

## **Learning process of foreign (english) language in non-linguistic universities**

**Eshmamatov Rustam Toshtemirovich, a lecturer.**

**SamSACIE. +998941841431**

**Аннотация:** В статье рассматриваются основные проблемы и задачи в процессе обучения иностранному (английскому) языку в неязыковых вузах. Так же рассматривается вопрос мотивации, которая, как известно, напрямую связана с эффективностью обучения, способы формирования мотивации студентов к овладению иностранным языком как во время учебного, так и внеучебного процесса, поскольку любой познавательный процесс основывается на желании познания иноязычной культуры.

**Ключевые слова:** проблемы, задачи, методы, принципы, мотивация.

The process of learning foreign languages in non-linguistic universities primarily reflects the history and process of changing approaches and priorities to learning a foreign (English) language in search of the most effective and acceptable scientific and methodological activities. The opinion and the statement that the possession of a foreign (English) language is an essential condition for the success and competitiveness of a modern specialist in the labor market has long been accepted by Uzbek society.

The use of a foreign (English) language for professional purposes has become a necessity for engineering specialists, whose activities are directly connected with the world market. In practice, however, we can state that the level and quality of training of specialists in engineering areas does not always meet the requirements. One of the factors complicating the entry of our engineering specialists to the world market is because of low level of proficiency in a foreign (English) language. Under current conditions, a foreign (English) language should not be viewed as a secondary discipline, but as a necessary tool for professional activity. [Wikipedia 2013] When analyzing the mastery of students in the level of proficiency in a foreign language, it was revealed that international criteria require

a higher level of proficiency in foreign (English) language for engineers. In connection with all the above, it is possible to identify the main barrier affecting the mastery of a foreign language, at the request of the State Testing Centre - the low quality of foreign language competence of applicants. Linguistic, or linguistic, competence implies possession of a system of information about the language being studied at different levels - phonetic, lexical, level of composition of words and word formation, morphological, level of syntax of simple and complex sentences, stylistic. [Kapber 2013, 3]

However, in practice, students enrolled in technical universities do not have basic foreign language knowledge, skills and abilities. Unfortunately, this trend is characteristic of all institutions that provide training for bachelors and masters in non-language areas. Without a solid base of formed language skills and abilities, it is impossible to develop speaking skills, terminological base, the ability to read fluently and other communicative, linguistic and intercultural competences [Hutchinson 1987, 53]. However, the goal of an engineering university should not include teaching a basic level of a foreign language. This task should be solved at preschool period, therefore continuity and consistency in the reform of general and vocational education is so important.

Despite all these problems, the chairs of foreign languages in technical universities look for ways to maximize the teaching of vocational foreign language with the minimum number of hours allocated for this discipline and a low level of proficiency in the language of school graduates. Thus, the institutes introduced into practice the distribution of students into subgroups in accordance with their level of proficiency in a foreign language, which is determined during the first classes of testing methods. This allows within one program to ensure the most effective teaching foreign (English) language both for students with a basic level and for an advanced level. [Basturkmen 2008, 9]

The classroom hours allocated in the basic cycle for teaching a foreign language are used in the first two years of study and are spent mainly on “pulling up” the language level of the majority of students. Such a number of hours are

clearly not enough for the development of all those competencies that are required from a modern engineer of the today's level. Often, the problem of lack of classroom hours is solved by the so-called variable component, which involves conducting practical classes in the vocational foreign language by teachers in specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the profile of training, and involve a discussion of these problems at a higher, professional level. [Basturkmen, 2013]

Also, much important role is played by the lack of motivation of students to improve a foreign language. Motivation, as we know, is directly related to the effectiveness of training. Any cognitive process is based on the desire to learn a foreign language culture. Low motivation in learning a foreign language is largely based on the negative experience of teaching it at the level of secondary education. Students entering a university often do not see the sphere of implementation of a foreign language in their future profession. And here for a university, for specialized chairs and the chair of foreign languages there is a wide area of activity in the field of establishing the international-educational and research contacts, joint international projects, academic exchanges, etc. [Dudley-Evans 1998, 127]

Another effective (in terms of increasing motivation students) method is projects, festivals, theaters, scientific and practical conferences that are organized by the chair of foreign languages. This kind of events not only increase students' motivation in learning a foreign language, but also contributes them to the development of communication and presentation skills, teamwork skills and other competencies required by the future engineer. Success and attracting the attention are associated with English, which contributes to the growth of motivation. Such an increase is especially noticeable in the case of students' group work in preparing speeches. Joint creativity unites and attaches additional importance to the unifying principle, which, in particular, in terms of competition, is the need to master certain linguistic phenomena, however insignificant they may be. [Using English 2013]. Of course, the solution to this problem requires an integrated, systematic approach, involving the reform of general and higher education systems.

The experience of teaching foreign (English) language and vocational foreign language in higher education institutions shows the need to increase the number of classroom hours devoted to studying the latter, introducing intensive teaching methods and technologies that are as close as possible to real communicative situations of professional and academic orientation, ensuring the continuity of language training between junior and undergraduate and graduate courses. Close cooperation with specialized chairs is important for the students' quality training in technical universities in learning foreign language. Part of the solution of these tasks is within the power of the chair of foreign languages, but without serious analysis, full interaction with the specialized chair and modernization of the language training system as a whole, their solution seems to us impracticable.

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