

Englischunterricht für berufliche Zwecke (EOP) für Robotikstudenten

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Zusammenfassung: Dieser Artikel enthält die theoretische Analyse des Englischunterrichts für berufliche Zwecke und die Prinzipien der Ausbildung von Fachkompetenz bei zukünftigen Fachkräften.

Schlüsselwörter: Englisch für bestimmte Zwecke, Fachkompetenz, kommunikative Kompetenz, Terminologie, authentische Materialien, Lernen von Inhalten.

Teaching English for occupational purpose (EOP) to Robotics students

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Abstract: This article provides the theoretical analysis of teaching English for occupational purpose and the principles of forming professional competence in future specialists.

Keywords: English for specific purpose, professional competence, communicative competence, terminology, authentic materials, content learning.

Modern changes taking shape in a rapidly changing world make new demands on Foreign Language teachers working in non-philological higher educational institutions. Now, on the basis of the demand of the period, teaching English (ESP), which is focused on the profession is becoming a requirement of society. Teaching English, aimed at professional activity in non-philological higher educational institutions, is one of the most important processes for the implementation of an educational course. The priority in this is the development of professional competence of a foreign language in future specialists.

It is important to set and actualize the goal of teaching English for occupational purpose (EOP). After all, knowledge of only a foreign language for general purposes (English for general purpose) will not serve to form professional competence of future specialists. Therefore, we can say that it is necessary to develop the professional competence of future specialists by teaching foreign language for occupational purpose. In the process of conducting classes in the directions of a higher educational institution, it is necessary for a foreign language teacher to indicate relevant information, knowledge in the subjects related to the specialty of his students, introduce lexical terminology related to these subjects into the curriculum and program, improve the skills of reading, speaking, listening and writing based on professional activity.

T.Hutchinson and A.Waters notes that “English for occupational purpose (EOP)” means teaching the language with specific purposes (English for specific purpose-ESP) , which uses real situations to achieve the language's specific lexical and communicative competence so that students can use it in their future profession or understand issues related to their field [3.17].

The role of the English for specific purpose (ESP) is to help students develop the skills necessary for use in a specific professional context and, alternatively, provide opportunities for the professional to develop vocabulary and types of speech related to the subject area .

As it is known that T.Hutchinson and A.Walters divided the following types of English for specific purpose (ESP):

1. EST (English for science and technology) - English for science and technology
2. Eve (English for business and economics) - English for business and economics
3. ESS (English for social sciences) - English for Social Sciences [3.27].

From the above ESP types the EST (English for science and technology) type is appropriate for Robotics students, and this field is again divided into the following types [3.28] :

1. EAP (English for academic purposes)
2. EOP (English for occupational purposes)

The object of our scientific work, which we are researching, is the students who is doing their bachelor's degree in the major of robotics and they are taught General English (English for general purpose) in 1st course, we think it is advisable to start teaching English for occupational purpose (EOP) in 2nd courses.

The main task of English teachers in technical universities is to teach students to work with scientific literature in English in their specialty and communicate in English in their profession. Each training session of profession-oriented English requires planning based on knowledge of the specialty. For example, it is necessary to select texts that are suitable for certain topics, or translate small lecture texts of teachers of other specialties into English and draw up appropriate texts in English based on these lectures. When the teacher introduces students to the texts, it is advisable to use exercises so that the texts are directly related to the subject of the specialty, as well as to mark the new terms used in these texts within the texts and effectively master these terms.

D.Isroilova considers the specifics of the specialty that the teacher should direct students in accordance with the following strategies:

- a) work on custom texts;
- B) development of communicative competence;
- C) teaching terms regarding a new profession;
- g) work on educational materials capable of activating grammatical and lexical materials [1.58].

According to N.D. Galskova, teaching English for professional purposes should include the following components:

- areas of activity, topics, situations, speech actions and speech materials of students in the development of professional competence, realizing that the teaching of the English language to the future specialist will be directed to professional activities;
- a set of special (speech) skills that represent professional situations in mastering a foreign language as a communicative tool,
- skills of mastering and using language material (phonetic, lexical, grammatical, orthographic) within the framework of the specialty [2.25];

We are based on the Content based learning (CBL), that is, the content based teaching approach in professional-oriented English Language Teaching.

Content based learning (CBL) is a teaching approach aimed at learning a language through the study of a subject. Although CBL is not new, interest in it has

increased because it has proven very effective in ESP (English for specific purpose) programs around the world.

