

Developing Professional Skills Of Students In Foreign Language Education (In Non-Philological Universities)

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ABSTRACT

This scientific article deals with the issues of teaching foreign languages in non-philological universities in the period of COVID-19. Nowadays, in the process of foreign language teaching is focused on the solution of current problems, such as the formation and development of professional skills of future professionals in various fields. The peculiarities of foreign language teaching have been studied broadly, and the scientific work of scientists in this area has been analyzed to a certain extent. The importance of professional education in the formation of professional skills of future professionals was also analyzed. Learning reading in a foreign language is a tool for a future specialist to become competitive.

Key words: *education system, qualification, professional qualification, professional oriented, foreign language teaching, specialist, language material, higher education, system, non-philological higher education, student, technology, formation, general education.*

1. INTRODUCTION

Renewing Uzbekistan is making great changes in various areas, as a result of which it is gaining its place in the world community. The wide range of international relations in this area has led to an increase in demand for foreign languages. The period itself shows that raising the level of foreign language teaching is also associated with the development of society.

Objectives of the work Comparative study of foreign language teaching in non-philological and philological universities; identification and development of ways to form students' professional skills through the study of interdisciplinary communication in foreign language teaching; identification and application of the content, methods and tools for independent learning of students in the process of teaching a foreign language; development of didactic bases of ensuring continuity and continuity in foreign language education in the formation of professional skills of students.

Therefore, great work is being done to modernize the system of higher education, the introduction of modern forms and technologies of teaching, the improvement of specialties in the training of specialists.

In the current situation, in particular, the development of the system of continuing education, one of the important tasks is to provide the steadily developing economy of the country with highly qualified personnel.

The aim is to further expand the participation of the higher education system in addressing issues that are important for the future of our country. Higher education has a special place in the system of continuing education. The structure of the higher education system has also changed since independence. A two-tier system of higher education that meets modern international standards - bachelor's and masters has been established.

Bachelor's degree is a basic higher education that provides fundamental and practical knowledge in the field of specialization and lasts at least 4 years.

A master's degree is a higher education that lasts at least two years on the basis of a bachelor's degree, providing fundamental and practical knowledge in a specific specialty.

Today, many branches of leading foreign universities operate in Uzbekistan in order to accelerate the process of integration of higher education into the world education system, the introduction of advanced educational technologies in the educational institutions of our country. These are: Westminster University, Management Development Institute of Singapore, Turin Polytechnic University, Russian University of Economics, Russian University of Oil and Gas, Moscow State University, etc.

The role of foreign languages in training specialists in various fields to become modern professionals is invaluable.

Nowadays, every specialist is required to know a foreign language in addition to his native language. In this regard, the formation of professional skills of future professionals in the process of teaching foreign languages in various universities is becoming an urgent problem. In 1998, the concept of teaching foreign languages in universities, academic lyceums and professional colleges was created. The goals and objectives of foreign language teaching, methodological bases, training of pedagogical staff were discussed at the meeting. The maturity of young people depends on how the educational process in these schools is organized.

Teaching a foreign language in different higher education institutions has its own characteristics and requires the use of special curricula and teaching methods. The main purpose of teaching a foreign language to students in non-philological higher education institutions is to provide them with reading and information in their narrow field, i.e. reading texts in the chosen field (obtaining information) and exchanging ideas in a foreign language.

The formation of students' professional skills in the process of teaching a foreign language is a multi-stage educational process. This process is carried out at all stages and stages of language teaching. It should be noted that the essence of the formation of professional skills of students is the formation of professional qualities of the individual.

The mother tongue, which plays a crucial role in the formation of a person's thinking, plays a key role in the study of other languages. Methodological principles are used in the teaching of second and foreign languages, such as taking into account the native language, as well as language experience in general.

Scientist T.K. Sattorov classifies the subject of a foreign language on the basis of the following pedagogical and psychological features:

1. The speech environment for communication in the native language and English is drastically different. There is no environment for the student to communicate in English outside of class. There is always a natural environment for the use of mother tongue.

2. The mother tongue is absorbed into a person's daily activities. There is no such opportunity for English. English textbooks should create artificial speech situations in order to teach students to communicate.

