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# Professionally Oriented Foreign Language Teaching at Nonlinguistic Higher Education Establishments

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**Juraeva Gulmira Makhamatiminovna**

*Senior Lecturer at the department of Practical English at the Tashkent State Technical University named after Islam Karimov*

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**Abstract:** This article discusses professionally oriented teaching of a foreign language in non-linguistic universities, including such components as learning a foreign language as a means of mastering a specialty and a means of professional communication. Which are characterized by special extra-linguistic, linguistic and methodological parameters, covering areas, situations and topics of professionally oriented foreign language communication, socio-communicative roles of communication participants, and communicative tasks by types of speech activity.

**Keywords:** non-linguistic universities, professionally oriented, foreign language, teaching, components, knowledge, education system.

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A foreign language is becoming a universal means of professional, industrial life; therefore, when teaching a foreign language at non-linguistic faculties, the problem of developing and forming professional competence among students of these faculties becomes more and more urgent. A high level of professional competence of a specialist is achieved by the presence of professional skills acquired during his studies at the university.

Foreign language skills successfully implemented as part of communicative competence only if they correspond to professional skills determined by the qualification characteristics of specialists in this profile, fixed by the State Educational Standard of Higher Professional Education.

The modern concept of language education in a non-linguistic university involves the creation of a flexible system of training specialists, giving the student the opportunity to adapt to changing conditions in professional activities. This was reflected in professionally oriented education as the central object of methodological research in domestic and foreign science.

Career-oriented learning understood as learning based on taking into account the needs of students in learning a foreign language, dictated by the characteristic features of the profession or specialty, which, in turn, require its study. This is precisely what determines the main difference between professionally oriented education and language teaching for general educational purposes.

Each component of the system of professionally oriented education integrates a number of subsystems depending on the sphere of future professional activity of students.

In addition, the professional orientation of teaching foreign languages in a non-linguistic university has certain specifics within each stage of education, at each level of education, for a university of each profile, and is the core of the entire process of their study. This is reflected in the nomenclature of certain areas and situations of professional communication,

in the list of skills and abilities of foreign language communication corresponding to the selected areas and situations, in the register of language phenomena for each level of training, since each level is focused on its ultimate professional goal. Thus, the principle of taking into account the specialty will be implemented, which provides for the construction of an educational process aimed at solving communication problems related to the professional orientation of students and which includes literature in the specialty in training.

Using a foreign language to acquire new professionally significant knowledge and to deepen his professional experience, a specialist expands his competence not only to solve his own professional problems, but also to better understand the status of his profession in society as a whole.

Professional activity requires the application of relevant knowledge and is expressed in skills (analytical, design, organizational, communicative, analytical-organizational, analytical-constructive), which are formed at the initial stage in the learning process, and are stabilized and improved directly in production activities.

The main criterion for the quality of training of graduates of higher educational institutions is professional competence, the essence of the conceptual requirements for which lies in the ability to accumulate and interpret the knowledge, skills and abilities necessary directly to increase labor productivity and professionalism in general. An important role is given to a foreign language, which allows you to accumulate knowledge, learn from experience, and interact with representatives of other societies. This requires a comprehensive consideration of the interests of the individual and their maintenance in the process of development. One of the characteristic features of the concept of human competence is to increase its role as a subject of social and professionally significant transformations and improvements, the development of its ability to understand the dynamics of production processes, to find ways to influence their course.

The study of a foreign language undoubtedly has an impact and contributes to the formation of communicative competence among students, since mastering a foreign language is based not only on mastering linguistic and sociocultural information, but also on strategies for appropriate communicative behavior. On the listed fundamental qualities of a specialist, qualities specific to each profession are superimposed. They form an organic whole with the former.

The purpose of teaching foreign languages at the university is “preparing students for two levels of foreign language proficiency, basic and professional, developing reading, speaking and translation skills”.

As a rule, mastering the professional vocabulary, the thesaurus of their specialty, terminology does not cause major problems for students. The difficulty lies in teaching students how to use this material correctly in business communication situations.

Taking into account the strategic goal of teaching foreign languages, which implies the development of a secondary linguistic personality and, consequently, the development of the ability to communicate within the framework of textual activity. The author singles out “as priorities for teaching a foreign language not the language system and the process of transferring learning content to students, but the content aspects of learning and, therefore, interests and needs of students as subjects of the educational process”.

Of fundamental importance for the methodology are the mechanisms for appropriation and recombination of foreign language text materials of a dialogic and monologue nature with the prospect of generating their own professionally oriented statements in a foreign language.

Teaching a foreign language in a non-linguistic university is carried out in the first two years along with other subjects representing blocks of general humanitarian, socio-economic and natural science disciplines, and the development of general professional and special disciplines occurs mainly in subsequent courses. Therefore, the teacher must not only be proficient in the vocabulary and terminology of the specialization being taught in a foreign language, but also have a sufficient understanding of those technical processes and phenomena that students will later master within the framework of special disciplines in Uzbek. The task of the teacher is to create conditions under which students would create their own foreign language statements with sufficient professionally significant content, including them in dialogues and monologues. At the same time, it is important to create an adequate situation that encourages students not only to express their attitude to the proposed problem, but also to interact with the teacher and certain sources in order to obtain additional information.

The basic principles of the formation of a system of vocational guidance are due to the conditionality of the activities of students in the classroom in a foreign language in the study of engineering professions. In the classroom, it is possible to provide only modeling, quasi-professional activities. Therefore, the learning process is contextual.

Thus, professional orientation to engineering professions by means of a foreign language is a link in a complex, closed system of career guidance of a university and society. For the entire system of career guidance to work smoothly, a common goal of career guidance is needed. This goal cannot be any particular profession. The individual himself must make the choice of a profession. The purpose of professional orientation is the meaning of professional self-determination, formed because of the activities of teachers, students and the impact of society.

Thus, from recreating the original author's meaning of the work, the recipient proceeds to consider the source as a cultural phenomenon, going beyond the interpretation of the text. Therefore, we can conclude that the implementation of the translation of a foreign historical text is heterogeneous in nature. On the one hand, this is the reading and understanding by the translator of a historical work by interpreting the signs and symbols used in the text in order to obtain a general semantic picture of the text. On the other hand, it is a semiotic interpretation of the signs and symbols themselves, implemented by the translator, in terms of their location in order to achieve the goal of the author's transfer of the meaning of a historical work and the adequacy of the stated historical facts.

In other words, according to E.S. Nikitina, the interpretative translation of any foreign language text is carried out according to two states of consciousness: the canonized structure of meaning, when understanding is not an obligatory procedure of thinking, and the state of unlimited semiosis, which entails the appearance of an unlimited number of meanings, and, consequently, unlimited variability of reading. Such a state of consciousness is due to the process of generating phrases in a certain language and reading them by one addressee or another: in this case, the language can both unite recipients. Causing them to have the same response to certain events, and divide such addressees by its selectivity of historical facts and the establishment of causal relationships between them. This may lead to the fact that those facts and phenomena that are not described in a given language may completely fall out of the scope of the translator of one or another foreign-language historical work.

Thus, when designing the content of basic linguistic training, one translators in the field of professional communication should pay special attention to the selection of texts from historical sources as one of the important forms of reflecting the content of such training. At the same time, it is necessary to take into account all the features of the transmission of

information by a historical source, which will contribute to the formation of the translator's skills in the field of his professional communication to achieve a sufficiently complete interpretation of the text and to carry out its adequate translation.

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