

**TEACHING ENGLISH ON THE BASIS OF PROFESSIONAL ORIENTATION AT THE FACULTIES OF NATURAL SCIENCES AS A PEDAGOGICAL PROBLEM**

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**Abstract**

This article focuses on the problems of students of the faculty of natural sciences in the formation of a level of professional orientation in English classes. It cites solutions to be found on this issue, with examples of a number of proposals. At the same time, the opinions of a number of researchers are studied.

**Keywords:** natural sciences, non-philological orientation, professional competence, knowledge and skills, professional problem, universal, specialty and specialty Sciences.

**Introduction**

Research conducted in non-philological faculties shows that if students can see the perspective of being able to form their professional competences in the process of learning English, their interest in English will increase.

In recent years, along with the professional training of future bachelors, the demand for their knowledge of a foreign language (English) has increased significantly. For this reason, the teaching of English in non-philological, especially natural sciences, is gaining priority [1; 29-31].

The professional qualifications of future specialists studying in non-philological higher educational institutions, faculties of natural sciences, are certainly absorbed with the help of taught general professional, specialty, specialty and general educational subjects. The educational subjects of the curriculum are a necessary component in the professional activities of future specialists, because their study is aimed at producing qualified specialists who meet modern requirements. It is known that in order to enjoy the rich scientific and technical achievements achieved by the peoples of the world, scientific and technical information (information) is acquired through language.

It is one of the important tasks for pedagogues and methodologists to create the curriculum, manuals and textbooks created for the purpose of teaching English language for the directions of the faculty of natural sciences, in such a way as to properly form the professional competence of the student. Because subject-oriented English teaching is the development of English language teaching for special purposes, a new approach to education based on the needs of students.



In the scientific work of the researchers as I.L. Bim, N.D. Galskova, T.E. Sakharova it was emphasized that the transition to the modern society of information technologies requires the development of a person, the increase of his knowledge, skills and qualifications acquired in professional, specialized, vocational and general education subjects, as well as the acquisition of skills and qualifications related to his specialty [2;24.2-6]. According to another scientist O. I. Zhdanko, English language teaching in higher educational institutions is related to the student's professional direction and the need to use the knowledge, skills and abilities acquired in a foreign language in professional activities [3;43.118.]. For the first time, A. K. Krupchenko and A.N. Kuznetsov developed the principle of linguodidactics from field and professional research on problems, tasks, situations, forms and methods of vocational education, foreign language education for the development of the personality of the future specialist [4;50.28]. The term of professional competence is widely used in the training of future specialists. K. V. Shaposhnikov understands the concept of "professional competence" as the readiness and ability of a specialist to make effective decisions in the implementation of professional activities.

During his research, A.K. Krupchenko came to the conclusion that behind the concept of professional linguodidactics lies a new section describing methodologies (in the field of research, management and modeling), teaching foreign languages aimed at the student's specialty, communicative competence aimed at forming a foreign language, linguistic aspects of the specialist [5. 50.310]. Because there is a need to take certain laws into account in the training of personnel in the field of language didactics.

Currently, no one denies the place of foreign language subject in the training of specialists, and it is known to everyone that knowledge of a foreign language is an integral part of the general culture of a specialist graduating from a higher and secondary special educational institution. A foreign language is taught as a subject of general education in natural sciences. English language teaching in this educational institution has its own characteristics and requires the use of a special curriculum and teaching methodology.

A detailed analysis of the existing curriculum, textbooks, and scientific and methodical literature shows that foreign languages, including English, play an important role in the development of students as qualified specialists.

In realizing the practical purpose of English language education, i.e., giving and receiving information through language, students acquire knowledge, skills and abilities related to language, acquire field information from general professional, specialty and specialty subjects and, as a result, achieve maturity. Reading professional English language texts has a positive effect on enriching students' programming knowledge, including thorough mastering of professional terms and concepts.

Today, the need to improve the English language teaching system in the fields of natural sciences, to search for new forms and methods that take into account the opportunities, professional and industry needs of students, becomes urgent. It is known that the students of the Faculty of Natural Sciences develop their critical thinking very carefully, which is more inclined to specific sciences. Using these skills, we can teach them to speak English using specialism-oriented active learning methods.



Currently, in the Republic of Uzbekistan, English language teaching is one of the most important tools for training qualified specialists in various fields and developing their professional competences.

Practical observations at the Faculty of Natural Sciences show that in teaching a foreign language (English), it is necessary to form all the skills of foreign language communicative competence. For this, first of all, the main focus should be on linguistic competence, which includes all means of communication in a foreign language. Students can communicate effectively with representatives of foreign countries if they can successfully learn enough lexical material and grammatical knowledge in any foreign language. After all, any knowledge and skills acquired by the student help to master the educational process abroad at a qualitative level. Currently, in the process of teaching foreign languages, it is impossible not to take into account the interactions between the taught foreign language and the specialized subjects. The modern stage of the development of science is characterized by the interpenetration of sciences.

Modern education is increasingly open to international cooperation. The rapid changes in political and economic relations taking place in the world are having an impact on the relations between the countries in the field of education. At the level of higher educational institutions, multilateral and large-scale targeted and comprehensive educational projects and programs are being implemented. The necessary programs and projects directly showed us that we should study the specific features of the English language teaching methodology at the faculties of natural sciences in order to improve students' preparation for understanding the content of lectures and practical exercises in a foreign language.

Scientific studies conducted in the fields of natural sciences show that the teaching of foreign languages, in particular, English, in traditional ways, has a number of disadvantages over time. Because traditional education is not aimed at developing students' self-learning ability, but at increasing the general level of education. Unfortunately, non-philology students are used to teachers providing them with ready-made materials in English classes. Based on this, we propose to develop the motivation of students of technical universities to work on themselves, that is, to individualize learning. According to E. A. Glukhova, in the future, comprehensive personal education of a specialist is necessary, his development of a dialectical thinking mechanism that allows him to process information from various disciplines, summarize, systematize and classify it to solve professional problems [6;36.15-16].

In the process of learning English, the future specialist learns professional and industry information and knowledge in English and develops his professional skills [7;10. 126-129]. In order for students to quickly adapt to such conditions, it should be taken into account that the professional and field materials provided in the educational programs are at the level of demand.

In our opinion, active teaching methods should be understood as methods that stimulate students' cognitive activity and encourage free exchange of ideas about ways to solve various problems, as well as high level of student activity during the lesson. Often, researchers believe that being able to pronounce words correctly in English is not an important problem



in communicative competence. But, in our opinion, the correct pronunciation of words and terms is one of the keys to the professional success of the future specialist.

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