3. The human child perceives the environment through the mother tongue and communicates with people. The situation is different when teaching a foreign language. Pronunciation, grammatical and lexical aspects of the language are studied, the expression of ideas and comprehension in a foreign language acquires the status of a practical goal [1].

It is known that it deals with the formation of speaking skills and competencies in a foreign language. Studying this subject means getting useful information and conveying it to others using this language. Assimilated information serves to increase the level of knowledge of students, as well as the formation of their professional skills.

The XXI century is a century of technological progress. Radical improvement of the training of young professionals in the conditions of independence is one of the priorities of state policy. Accordingly, in line with the development of the times, the training of mature professionals in various fields in society has become a requirement of the times. Especially today, due to the development of comprehensive relations of Uzbekistan with foreign countries, every emerging specialist is required to know a foreign language. Foreign language teaching has taken a leading place in all existing universities in the country. Today, knowledge of the language at the traditional level has become irrelevant; in particular, today's new staff is required to be able to communicate freely with foreign partners in their professional activities.

Accordingly, the teaching of a foreign language subject in non-philological higher education institutions cannot be a single goal, its study should be a tool in the formation of students' professional skills in general. "The issue of in-depth teaching of English and other languages will continue to be a priority. At the same time, we will expand the training and retraining of personnel in the specialties we need" said Sh. M.Mirziyoev. [2] Through the practical acquisition of a foreign language at a different university, the student learns the history, culture, customs, art of another country and will be able to get acquainted with. In the process of teaching a foreign language, students' cognitive activity increases and has an impact on the formation of professional skills in their specialties.

The non-philological university is going through a number of difficult periods in the theory and practice of foreign language teaching.

First of all, as a result of the positive changes that have taken place in Uzbekistan since independence, including changes in political and economic conditions, interest in the subject of "Foreign Language" has increased.

Second, there are serious problems of foreign language teaching in non-philological higher education institutions. These problems are primarily related to the creation of a modern program of foreign language teaching. These include the inability to select the necessary textbooks and manuals, and the inadequacy of foreign language training for students in academic groups.

If we pay more attention to the issue of teaching a foreign language in a non-philological university, the following will become clear:

1. Class hours are limited (254 hours).
2. Duration of training is 3 years.
3. The level of knowledge of students is different.
4. A foreign language is studied not as a specialized subject in the non-philological higher educational institution, but as a general educational subject.

There are also a number of problems in the selection of training materials. At each stage in the selection of optimal methods to achieve certain goals, the organization of independent work in the effective organization of teaching, the creation of developments and the organization of optional training courses, etc.

In our opinion, the purpose of teaching foreign languages to students of non-philological universities is to form the professional competence of the future specialist. While the content is chosen according to the purpose, the content of foreign language teaching includes linguistic (communicative and linguistic) sociolinguistic and pragmatic competencies [3].

Mastering of a foreign language depends on the organization of teaching, the use of different methods and techniques of teaching, as well as the time selected for teaching [4].

The issue of professional training (professionalization) in ensuring the process of learning a foreign language in a non-philological university is still important. Professional education is understood as the result of professional training and the professional formation and development of an individual.

At the present stage, the purpose of the educational process is to "form the creative personality of the professional" [5].

Requirements for quality training of modern specialists and important professional qualities of future specialists were developed by V.F. Tenishcheva [6], E.F. Zeer [7], A.M. Novikov

In the works of I.N. Nikitina [8], V.V. Melikov [9] the requirements for teaching a foreign language are studied as well as, a number of scientific theoretical and scientific-practical conferences held in recent years have focused on solving the problems of foreign language teaching. While the orientation of future professionals to the profession in the process of teaching a foreign language is a very important requirement, in order to positively address this issue, of course, each educational institution has certain new tasks for teachers. Indeed, in the process of teaching a foreign language in non-philological universities, it is necessary to first develop new criteria for the formation of students' professional skills. The new criteria must be based on the essence of independence, with a view to the future of our state. Today, the specialist becomes an active participant in the information process (author, editor, reviewer, reviewer, and consultant). Mastering a foreign language by a specialist (librarian, lawyer, teacher, and engineer) is important in meeting the need for professional information. There is a need for professionals with a culture of obtaining a variety of information in their field.

