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teachers and students is also evident. During the lesson, moral qualities are formed through the content and form of education. The cultural, willpower qualities are brought up in students. In interdisciplinary communication, psychological culture is also close in meaning to pedagogical culture. The content of this concept determines the basis of the formation and development of the personality of the pupil and the teacher. This educational process is carried out in its manifestations in the following way:

- "Human – person - development";
- "person-society";
- "person-profession";
- "person-skill-creativity".

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TEACHING ENGLISH IN NON-PHILOLOGICAL HIGHER EDUCATION

Israilova D. - Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, teacher

Annotation. The article deals with the importance of teaching the English language in non-philological faculties of the higher education and the issues of formation of professional skills of future specialists, and analyzes research findings and ideas of researchers associated with this process and ways of their elimination, as reflected in this article.

Key words: foreign language, specialist, non-philological education, professional text, competence, measures, methodological preparation, methodological principle, education, career guidance, technology..

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ В НЕФИЛОЛОГИЧЕСКОМ ВЫСШЕМ ОБРАЗОВАНИИ

Исраилова Д.- Ташкентский институт инженеров ирригации и механизации сельского хозяйства, преподаватель

Аннотация. В статье рассматривается важность преподавания английского языка на нефилологических факультетах высшего образования и вопросы формирования профессиональных навыков будущих специалистов, а также анализируются результаты исследований и идеи исследователей, связанных с этим процессом, и пути их устранения, как это отражено в этой статье.

Ключевые слова: иностранный язык, специалист, нефилологическое образование, профессиональный текст, компетенция, меры, методологическая подготовка, методологический принцип, образование, профориентация, технология, ESP, профессиональная ориентация

NOFILOLOGIK OLIY TA'LIMDA INGLIZ TILINI O`QITISH

Israilova D. – Toshkent irrigasiya va qishloq xo'jaligini mexanizatsiyalash muhandislari institut, oqituvchi

Annotatsiya. Maqolada nofilologik oliy ta'lim muassasalari fakultetlarida ingliz tilini o`qitish va bo'lajak mutaxassislarning kasbiy malakalarini shakllantirish masalalari va ushbu jarayon bilan shug'ullanuvchi tadqiqotchilarning ilmiy izlanishlari va g'oyalari tahlil etilgan.

Kalit so'zlar: chet tili, mutaxassis, nofilologik ta'lim, kasbiy matn, kompetensiya, chora-tadbirlar, metodologik tayyorgarlik, metodologik prinsip, ta'lim, kasbga yo'naltirish, texnologiya.

Knowing foreign language is today's demand and requirement. So, we should find useful, simple and effective ways of learning foreign languages, they are all up to us, teachers of foreign languages. Our main

purpose is to learn foreign language, and use it in practice. In addition, professional orientation of educational process interpreted like methodical principles'. Coming true of these principles' can be actively influenced for the task and educational proses of teaching FL like specialty. That is why this principle would be taken account as the measure, which provide as methodical preparation of learner.

Essence of professional orientation of education is to form professional quality of person. Nowhere, we can teach foreign language as professionally orientated. Foreign language is taught generally in all non-linguistic educational institutions. In these institutions, teaching of foreign language has special character, and it demands special curricula and method of teaching.

Analyzing of text books, manuals, and scientific-methodical literatures shows the own place of foreign language, especially the English language in developing professional skills of students'. Student can capture knowledge, skills and habits, which are connected to language, while receiving, and producing information by the means of language in the process of coming true the practical aim of teaching foreign language. Reading texts of proficiency can influence positively for learning terms and develop their outlook. We should learn that how this scientific- problem had been worked out in science.

The problem of teaching foreign language had been analyzed by the scientists of the world and scientists of Uzbekistan (H.Palmer, M.West, I.A.Zimnya, L.S. Vygotskiy, J.J. Jalolov, T.K. Sattorov and others).Today, this problem has international importance and there are a lot of researches which deals with it.

Uzbek researchers also had been worked out on that problem which given below (D.R. Toshhojayeva, M.I. Abduvaliyeva, N. Akbarov, A.X. Jurayeva, SH.J. Usmonova, N.D. Ikromhonova and others).

