



FEATURES OF TEACHING A FOREIGN LANGUAGE TO STUDENTS OF ECONOMIC SPECIALTIES AT UNIVERSITY

Mirkhodjayeva Mahliyo Islamovna
Abdurakhimova Sevara Tolkin's daughter
Bukhara State University student Bukhara, Uzbekistan

Annotation: *The article discusses various forms of work used in teaching a foreign language to students of economic specialties. Particular attention is paid to working with texts in the specialty, the importance of developing students' skills in translating such texts is emphasized. The importance of interactive learning is emphasized.*

Keywords: *professional orientation of teaching a foreign language, technologies for translating texts in a specialty, techniques for working with dictionaries, studying, searching and introductory reading, authentic economic texts, interactive learning, communicative approach to learning.*

The use of new technologies, the changes taking place in society as a whole and in the economy require a new approach to the formation of a future specialist in the field of economics and business. A foreign language is included in the structure of the formation of professional competence of future technical specialists. In today's rapidly developing society, in the context of the complication and constant expansion of social experience, the need for highly qualified and professionally competent technical specialists with good language training is increasing, which, in our opinion, is expressed in the formation of students' professionally oriented linguistic competence - an integrative personality trait, summarizing the knowledge, skills and abilities acquired in the process of teaching a foreign language and readiness for professional activities using the acquired linguistic knowledge.

The professional orientation of teaching a foreign language in a non-linguistic university requires students to have systematized knowledge in their specialty from the very beginning of their studies. However, this requirement is difficult to fulfill in the first and second years, whose students, in accordance with the current educational standard, study a foreign language.

Language training is set for the first two years and ends almost before students begin to receive professional knowledge in their specialty. In fact, the process of teaching a foreign language takes place separately from the future specialty of students. Therefore, teaching a foreign language to students of economic specialties puts the teacher in front of the need to find ways to ensure the transition from general language training to learning the language of the specialty. It is important to interest students in learning a foreign language and present it as a professionally significant subject.

It is advisable to divide the entire course of study into levels. The first level is basic; it involves mastering the basics of grammar and lexical material for participating in a conversation on everyday topics. At this level, preparation for work with literature in the



specialty takes place. The second level is the practical knowledge of a foreign language in professional situations. This implies both knowledge of special vocabulary and the ability to construct a statement in a foreign language within the framework of one's specialty, within the framework of business communication.

Students of a technical university understand how knowledge of a foreign language can expand their opportunities in subsequent employment. Students are increasingly aware of the need for linguistic education, which has a practical orientation and is in demand in the modern labor market.

A holistic immersion of students in professionally oriented activities and the formation of a stable motivation for learning a foreign language is carried out through the connection of the entire learning process with the conditions and content of the future information activity of a specialist. The whole process of teaching a foreign language is as close as possible to the real professional activity of a specialist when using a foreign language as a means of his information activity, professional communication.

One of the main ways to implement the principle of professional orientation in teaching a foreign language is knowledge about technologies, rules for reading and translating texts in a specialty. Before the student starts translating the text, he gets acquainted with the educational material, which orients him to the study of the basics of his specialty. Usually these texts are small in size, with consistent content. Then students begin to translate articles from magazines in their specialty, articles from reference literature. The texts are accompanied by a reliance on the logic of the subject-conceptual sphere of the student's specialization.

It is important to form students' primary skills of translating texts in their specialty. This includes the removal of grammatical and lexical difficulties in order to eliminate the language barrier, a detailed analysis of grammatical, lexical and stylistic errors that occur in the translation of texts, discussion and the choice of an adequate translation option. Before reading texts, it is necessary to remove the following difficulties: recognition of parts of speech, members of a sentence, operations associated with searching in a dictionary. It is very important to teach students the rules of working with an English-Russian dictionary of general purpose and the technique of working with economics and business dictionaries.

When working with economic texts, you can use learning reading technologies: slow reading to yourself without time limits and rereading in order to solve some new problems, translating the entire text or its fragments, independent reading with a dictionary.

When professionally oriented learning a foreign language, you should use search reading in your work and perform the following tasks: identify the problem of the text, find the answer to a professionally significant question, review the annotation and determine whether it corresponds to the content of the text.

During introductory reading, the understanding of the basic information is checked without translation into Russian. The following tasks are performed: draw up a plan of the text, choose the correct answer to the question from the options offered, convey the content of the text, make an annotation, and find the main idea at the beginning, middle and end of the text.



A foreign language is a means of exchanging information in oral and written communication and thematic authentic texts, information contained in advertising brochures, textbooks on the basics of economic knowledge should contain the economic information with which the goal of teaching a foreign language to students of economic specialties is realized.