According to research, in the process of teaching a foreign language, it is important for students to have professionally oriented communication, professional competence in the formation of professional skills. Competence is the ability to demonstrate knowledge, skills, competencies and personal qualities in solving problems related to activities. In a professionally oriented communication environment, competence means the exchange of ideas in a foreign language with professionally relevant information [10].

In his scientific works Verbitsky emphasizes that professionally oriented competence in a foreign language is realized on the basis of a contextual approach. [11].

2. LITERATURE REVIEW

Scientists J.J.Jalolov, T.Q.Sattorov, S.S. Saydaliev, S. Saynazarov, G. Mahkamova, F.M. Rashidova worked on the methodology of teaching foreign languages in Uzbekistan. Scientists as O.Yu.Ivanova, P.I.Obraztsov, L.K.Salnaya, A.K.Krupchenko, N.N.Grechkina, T.P.Gorbunova, N.Sh.Almetov worked on the issues related on professional orientation of

language education. Teaching a foreign language is to organize the process by which speech occurs or is perceived in that language.

Today we have several considerations on teaching technology such as: “Using time cleverly in teaching technology, choosing the right methods, doing the exercises correctly, explaining the purposeful speech movement, using teaching aids, handouts, pictures, pair work, etc.”[12].

The task of a foreign language subject in the education system is mainly to bring up a person as a well-rounded person. Observations show that the teaching of a foreign language not only contributes to the international education, moral and cultural development of students, but also to the formation of their professional skills in their future fields.

In psychology, it is interpreted that the acquisition of a foreign language consists in the formation of speaking skills and competencies. Methodist scholars have expressed different views on qualifications. Qualification is the ability to perform activities automatically [13].

Professor J.J. Jalolov explains skill as “Skill is an automated activity without the participation of the mind”. Skill is an automated component of the activity performed consciously [14]. The problems of professional guidance have been studied extensively pedagogical scientists T.K.Sattorov, N.A. Muslimov, O.K. Tolipov. However, the technology of forming students' professional skills in the process of teaching a foreign language is waiting for its solution. Professional orientation of education is interpreted as a methodological principle.

The essence of professional orientation of foreign language teaching is to create favorable conditions for the formation of professional qualities of the individual and the formation of professional skills and competencies of the future specialist [15].

The following components of professional competence are studied:

1. Acquisition of knowledge, skills, qualifications in the field of professionalism, the ability to effectively use modern information technology for professional activities.
2. Cognitive training - the ability to master new information technologies at the activity level, to use sufficient scientific knowledge, to be able to read and teach others.
3. Communicative training - knowledge of the native language and a foreign language, as well as knowledge of communicative techniques and technologies, knowledge of field discussions.
4. Creative preparation - the ability to find new approaches to solving certain problems, the free solution of new tasks in the field and other issues.
5. Understanding the main directions of development in the professional field and their relevance to the spiritual, political and economic process.
6. Possession of personal qualities of professional significance [16].

Experience shows that a foreign language serves to form a highly educated person in the status of a subject with educational potential. In a market economy, there is a great need for modern specialists. Consequently, teachers are given a huge task.

One of the main tasks of a foreign language teacher in a non-philological university is to develop the professional competence of students through foreign language teaching. Hence, properly selected speech (reading and listening) topics are of great importance.

Scientific research shows that in the process of teaching a foreign language, skills and competencies develop in parallel. Skills improve based on the development of skills. This must be taken into account when creating a system of exercises.

In the research of Russian Methodists (V.S. Tsetlin, I.V. Rakhmanov, I.M. Berman, S.F. Shatilov) the issue of selection of grammatical materials of a foreign language is carefully

developed. The methodology of teaching a foreign language in a non-formal higher education institution is based on didactic principles such as scientificity, activity, awareness, consistency, consistency, comprehensibility, taking into account the individual characteristics of the student.

Professional education in foreign language teaching at the University of Nophilology developed by Russian researchers as (A.S. Balakhanova, I.V. Buligina, L.I. Burova, I.N. Grigorenko, M.A. Dubrovina, Yu.N. Zusman).

In non-philological higher education institutions, "foreign language" is studied on the basis of language experience gained by students who have the status of general education subjects.