Today, there are many didactical bases of language education among the researches. In particular, there was given problems of practical excesses' of specialty in the two volume research of Tojimat Qodirovich Sattorov, also in his works we can find information about forming methodical factors of future foreign language teachers. In this book takes place such kind of problems like conditions, requirements of professional orientation in educational process, and opportunities of practical language subjects in forming methodical skills of future FL teachers and also content of functions, structural features of FL teacher's pedagogical activity. As well as, X.M.Korahodjayeva's research deals with "Methods of developing professional speaking skills of the students of non-philological groups by verb studying". S.N.Jurayeva's research deals with the problem of psychological factors influencing of professional formation of students' personality. S.A.Missirov's research deals with the lingua didactical basis of teaching the English language at vocational colleges. N.Akbarov's research deals with the pedagogical basis of forming professional culture in the students of the technical institutions.

The system of professional competence of the future specialist should correspond to its basic functions as training, developing, bringing up.

Training function consists in formation of bases of professional competence of students on the basis of mastering by it in the course of training of system of scientific knowledge of essence competence the approach, essence of is professional-personal competence etc. Mastering by ways of self-educational activity in the course of expediently organized independent work on system «the information - knowledge - the information».

Developing function is shown in its orientation on development intellectual, emotionally-strong-willed and motivational spheres of the person of the student in the course of knowledge, decisions of necessary problems on management of the self-educational activity.

In the psychological point of view we may say that in the process of training future specialist's abilities, forecasting and reflection should be developed, the basic psychological mechanisms of self-education, self-development and self-determination are generated. In my opinion, if the student wants to learn or to do something himself or herself they will do it, this process should be natural, and here personnel wishes stands in the first place.

Student should realize: why he/she should learn foreign language?

Why is it necessary?

Where he or she can get better knowledge at the lesson or in additional courses?

Today we have a lot of methods and technologies of teaching foreign languages. Some of them we don't use and others are widely used; still others have a small following, but offer useful insights. Some of

the proposed materials can be adapted to the teaching language for specific purposes to the students of non-language faculties. In its place we should clarify the meaning of ESP and its purpose by teaching FL. ESP is defined to meet specific needs of the learners.

According to the definition of Dudley-Evans:

1. ESP makes use of underlying methodology and activities of the discipline it serves
2. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
3. ESP may be related to or designed for specific disciplines
4. ESP may use, in specific teaching situations, a different methodology from that of General English

The definition Dudley-Evans offers is clearly influenced by that of Strevens, P. English for Specific Purposes (ESP) is a young and developing branch of EFL such methods did not reflect students' interests and resulted in low learner motivation and poor participation.

With the spread of the student centered approach and the continued increase of international contacts in various spheres, much attention has been paid to the design of ESP courses that can prepare students for professional communication.

The subject of "Foreign Language for Specific Purposes" in higher educational institutions solves the problem of personality development and ensures systematic replenishment of professional knowledge, formation and development of communicative skills.

According to Matukhin D.L., Nizkodubov G.A., a strategy for improving the content and methods of teaching ESP involves the development of solving problems on the basis of theoretical study and experimental verification of learning technologies. With today's variety of methods of teaching foreign languages there is a selection problem of the most effective technologies and prospects of solving the problems of developing professional communicative competency.

Exploring the standards of higher education in recent years, it should be noted that there is the increased level of foreign language proficiency requirements for the students of non-linguistic faculties, not only in terms of the ability to produce professional information, but also the ability to exchange information at the understandable level for learners. To my mind, the analysis of such skills in practical terms allows us to identify easy ways of developing learners professional skills. We should pay attention for their attitude for capturing the knowledge according to the specialty and integration of subjects.

According to Shaturnaya: "There is a need for such an organization process of teaching foreign

Languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of professional communicative competency". But all students are different and with the rapid development of the world, changes in students' needs and interests are inevitable. Therefore, ideally, in establishing a learner-centered approach there should be a shift in FL pedagogy in the selection of the content of the course. This shift should serve the learners' interests and needs. We should use every time different technologies in order to make our lesson effective and interesting. Today's learner is very exigent. That's why we should work on ourselves hard in order to be good teacher of future specialists.

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