

Principles of Professional Lingua-Didactics in Teaching English for Non Oriented Purposes

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Abstract: The article also discusses the specific features of vocationally oriented teaching of the English language, the principles and tasks of vocational lingua-didactics, the main principle of vocational lingua-didactics and the current issues of teaching based on the interdisciplinary connection of English with specialized subjects.

Keywords: Foreign language, modernization of educational, integration, innovative achievements, non-philological orientation of teaching, research methods, language didactics, English for Special Purposes, specialization.

The issue of modernization of educational activities in the higher education system, as the main link of the continuous education system, is the main one that is waiting for its solution today. The goal of the large-scale reforms now being implemented in Uzbekistan in all spheres as well as in education system is to glorify nation and create conditions for people to lead a modern lifestyle. Improving the quality and efficiency of education will always be connected with the modernization, improvement, consistency, and continuity of the education system, and with the innovative activities of teacher-pedagogues, who promote the activity and responsibility of students.

Therefore, innovative activity is the demand of the time, and it makes it necessary for every pedagogue to reconsider his activities on the bases of innovative achievements in science.

Today, when the process of information and integration has been intensifying day by day, the further expansion of socio-economic and cultural relations between countries has made learning foreign languages a vital necessity. Therefore, foreign languages, in particular, English, are taught at all stages of the continuous education system in our republic, from pre-school education to post-higher education systems, in all areas and specializations. In this process, students are taught English based on one basic program until higher education, while at the stage of higher education, there are two directions of foreign language teaching: for philological purposes, i.e. training of future foreign language teachers and non-philological orientation, i.e. teaching language for specific and career-oriented purposes (Language for Specific Purposes, LSP).

The study of the sources shows that this subject has a long history and its own principles. Until now, more than 300 works on professional language didactics have been created in Western language didactics, in which the main principles of professional language didactics, such as integrative quality, multi-level, modeling, variability, communicativeness, modularity and professional orientation, have been considered.

During the discussion of this issue, a separate branch of science and a unique methodology may be noticed. In the field of foreign language teaching methods, scientific research methods are divided into two - theoretical methods and methods based on experience. The theoretical methods of research include analysis-synthesis, construction of scientific hypotheses, and modeling. Among the practical (experimental) methods, there are well-known and recommended ones such as testing, conducting

experiment and purposeful observation. These are general or basic methods. Among the methods of scientific research, auxiliary or special ones are:

questionnaires (surveys), tests, timing, interviews, etc.

Professional lingua-didactics as a branch of lingua-didactics is inextricably linked with didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics, communication (dialogue) theory and special sciences, which can be justified by the following:

- Professional lingua-didactics is related to education, so it is inextricably linked with didactics;
- When it comes to personal qualities, abilities, and professional competence in the formation of professional communicative abilities in a foreign language, this in itself shows the connection with professional psychology and psycholinguistics;
- When it comes to teaching a foreign language, of course, professional lingua-didactics is directly related to linguistics;
- The main goal of teaching foreign languages is to teach professional, sectoral and intercultural communication, therefore, professional lingua - didactics is also related to the theory of communication and ethical standards.

While doing researches A.K. Krupchenko, as the main tasks of professional lingua – didactics, pointed out the following:

- Development of the theoretical and methodological bases of professional lingua-didactics;
- Determination of the main principles of professional lingua-didactics;
- Clarification of the goals of teaching a foreign language for special purposes;
- Determination of the content of professional and sectoral teaching of a foreign language;
- Selection of forms and methods of training specialists in a foreign language;
- Shows such issues as the selection of educational and methodological support and technical means of vocational training in a foreign language.

A.N. Kuznetsov described basic and additional principles of professional lingua - didactics, their main principles are the creation of a socio-professional environment, taking into account the requirements of a competency-based approach, integration, interdisciplinary relationship, and direction to the complex formation of professional competencies in a foreign language.

As additional principles, it is noted that a number of principles should be taken into account, such as the age of the language learner, learning problems, modularity, ensuring consistency in language teaching, originality and authenticity of materials.

Based on these tasks and principles of professional lingua-didactics, professional linguadidactics can be interpreted as a science that studies the theoretical foundations of teaching a professional language, its methodological, didactic and linguistic features.

Some researchers studied specifically the content, form and means of teaching a foreign language in connection with special subjects, which is one of the basic principles of professional language didactics. They emphasize the inter-elemental integration of different academic subjects as an interdisciplinary connection.

In many non specific institutions English teacher and a specialist of the subject conduct joint teaching in an English for Special Purposes class. In their opinion, the teacher of the specialty can provide

information and solutions to problems related to the specialty that the teacher of English cannot explain.

Methods of teaching foreign languages, according to prof. Mikhail Vasilyevich Lyakhovitsky, is a science that studies the goals, content, means of education, as well as teaching methods using a foreign language.

But others argue that the establishment of interdisciplinarity in teaching English for special purposes lies in the use of authentic materials in teaching (profile texts, video materials).

In their opinion, as a result of training based on interdisciplinary communication, the specialist will have a wide range of knowledge, and most exercises and tasks should be based on a communicative approach.

Therefore, close integration of professional methodology and disciplines of teaching a foreign language, development stages and research methods in career guidance, and training is necessary.

In a word, in this matter, one can rely mainly on research works and literature within the framework of the higher education system. As a result of the use of authentic materials directly related to the profession and field, interdisciplinary communication in teaching foreign languages in non-philological areas of higher education leads to the enrichment of students' knowledge of the specialty and awareness of the latest news in the field and helps to increase the student's motivation to learn a foreign language. In our opinion, it is important to choose the topic of the English language in connection with the topics of the core subject based on the professional needs of the specialist in integrating the teaching of English with core subjects.

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