Content based learning (CBL) is a type of teaching that is conducted on the basis of content or information that students receive when teaching a second language, not for a linguistic or other type of purpose" . In other words, CBL education involves the integration of skills to learn the language parallel together with the content at the same time; here the content usually refers to an academic subject, such as mathematics, science or social sciences. In the Content based learning approach, language is used as a means of teaching content in science. Language learning goals are achieved through Content Learning.

Content based learning requires teachers who know a good language and a content. Language teachers should be knowledgeable in areas of expertise and be able to assess students ' knowledge. In addition, Language teachers will first have to ensure that they understand the context, select and adapt authentic materials for use in the classroom, provide scaffolding techniques for learning the authentic context, and organize non-traditional classroom classes [4.269].

At CBL, students are required to be autonomous and independent. Students are expected to provide support and support to each other in collaborative ways in this type of Education. Typically, materials at Content based learning are taken from a course subject in content. Authentic materials are recommended to be identified and checked. There are two types of authentic materials: one is that the materials are similar to the materials used in the teaching of the people of a foreign state in their native language; the other is obtained from newspaper and magazine articles and any other media. Some technical magazines, railway schedules, newspaper advertisements or television shows, such as tourist guides, are also recommended a lot by CBL.

This is a series of advantages of the type of CBL education that was noted in the work of J.Richard and T.Rogers. According to them, the type of Content based learning education has the following advantages:

- the language learner's interest and motivation will increase again in the lesson
- this type of Education offers a wide range of knowledge on different topics
- it helps students to improve their learning skills, such as writing down key ideas from the text, making conclusions and separating the necessary information
- develops skills to perform in the partnership [5.54].

Taking into account the above points, we think that it is worthwhile to bring the content based educational approach (Content based learning) to the course process and rely on the principles of this approach in teaching professional English to students of the robotics direction.

In order to effectively form the above knowledge and skills among students of robotics, teachers should use the following types of practical training in teaching English in this process:

1. Lessons aimed at mastering professional foreign language communication skills. Such classes are aimed at developing students' speech skills in the field of professional communication. Lessons of mastering communicative activity are

divided into two types: lessons of mastering the receptive types of speech activity and lessons of mastering the reproductive types of speech activity.

In the lessons on the development of written speech, in addition to written assignments in grammar and vocabulary, which form language competence, it is necessary to use tasks that form the communicative skills of students in writing, for example: tasks for drawing up a plan for the text read, a presentation that reveals the content of the text, written preparation of reports

The speech process is necessary to form in students the skills of being able to compose prepared and unprepared monologue speech (messages, lectures, presentations abroad), as well as to be able to create dialogical speech, which is used in regional, professional, business and everyday situations.

Students of technical universities need to master all types of reading and understanding skills: introduction, search and study, as well as contextual guessing when reading the original scientific and technical literature, the skills of being able to understand terms in authentic texts should be used. Translation from a foreign language into a native language can also be used by the teacher as a means of developing reading skills.

2. A type of training related to the application of innovative technologies in the course process, which has affected almost all areas of Science and production. At the same time, a lesson is conducted on the integration of a foreign language in the training aimed at developing the skills of using modern computer, mobile applications, Internet programs in order to effectively form professionally oriented communicative competence of students.

3. In non-philological OTMs, they often use an equally important type of practical activity as an independent work of students. In foreign language lessons, the teacher must devote enough time to an independent work system. It is necessary to organize such types of classes that are aimed at the development of self-control, mutual control and introspection of students.

As can be clearly seen from the types of training considered, in the development of professional competence in future specialists, students in each type of professional texts, exercises are faced with terms. Therefore, in the cultivation of professional abilities of students, the term is used.

Students of robotics should master the following professional-communicative skills and abilities in professional English lessons:

- 1) using terms in the **speaking module**, that is, in everyday, professional communication; implementation of monologue statements for professional topics (messages, reports, presentations),
- 2) to be able to perceive the content of verbal statements in the **listening module**, that is, on a foreign language specialty, pronounced at a cultural and usual pace, to understand the meaning of terms in them, to receive information in the process of listening to audio texts on professional topics;
- 3) in the module of **reading and understanding** , that is, the full content of the original professionally oriented texts by mastering the terms in order to be able to

fully understand; understanding the general content of the original professionally oriented texts without the use of vocabulary;

4) the use of terms in the **writing module**, the ability to write letters on various daily and professional topics, to describe detailed diagrams to the profession in which statistics are given, and to clearly reveal information in this writing process.

In conclusion, in the field of robotics, students will have to master the terms related to their specialty in the study of the profession-oriented English language, get acquainted with the authentic materials related to their specialty, and also acquire professional communicative skills. This will help to improve their professional competence and professional-communicative skills.

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