Lexical material to be mastered covers the following topics: Economic Environment, Environment of Global Finance, The Firm and its Environment, Environment of Accounting, Measuring Economic Activity, Three Economic Issues, Income, Economic Systems, Microeconomics and Macroeconomics, Positive and Normative Economics, A Model of the Economy, Injections and Withdrawals, Inflation, Modern Banking, Interest Rates and Bond Prices.

Authentic texts, through which students get acquainted with the economic life of other countries, are of particular value. The economic orientation of teaching a foreign language contributes to the formation of the economic outlook and economic culture of students, understanding the essence of modern economic phenomena, the ability to find the most economical and error-free solutions in situations related to practical activities; contributes to the development of speech-cognitive activity and the economic style of thinking, based on the ability to operate with economic concepts and judgments, to use analysis, comparison, synthesis and generalization to solve vital economic problems; contributes to the development of speech-creative activity and the formation of research skills; contributes to the preparation for future professional activities related to the field of economics and finance.

In professionally oriented teaching of a foreign language, interactive learning is very effective, contributing to the active interaction of all participants in the educational process. In interactive learning, the focus is on the very process of communication and the learning situation in the classroom.

The most effective interactive teaching methods used in professionally oriented foreign language learning:

- discussion (dialogue, "brainstorming", "round table", heuristic conversation);
- gaming (business game, role-playing game, project game, simulation game, organizational and activity game);
- training (communicative training, sensitivity training);
- scientific and practical conference.

In the process of work, there is a constant change in the modes of activity (game, discussion, information retrieval, simulation); positions of participants in the interaction (listener-speaking, asking-answering, leading-slave, active-passive).

Interactive learning encourages joint search activities of students and the teacher; all participants get a new experience of interaction and communication.

The economic orientation of teaching a foreign language stimulates the socio-cultural competence of students, informing them about the peculiarities of the financial system of the countries of the language being studied, about the latest in economic science, about the development of entrepreneurship, and prepares future specialists for an economic dialogue



with foreign partners. It is necessary to provide the most complete system for the implementation of interdisciplinary links and continuity at all stages of teaching students a foreign language. This is realized through the orientation of the learning process to the sphere of future professional interests of students. At the same time, it is not supposed to expand the educational material, but to reduce the amount of information due to the actualization of the knowledge already available to students, knowledge and skills in the field of special subjects. Teaching a foreign language is based on a specific model, ensuring the consistent accumulation of foreign language knowledge. ii, skills and abilities. The content of each subsequent stage correlates with the previous one, supplementing and deepening it. The effectiveness of teaching a foreign language to students of economic specialties is achieved through the use of various forms and methods of problem-based learning, the introduction of a systemic organization of individually differentiated learning. It is necessary to develop the skills and abilities of independent work aimed at finding and processing professionally oriented educational texts, journal articles. The purpose of independent work is to teach students how to learn and thus contribute to the development of students' creative abilities and improve the quality of education.

The communicative approach in teaching a foreign language contributes to the use of group forms in the educational process, including educational games, which can be divided into language (aspect), speech and teaching communication. The use of a communicative approach creates a favorable psychological climate in the classroom, increases the motivation of students who are actively involved in business and role-playing games. In the process of assimilation of educational material in practical classes, with independent work, with participation in scientific and practical conferences, students develop communication skills, which is very important in the professional field.

The use of various forms, techniques and teaching methods, the professional orientation of the content of a foreign language course contributes to the qualitative preparation of future specialists in economic profile, the formation of his personality, and also helps to increase the effectiveness of teaching a foreign language to students of economic specialties.

BIBLIOGRAPHY:

1. Bagramova N.V. Interactive approach to teaching foreign languages. - M.: Academy, 2005. - 157 p.
2. Derkach A.A., Shcherbak S.F. Pedagogical heuristics. - M.: Pedagogy, 1991. - 224 p.
3. Motorina S.V. Formation of foreign language readiness for professional activity among students of humanitarian specialties: Abstract of the thesis. ... cand. ped. Sciences: 13.00.08. - Chita: ChGU, 2006. - 25 p.
4. Nikolaeva E.V. Problems of teaching professional communication in a foreign language // Foreign languages in educational prospace of a technical university: Sat. articles. - Novocherkassk: YuRGTU (NPI), 2007. - S. 82.



5. Pluzhnikova Yu.A. On the problems of professionally-oriented teaching of foreign languages to students of a non-linguistic university // Actual problems of a foreign language of business and professional communication: Sat. articles. - M.: RUDN, 2006. - S. 94-95.