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CURRENT PROBLEMS AND PROSPECTS FOREIGN LANGUAGE TEACHING FOR STUDENTS OF NON-LANGUAGE SPECIALTIES OF UNIVERSITIES

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Abstract. In this article the problems of teaching a foreign language to bachelor students of non-linguistic specialties at universities are discussed. The given issue is analyzed on the basis of priority research fields of "Alternative Energy Sources" and "Thermal Power Engineering" at Andijan Machine-building Institute. Within the framework of the identified problems, the concept of subject-language integrated learning is presented. The prospects for its application in the field of higher professional education are considered.

Key words: integration; professional competence; general cultural and professional competencies; professional communication; foreign language for non-linguistic specialties; transitional, cumulative and defining stages of learning; methodology of subject-language integrated learning.

In the modern world, with the expansion of international relations in the political, socio-economic and cultural spheres of society, the role of a foreign language (FL) in the process of integration of Uzbek educational and scientific organizations into the world community is noticeably increasing.

Development program of Andijan Machine-building Institute is aimed at creating conditions for deeper integration of the university with global educational, research and innovation centers [7]. The key to successful professional activity of any specialist is active knowledge of a foreign language, both cultural and everyday level, and in the field of professional communication.

In this regard, the issue of teaching foreign languages for non-linguistic specialties at universities is of particular relevance.

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It is generally accepted that the main criterion for the quality of training of university graduates is professional competence [3, p. 133]. The communicative and professional needs of future specialists require the creation of differentiated training systems and teaching aids that are adequate to the target settings for foreign language communication in various professional fields.

Many researchers emphasize the high importance of the "cultural capital" of any competitive specialist, that is, a person's wealth in the form of basic values, norms, intellectual, moral, equal and social characteristics that determine his professional competence [5, p. 227]. Formation of a comprehensively developed socially active

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personality, preparation of a university graduate, who has professional competencies and high professional self-awareness, are among the most significant expected results of the implementation of the development program Andijan Machine-building Institute[7].

The paradox of the current situation is that the high requirements for the level of language proficiency of future specialists do not fully correspond to the amount of academic hours allocated for practical classes (within the framework of the basic program) necessary to achieve this goal. In particular, this problem concerns students in the framework of Electro technology specialties in the areas of “Alternative Energy Sources” and “Thermal Power Engineering”.

Conventionally, the period of study in a vocational educational institution is divided into three stages:

1) transitional (1st–3rd semesters). The student gradually enters the educational process, adapts to new conditions, and masters’ various types of educational activities (listen to and take notes on lectures, prepare for practical classes);

2) cumulative (4–6 semesters). Characteristic is a gradual improvement in objective and subjective indicators of students’ activities, which is associated with obtaining new information and involvement in professional activities;

3) defining (7th and subsequent semesters). Previous ideas are changed, corrected, generalized, a more or less stable model of professional activity is developed [4, p. 16–18].

According to the curriculum, language training of future specialists in the areas of “Alternative Energy Sources” and “Thermal Power Engineering” is carried out most intensively during the transition period, partially affecting the accumulative, whereas direct involvement in the professional field of activity is carried out after they have completed a basic foreign language course at a university.

Since students are admitted to master's and doctoral studies by presenting a B2 language certificate, foreign languages are not taught at these stages of education.

Foreign researchers in the field of teaching a foreign language for specific purposes (LSP - Language for Specific Purposes) emphasize the importance of actively mastering the following aspects of the functioning of a foreign language for the professional growth of specialists in the context of globalization: speaking and listening - for presentations, teleconferences and communication with colleagues and clients on telephone; writing and reading – for writing and studying emails, reports, memos, minutes of meetings, etc. [14]. However, due to the small number of classroom hours allocated according to the program for the study of a foreign language at a non-linguistic university, mostly for the transitional stage of education, insufficient attention is paid to these issues.

It is important to note that the goals of the “Foreign Language” discipline are to increase the initial level of language proficiency, teach practical language proficiency

for further self-education and solve social and communicative problems in both every day and professional communication [2; 8]. While teaching a foreign language mainly at the transitional stage of education (for bachelors of the first and second ears) and in an insufficient amount at the defining stage (for master’s students) with a long break at the most important cumulative stage of training does not seem to be fully effective within the framework of communicative, professional and activity and sociocultural approaches. In other words, interrupting the process of studying a foreign language during the cumulative period of study at a university, when teaching the core disciplines themselves begins and introducing students to professional activities, does not serve to achieve these goals.

It should also be taken into account that the curriculum of some specialties at Anfijan Machine-building Institute discipline “Foreign language” at the defining level stage of training is not included at all, and only a small percentage of university graduates continue their studies in graduate school, where a foreign language still remains one of the subjects studied. Therefore, at the time of graduation, students master the language of their specialty to an extent insufficient for productive and effective professional communication and lose previously acquired communication skills without constant language practice, which impedes the successful professional development of specialists.

According to documents on the modernization of higher professional education, knowledge of a foreign language should be an integral part of the professional training of all specialists at the university; learning a foreign language should be built on an interdisciplinary integrative basis; training should be aimed at developing multicomponent general cultural and professional competencies of students [2; 8].

In this regard, the modern methodology of subject-language integrated learning – CLIL (Content and Language Integrated Learning) – seems interesting and relevant. The term was introduced by D. Marsh in 1994 to denote a set of methods for studying content (of any subject) through a foreign or second language, in the process of which the language itself is simultaneously studied. D. Marsh refers CLIL to situations where the entire academic subject or part of it is taught through a foreign language with a dual purpose – simultaneous study of the content of the subject and a foreign language [13]. According to K. Bentley, CLIL is a new approach in education when subjects are taught through the medium of a non-native language [9].

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