“Experience is the ability of an individual to work with language units on a specific topic in the process of speaking. That is, the learner's experience consists of knowledge of general awareness / objective existence, language resources such as lexicon, grammar, pronunciation, and the ability to convey and receive information within a particular topic”(17).

The content of professional education can be designed on the basis of the following criteria developed by N.F. Mikheeva.

1) Differences in language learning goals;

2) To determine the content of foreign language teaching, that is, first of all, to determine the topic in terms of age, interests, requirements for future professional activity; secondly, to provide the necessary level of general linguistic and philological training;

3) determine the depth and completeness of the hierarchy of leading types of speech activities, the formation of skills and competencies;

4) to determine the duration of training and the amount of hours, to find opportunities for continuous application of the formed skills and abilities and ways to accelerate training [18].

It is natural that some problems arise in the process of learning a foreign language.

Firstly, the student must overcome the difficulties him/herself in understanding and expressing an idea in the foreign language being studied.

Secondly, students do not have adequate stimuli (motivating power), conditions.

Thirdly, the real possibilities of the student's communicative competence are not sufficiently mastered.

Motivation problems occupy one of the central places in psychology. In the process of teaching a foreign language in higher education, the teacher teaches the student the skills of goal-oriented speech communication, as well as career guidance.

In the presentation of speech topics, consistency must be ensured. Here is an example of ensuring consistency in the presentation of school and high school speech topics. Expresses an opinion in a foreign language about what the agenda was like at school, that is, during the student period, and what it is like now during the student period. Hence, consistency occurs as a result of expanding the topics of speech and enriching the content. The exterior of the topics covered in the curriculum is the selection of appropriate goals and content for them. Criteria that provide the topic internally include text, grammar material, and exercises. The formation of topic and language material is one of the factors that provide competence [19].

I.A. Zimnyaya, one of the followers of the division of language education into different stages, said that the main task of the first stage is to organize the provision of linguistic knowledge to the student through pre-prepared exercises, then it is necessary to create such an educational environment that in which the student has the opportunity to “pull” from the teacher the knowledge needed to complete the communicative task. [20] This in turn shapes the need and skills to work independently.

Motivation is an effective means of improving the quality of teaching in the system of professional training of students. "If the necessary motivation is not formed in the process of teaching a foreign language, the time spent on it can be considered almost lost, what is learned is quickly forgotten, and there is no desire to improve their education," explains E.I. Passov [1].

Questionnaires and observations of practical classes were used to determine the attitude of students to learning a foreign language. It was found that students had higher levels of conscious and social motivation

Foreign scholars (S.I.Gardn, R.L.Oxford, M.Samral, P.F.Tremble, R.S.Gardner) emphasize the need for the student to learn the language for his future professional activity. One of the factors that increase motivation in language learning is to get acquainted with the culture of the country where the language is studied [21, 22].

From the theoretical analysis of the literature and observation of work experience, it became clear that today a teacher of foreign languages in non-philological universities is also required to have professional-oriented field knowledge and speaking skills. In non-philological higher education institutions, it is not always possible to achieve a full integration between the main specialty and a foreign language. The level of knowledge and professionalism of foreign language teachers in these schools is a serious problem.

Therefore, it is necessary to reconsider the different model of professional competence of a foreign language teacher. The structure and content of the professional competence of a foreign language teacher has also been at the center of research by many foreign scholars. This problem has been discussed in monographs and various scientific articles.

Professional competence can be realized through a variety of approaches. In their works, K. Chappel and B. Melvilla describe professional competence on the basis of the competence standard. A qualified professional must have the necessary (clear) personal qualities to organize his or her professional activities. (Chappell and Melville .1995. P. 18). [23].

This clarity provides guidance on knowledge, skills, qualifications, and a person's personal attitude and professional quality, rather than on the demonstration of the types of activities performed.

Therefore, an integrative approach is used in identifying the components of professional competence and shaping them.

For instance, the term "technical competence" is often used to describe professional competence. (technical competence)

At the stage of developing the professional skills of future professionals, teachers should be well versed in the methods and techniques of foreign language teaching.

In teacher training, such approaches not only help to provide students with practical skills and competencies, but also provide them with didactic conceptual knowledge. In other words, the process of adaptation to pedagogical activity takes place through the formation of technical competence. In our view, this type of competence is related to teaching and methodological competencies.

