professional sphere, to read and understand scientific articles and technical documentation. For this purpose it is important to use in the teaching process various methods aimed at developing the skills of practical application of the language. Textbooks, reference books, scientific articles and other materials related to students' professional activities can be used as sources for this purpose.

These peculiarities imply an important task - the creation of professionally-oriented teaching aids of a new generation, the content of which will be developed taking into account the specifics of certain specialities. It should be built on the basis of communicative and competence-based model of graduation of a particular university. In the conditions of modernity, the creation of such literature should not cause great difficulties, but it is necessary to constantly update the data due to the rapid development of technology.

Communicative approach is the main approach to teaching a foreign language in technical universities. Communicative teaching implies as a result the formation of communicative competence, i.e. internal readiness and ability for speech communication. It involves active use of language in the learning process and pays much attention to the development of students' speaking skills. To realise the communicative learning process it is necessary to create conditions for communication in a foreign language. For this approach it is possible to apply such techniques as brainstorming, discussion, imaginary situation, interview, role play, problem speech-thought task. All these techniques are widely and effectively used in practice.

It is also worth noting that each student has its own peculiarities in learning a foreign language. From this follows another peculiarity - finding an approach to each student individually, taking into account his/her level of knowledge and needs. To achieve this goal, individual counselling. However, it should be noted that the initiative should come not only from the teacher of higher education, but also from the students themselves.

CONCLUSION

Thus, the peculiarities of teaching a foreign language in technical universities are determined by the predominance of a professionally oriented approach, which is aimed at developing students' professional skills in a foreign language.

In conclusion, it is worth noting that teaching a foreign language in technical universities has its own peculiarities that require special knowledge and skills from the teacher. In order to achieve high results in this sphere, it is necessary to observe the above-described features and teaching methods, and it is also important to create special literature designed for certain specialities.

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