



Features of Teaching English in Transport University

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ABSTRACT

In this article we will try to consider some methodological principles and features of teaching a foreign language in transport university, based on the criteria for the development of professional competence. This article tries to set out teachers' aims and objectives in developing practical skills in the context of teaching English for students of technical universities. The approach is based on the well-known assumption that foreign languages are best learnt by focussing in the classroom not so much on language – its form and structure – but on the content through which language is transmitted.

Keywords:

Knowledge, Technical, Teaching, Difficulties, Motivation, Problem, Solve

It is not secret that the English language is spreading all over the world rapidly, the usage of that language as a foreign or second is becoming dominant comparing to other languages. Knowledge of a foreign language is becoming one of the key requirements for specialists in modern conditions¹. Accordingly, special attention is given for teaching and learning English from early ages of school to Higher Educational Institutes. Furthermore, the Government is also developing and adopting measures to increase the importance and prestige of the English language in Uzbekistan, to strengthen and deepen the focus on its study and teaching. For instance, in accordance with the state program, in 2021 a number of laws are aimed at developing the teaching of foreign languages as a priority of education policy, radically improving the quality of education in this area, attracting qualified teachers and increasing public interest in learning foreign languages. documents were developed and put

¹ Ignatkina I. V. Socio-cultural and linguodidactic aspects of English language teaching in technical University [Electronic resource]. Available at: https://elibrary.ru/download/elibrary_17343025_47951943.pdf (accessed 1 June 2018)

into practice. E.V. Krivonosova points out that "when teaching adults, it is necessary to use a variety of teaching methods"².

One of the key principles of the competence-based approach in teaching English at a technical university is the need to formulate learning goals based on the final result, i.e. the acquisition of knowledge, attitudes, skills, values and/or competencies for students to assimilate with their subsequent application in practice after the end of the academic period. The use of the "competence-based approach" technology in this process implies the planning of educational material with a focus on three key stages of training, which directly depend on the tasks set by the program, namely, it is implied:

- general training, including the basics of phonetics, conversational practice, grammar study;
- specialized training, which implies the acquisition of skills for selecting, scanning, reading texts within the specialty, as well as writing annotations (for example, to technical articles, reviews, research), preparing

² e. v. krivonosova, teacher (BSTU) ISSN 1683-0377. osobnosti obucheniya vzroslix inostrannomu yaziku.

messages within the received specialty (reports, abstracts in English)

- socio-professional training, which involves the student achieving an advanced level of language proficiency, including the ability to listen and understand lecture material in English, as well as take part in University and international seminars and discussions on technical topics within the framework of the received specialty, independently prepare and conduct presentations on the specialty ³. Among the most relevant technologies that meet the modern challenges of university education in the process of teaching English at a higher technical school are the following: - the project method based on the "competence-based approach" in teaching professional and spoken English implies an increase in interest in the language being studied, independence and motivation of students. In this context, we are talking about the embodiment of the idea of creative, developmental learning. The methodology assumes differentiation of the proposed project topics depending on the level of training of students. The introduction of this method into the learning process, including conversational and English technical language, provides practical skills, and also allows students to reveal their individual abilities; they learn to offer certain technical solutions, summarize the information received in a foreign language and draw appropriate conclusions, determine the measure of their responsibility when working in a team and individually. It is assumed that students will work as a team and together with the teacher to find extraordinary solutions within the framework of their future specialty, as well as to perform self-analysis at each stage of their training, identify certain shortcomings and mistakes, look for the causes of difficulties and find ways to correct mistakes, both linguistic and technical ⁴. The "Debates" technology implies the use of the "competence-based

³ Koval ' O. I. Peculiarities of teaching English language in not language high school. Actual problems of humanitarian and natural sciences. 2012. № 6. pp. 234-238.

⁴ Matsuda A. English as an international language": the revision of the foundations of teaching English. Personality. Culture. Society. 2012. Vol. XIV. № 2 (71-72). pp. 177-188

approach" method at the second and third stages of training. Training within the framework of this technology can be aimed at repeating and updating the material already passed ⁵. An important role in the development of the studied language is played by the independent work of students, which is assigned mandatory hours in the work program. Such classes, as a rule, are devoted to the consideration of problems directly related to the profile of training, and involve discussion of these problems at a higher, professional level ⁶.

In conclusion, we can say that, when teaching English at a technical university, it is necessary to take into account the specifics of the profile training of students. Students study English on the principle of progressive information processing. This approach makes it possible to perceive standard language programs well, which include questions on the assimilation of colloquial vocabulary and technical terminology, work with dictionaries (including technical ones), analysis of lexical expressions, etc. Teachers note that when conducting classes with grammar, students must first explain the grammatical rule, and then offer one or another way to complete the task. Also, an important role is played by insufficient motivation of students to master a foreign language. Motivation, as you know, is directly related to the effectiveness of training. Any cognitive process is based on the desire to learn a foreign language culture. But even participation in competitions with a minimal language component gives the student a feeling of achieving a result, which is multiplied in case of winning a prize.

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⁵ Chelli Saliha The Competency-based Approach in Higher Education [Электронный ресурс]. URL: <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/320/1/30.pdf>

⁶ Vagina I. V. Сравнительный анализ систем профессионального образования России и Франции. // Наука и школа. – М.: МПГУ. – 2010. – №.6 – С. – 25-26

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