** Professional skills and abilities of students are formed on the basis of their background (specific) knowledge of a foreign language. Developing students' professional speech in a foreign language is based on the skills and competencies they acquired during their school years.

Based on the findings of psycholinguistics, methods of teaching the studied materials are developed.

Achieving a communicative goal is important in a foreign language teaching process. The learner is able to communicate with the necessary and necessary information in a foreign language.

****A communicator is a person who is well versed in 4 speech activities and is able to convey information through speaking and writing.

The communicative goal of foreign language teaching is to form an intercultural cognition.

Cognizant is the ability to communicate with the language learners being studied.

Professional communication is important for a competitive professional in the job market. In general secondary schools, colleges, lyceums and non-philological universities, when students study a foreign language in practice, the emphasis on consistency have a positive effect on the formation and development of the individual. The Resolution "On measures to further develop the system of higher education" adopted by the President of the Republic of Uzbekistan Sh. Mirziyoyev on April 21, 2017, in particular, identifies the most important tasks for further complex development of the higher education system, which are explained as follows:

- close cooperation of each higher education institution with leading research and educational institutions abroad, wide introduction of the latest pedagogical technologies, educational programs and teaching materials based on international educational standards in the educational process, highly qualified foreign scientific and pedagogical activity involvement of teachers and scientists;

- creation of a new generation of textbooks and their widespread introduction into the higher education system, the provision of higher education institutions with modern educational, methodological and scientific literature, etc. [24].

Another important aspect of the decision is that it is important to establish cooperation with each higher education institution of our country with leading scientific educational institutions of the United States, Great Britain, Greece, France, Russia, South Korea and other countries. On this basis, the annual involvement of more than 350 highly qualified foreign teachers and scientists in the educational process of our country is, of course, a great work for the future of our country.

Various games organized by the teacher to keep students interested in science in the process of teaching a foreign language are also one of the factors that make the lesson effective.

Interactive games play an important role in further improving foreign language learning and teaching. Teaching - interactive games - these are specially organized sessions that require students to have a significant amount of emotional and mental strength. Because, in the process of interactive games, students are constantly required to make decisions. The environment in the play process allows students to overcome shyness that prevents them from using words in a foreign language freely in speech. Thus, in the process of play, the language material is gradually mastered, and students develop a sense of satisfaction.

From our many years of experience, we have come to the conclusion that students of non-foreign language universities find it difficult to read and understand the required level of literature. This encourages us to look for more effective ways of teaching. In this way, it helps us to study the levels of complexity of grammatical materials in the scientific literature.

The game enhances the professional competence of the future specialist. In this case, the teacher acts as an observer. Listening to abstracts, information, lectures about the future careers of students in a foreign language not only gives pleasure to other students, but also gives them questions and opinions. Such creative communicative teaching methods in a foreign language lead to the development of speech activity.

Playing develops attention, observation, exercises memory, increases students' professional interests and expands the scope of activities. Games not only increase students' interest in language, but also teach them to think about their future careers.

During the game, the student relies on the lexical-grammatical material acquired in the classroom. Typically, games are organized to reinforce lexical-grammatical material, to strengthen vocabulary, and to develop oral, written speech.

On the importance of language in human life, the American linguist B.L. Warf said, "People are formed not only by the objective world and social activity, but also by the influence of language. Only through language do we perceive existence, solve communication problems, and real life exists only on the basis of language norms." [25]

The scientist has scientifically substantiated that language is closely related to human mental, intellectual development and practical activity.

Professional orientation in foreign language teaching allows students to form, develop and change their motivations. Because a foreign language is an integral part of the professional and cognitive activity of a future specialist

It should be noted that the role of exercises in foreign language teaching is unique. Exercise means the acquisition of knowledge about language phenomena, the formation of lexical, grammatical, pronunciation skills and their correct application in speech situations.

Practical learning of a foreign language is itself an exercise. Creating professional motivation is important for the formation of professional skills. However, E.P. Komarova points out that professional motivation is not formed as a result of not applying any element of the future profession of students in the educational process [26:13].

