



Spectrum Journal of Innovation, Reforms and Development

Volume 05, July, 2022

ISSN (E): 2751-1731

Website: www.sjird.journalspark.org

**FORMATION OF LINGUISTIC COMPETENCE OF STUDENTS OF FACULTY OF
CIVIL ENGINEERING AND ARCHITECTURE**

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Annotation

The article discusses the problems of preparing students of Civil Engineering. Problems are noted in the organization of classroom and independent work of students, in the field of assessment and control, as well as educational and methodological tools and teaching methods. The role of a foreign language in the training of future specialists in the field of construction, the causes of reducing the quality of training are reduce the period of renovation of information, its obsolescence even before the completion of the education cycle; changes in the labour market priorities, where different kinds of specialists are required are noted. Conclusions are drawn about the effectiveness of the interaction between traditional and innovative educational concepts in teaching a foreign language in technical universities.

Keywords: term / construction field / linguistic competences / pedagogical training.

Introduction

In modern conditions of education, the lexicological analysis of terms in the field of construction in English can be widely and effectively applied during the period of improving the Internet system in our country. In particular, most of today's youth not only use the Internet, but also learn a foreign language with it, including learning terms in the field of construction. In this area, it is important not to memorize words, but to use the learned words in practice. The emergence of a comprehensive system for training a new generation of globally competitive teachers requires further improvement in the training of highly qualified teachers who have thoroughly mastered foreign demand. In this study, the lexicological analysis of terms in the field of construction in English and the assimilation of teaching methods are of great importance.

In our case, the lexicological analysis of construction terms in English is based on the following inventive stages:

- Design of educational materials;
- Organization of the educational process with the help of ICT;
- Convey to the student the meaning of terms in the field of construction during the training course;
- Evaluation of the result, lexicological analysis of terms in the field of construction in English and teaching technology.



Of course, not only the teacher, but also the student needs knowledge in the field of construction in order to organize this process. So, in this case, the activity and creative cooperation of both subjects is required. In conclusion, the following can be said:

- Pedagogical training, pedagogical reflection, training play an important role in the development of students' knowledge of the construction profile;
- the formation of linguistic competence, such as phonetic, lexical, grammatical skills (speaking, listening, reading, writing) is highly recommended.
- For a student of non-philological education, it is important to improve their language competence, apply the knowledge gained by the student in the field of construction, and implement a complex aspect.

For this:

- Effective use of video and digital technologies of electronic educational equipment, multimedia presentations, media technologies, modern electronic educational materials, audiovisual voice technology in the field of student education;
- Students can effectively use advanced technology to develop collaboration and communication.

Language abilities are one of the important criteria for improving the pedagogical skills of future primary school teachers. That is, it is a factor in the positive development of pedagogical communication between teacher and student.

The first stage in the formation of linguistic competence of a student of non-philological education is linguistic abilities, logical and mathematical abilities, social abilities, musical abilities, the ability to harmonize behavior, personality, adaptability, self-awareness [80].

Of course, the ability to work in society is necessary, but the most important for the future teacher is the linguistic criterion. The constant contact of the teacher with students, society, parents, the general public, the environment requires the improvement of his communication skills.

The following tasks can be added to the model based on the above rules:

- Increase students' interest in the field of science, determine the level of ability to use knowledge in the field of construction as a didactic means of forming knowledge in the field of construction in the field of non-philological education, determine the criteria for choosing a field;
- Modeling and improvement of the typology of virtual didactic games in the application of a complex mechanism for the use of knowledge in the field of construction in the formation of knowledge in the field of construction in the subject "English";
- Formation of linguistic knowledge (phonetic, lexical, grammatical speech, reading, listening, writing) of students of non-philological education in the field of construction, development of relevant guidelines and recommendations for the implementation of assessment criteria and quality indicators in a virtual learning environment
- In the field of knowledge construction, the formation of linguistic knowledge (phonetic, lexical, grammatical speech, reading, listening, writing) of students of non-philological education, assessment criteria and quality multiplier in a virtual learning environment, as well



as the development of relevant references and recommendations for implementation in the classroom.

