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# Teaching foreign languages, including english to the students of humanitarian classes

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*It is necessary in teaching students English to approach comprehensively, that is, with the phased application of the modern range of teaching methods. On the basis of the analysis of a number of sources, theoretical foundations and practical experience are consolidated, which show the need to take into account a number of features of students-humanitarians. In particular, as features it is of paramount importance to allocate difficulties with colloquial speech which are caused by deep self-analysis of the student. In this aspect, article discusses the main aspects of teaching English in humanitarian classes.*

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## Introduction .

The development of modern technologies, as well as the information and telecommunication network, allows students to receive professionally important information. In the future, directly in the workplace, a specialist will need knowledge of the English language for the development of advanced technologies and developments based on foreign experience.

It should be noted that a competence-based approach, which arose in European higher education and entailed a reassessment of the teaching methodology, including teaching a foreign language in Russian and English education, cannot be dispensed with without a competency-based approach. The key objectives and goals of the new methodological approach in education were formulated by the Commission "Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). One of the key principles of the competency-based approach in teaching English at humanitarian classes is the need to formulate learning objectives based on the end result, that is, the acquisition of knowledge, attitudes, skills, values and competencies for learners with their application in practice after the completion of the academic period. In this regard, the author of this study believes, that the process of teaching a foreign language in a technical college must build on the profile of the educational program in which the student learns.

## Main part.

The use of the technology "competence-based approach" in this process implies the planning of educational material with an orientation to three key stages of training, which directly depend on the tasks set by the program, namely:

- general training, including the basics of phonetics, conversational practice, the study of grammar;
- specialized training, which implies the acquisition of skills in the selection, scanning, reading of texts within the framework of the specialty, as well as writing annotations (for example, to technical articles, reviews, studies), preparing messages within the framework of the specialty received (reports, abstracts in English);
- socio-vocational training, which involves the achievement of an advanced level of language

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proficiency by a student, including, the ability to listen and understand lecture material in English, as well as to participate in university and international seminars and discussions on technical topics within the framework of the specialty obtained, independently prepare and conduct presentations in the specialty.

The scientific literature notes that a special role in acquiring the necessary language skills in the framework of socio-professional training is played by linguistic training, which is aimed at developing general communication skills, i.e. the required level of general competencies (reading comprehension).

At the second stage of the training, specialized communication is conducted, involving the assimilation of individual vocabulary units (technical terms) and structures of humanitarian discourse. In addition, at this stage, the student must master a pragmatic understanding of the English technical text, as well as be able to annotate and discuss what they read text.

At the third stage, further improvement and development of the skills acquired during social and vocational training, namely, the development of written and oral discourse skills, which is set in the framework of the proposed circumstances, is meant.

Among the most relevant technologies that meet the modern challenges of higher education in the process of teaching English in a higher technical school are the following: a project method based on a "competence-based approach" in teaching professional and colloquial 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, developing learning. The methodology assumes differentiation of the proposed topics of the projects depending on the level of training of students.

The introduction of this method in the learning process, including spoken and English technical language, provides with:

- practical skills, as well as reveals the individual abilities of students;
- they learn to offer certain technical solutions;
- summarize the information received in a foreign language and draw appropriate conclusions;
- determine the extent of their responsibility when working in a team and individually.

It is understood that students will work as a team and together with the teacher, find extraordinary solutions within the framework of a future specialty, as well as conduct introspection at each stage of their education, identify certain shortcomings and errors, look for the causes of difficulties and walk ways to fix errors of technical plan.

**Conclusion.** The integral role of the teacher in this technique consists in the competent direction of the discussion, the adjustment of the necessary vocabulary. Important is the fact that the teacher should refrain from correcting grammatical errors during the event. All grammatical errors are taken under special control and discussed at the end of the event. Such an approach can bring the discussion participants both to a new level of English language proficiency, and provide a new vision. When using the indicated teaching methodology from students, instead of answering specific questions in the English text, a full understanding of the proposed situation is required. This technique ensures the development of initiative and independence, removes barriers in the free use of English for expression in a team. Technology develops the prevalence of the desire to speak English.

The development and teaching of the English language by analyzing a specific educational and

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business situation is mainly applicable at the third stage of the learning process in the framework of the "competence-based approach" technology.

This method is a rather difficult task for a teacher, which at the same time requires high professionalism in the practice of fluency in English, a high level of pedagogical skill and erudition in technical matters.

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