Active teaching method is characterized by a high level of awareness in the activation of thought, perception and behavior of students, high interest and motivation of learners in the learning process, quality in the development of professional skills.

The project method is one of the types of modern innovative technologies. In the process of teaching a foreign language, the project method is used on the basis of systematic, creative, oriented approaches to individual activities.

In foreign language teaching, this method is used as a project technology. Professor J.J. Jalolov proposes to replace the technology of teaching this or that language with the term "lingvotechnology".

There are two types of exercises used in foreign language teaching: preparatory and speaking exercises.

The first includes exercises such as teaching language materials, teaching dialog units, teaching replicas, filling in blanks, memorizing short dialogues.

The second applies to independent dialogue, commenting on events, and participating in a dialogue about oneself or a friend.

The main goal in learning to read in a foreign language is to obtain information from various genres, especially industry literature.

Written communication is also important in shaping professional skills. The ultimate goal in the formation of professional skills is the translation from a foreign language into the native language or from the native language into a foreign language in the description of various texts related to the profession.

In our opinion, it would be expedient to introduce context-based teaching in the formation of students' professional skills in the process of foreign language teaching. Professional education One of the approaches that influences the nature of students' future professional

activities is the contextual approach. The founders of this approach are T. Hutchinson and A. Waters [27; 28].

The application of the principles of contextual approach in foreign language teaching allows to solve the following tasks:

- Increases the motivation to learn a foreign language, along with other disciplines, their professional interests;
- fosters the systematic thinking of the specialist as a professional;
- The specialist forms the person;
- strengthens responsibility for work.

The context of professional activity is determined by a number of methods and forms of teaching. At the heart of the contextual approach is the proactive approach.

3. RESEARCH METHODOLOGY

In the development of modern technology, the Internet is becoming a source of unlimited access to and transmission of information. The development of technology accelerates the process of acquiring knowledge and attracts the modern specialist to constantly work on themselves as well as in the existing period which requires holding education online in the period of COVID-19. This means moving from the concept of “learning for whole life”, to “lifelong learning”.

Modern computer technology becomes an integral part of multimedia technology, as an information technology of teaching, transmits audiovisual information in various forms (text, graphics, animation, etc.). It involves an interactive dialogue between the user and the system, as well as the use of various forms of independent activity in data collection and processing.

With the advent and development of the Internet, the use of computers in foreign language teaching has expanded, and today Internet technology can be used as a visual teaching tool.

Teaching methods are becoming a technology of the educational process. The organization of independent (individual, group) activities of students using the Internet is aimed at unlocking the inner potential of each student, and at the same time helps to form students as a social entity.

In recent years, there has been a growing focus on increasing the effectiveness of education through the use of interactive methods (innovative pedagogical and information technologies) in the educational process. The term “innovation” is widely used in all spheres of social development, programs, as well as in human activities.

“Innovation” (in English- innovation) means adding innovation.

Pedagogical experience shows that the organization of the lesson using computer technology and the Internet increases the motivation of students to learn a foreign language. It also enhances the information culture of the future specialist.

Independent training plays an important role in shaping the professional skills of future professionals. Independent work is one of the active forms of education and has its own characteristics.

In the XXI century, computer technology is playing an important role in increasing the effectiveness of education. Experienced foreign language teachers are making effective use of such technical tools. One of the pedagogical technologies is testing, which plays an important role not only in testing students' knowledge, but also in consolidating it. The role of strategies and game tasks from modern pedagogical technologies in strengthening the knowledge acquired by students and their practical application has become even more evident in

experimental work. It was found that the use of various strategies in the teaching process not only increases the vocabulary of students in a foreign language, but also helps them to form and improve their professional skills. It was also noted that they work independently in partnership with a free-thinking teacher.

Thus, it was found that students' interest in science is increasing by using interactive methods in FL lessons.

Experiments have presented that innovative methods aimed at forming the professional skills of students in the process of teaching a foreign language give effective results.

4. ANALYSIS AND RESULTS

Methods as descriptive, classification, pedagogical observation, comparative analysis, contextual and complex approach analysis were used to cover the topic of this scientific article. In the formation of professional skills of students in foreign language teaching, it is advisable to make effective use of professionally oriented texts, lexical and grammatical exercises and the integration of disciplines.

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