A leading approach to the formation of language competence among students in the field of construction has been revealed:

- A systematic approach is used as a general methodological principle for studying objects and phenomena in the context of scientific and practical activities.

A **systematic approach** to the study of a foreign language can be applied throughout the student's entire educational period in a higher educational institution and in a future career.

In our study, the system principle is used in the design, communicative and spatial context. The presentation of lesson material with a systematic approach allows using the speech flow system as a starting point for syntactic analysis when constructing sentences at the initial stage.

In our study, we used the linguistic competence of a master student of non-philological education to form the language competence of a master student of philological education, using knowledge in the field of construction.

Integrative approach - as a result of which a new force is created, the complex development of a minimum qualitative complex is required, which combines an object, phenomenon, person, community [101]. At a certain level of proficiency, you can use a training video in a foreign language. The student will be asked about the content of the film in a foreign language.

The **communicative** approach is not just reading and writing text. Today, teachers choose modern education instead of traditional. They use new methods and tools to achieve the desired results. As a result, students are motivated to receive an international education.

Cultural approach. When completing the system of schools with the teaching of foreign languages, a cultural approach is taken into account. Its main goal is the formation of cultural competence. This includes the principle of adaptation. The proposed method is based on the principles of social learning and keeps under control the cultural orientation of teaching a foreign language.

Experts define the following principles:

- oral orientation of training;
- taking into account the specifics of speech activity in a foreign language;
- modeling the situation of cultural communication in the educational environment;
- rational use of native language and foreign language;
- taking care of the student's personal needs;

Systemic thinking when creating a set of exercises.

Oral exercises always have a great effect. This is proof of the principle of the speech orientation of the education system with a culturological approach. With this knowledge, we can develop civilized communication skills[53].

In the modern methodology of teaching a foreign language, the division into vocabulary, spelling, phonetics, grammar, speech, language, perceptual and creative skills is accepted. After all, the practical goal of training is an opportunity to improve communication skills.

The teacher should choose the task taking into account the general aspect, so that students can participate in cultural communication at a general level.



Problem approach. There is a loophole in this approach to improve the effectiveness of educational training provided on an ongoing basis. Learning a foreign language is a problem-based learning that increases the need to develop a comprehensive understanding of a foreign language. Specialists use cognitive functions, including brain power, simulation creativity, and independent problem-solving skills.

Today, problem-based learning is an innovative aspect of teaching foreign students. This skill serves as a means of self-reflection and reflection of students.

A teacher who uses a problem-based approach in teaching focuses on the systematic development of a student's independent work in a group. The main goal is to enable young people to get their own education. The development of creativity, perspective and attention to detail will continue in the next lesson.

Here is a summary of this advice:

- development of logical, passive and dialectical thinking;
- make the traditional education system more universal;
- regular problem solving;
- Completion of the education system.

Pedagogical and psychological analysis of the problem situation. It is present in all aspects of education and enhances the importance of both student activities and the educational institution itself. The teacher creates a problem situation to clarify, consolidate and compare the knowledge gained.

How to solve the problem situation:

- Motivation for a detailed explanation of the facts;
- Detailed analytical analysis of the life situation;
- Independent work on the practical application of knowledge.
- Based on motivational generalization and comparison of new facts [98].

One of the important situations in organizing the education of foreign students at the Faculty of Foreign Languages is a clear definition of the basis and foundation of the native language in the process of their professional education in the future student higher school.

Interviews with students in the field of non-philological education in higher education, analysis of the attitude towards the fulfillment of the task aimed at the student, increased the fact that the majority of students are indifferent to the above factor, i.e. that is, they will be able to master a foreign language in their future professional activities. Moreover, during the adaptation of the student, it was also determined that the lack of professional motivation for the foreign language being studied at the university increases the professional load on language teaching. When studying a foreign language at a non-philological faculty, the creation of positive motivation associated with the student's future career ensures an increase in the desire to learn a foreign language.

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