"LINGUA-DIDACTIC PRINSIPLES OF TEACHING FOREIGN LANGUAGES FOR ENGINEERING SPECIALITIES"

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Abstract: This article is devoted to lingua-didactic principles and strategies of teaching foreign languages for ESP classes, especially for engineers. The study also analyzes how to use such principles in the non- linguistic classroom when delivering the classes and keys to use proper modern approaches. In the process of the research, it is described the advantage and the problems of these principles.

Key words: engineering, communicative competence, professional organization, language training, teaching foreign language, principles.

At this time, modern professionals in the fields of science, engineering, and technology should have completely new skills and abilities. On the level of international relationships, they include analytical and organizational capabilities in research and manufacturing domains. As a result, prospective young engineers should be able to communicate in at least one foreign language. The English language is unquestionably the most important since it is the language of worldwide communication in every way.

Without a doubt, gaining a communication skill in a professionally focused foreign language has lately become an indispensable aspect of engineering education in Uzbekistan. It's not unexpected, given that our country is involved in worldwide operations and requires skilled individuals who are fluent in many languages in order to continue working together. Furthermore, today's engineers aren't only fluent in another language: They are also able to use what they have learned in their professional lives. The major goal of this study is to look at the future possibilities of foreign language teaching in engineering institutions, which might lead to better outcomes in foreign language acquisition in the future.

The degree of international engagement and collaboration for technical institutions has changed dramatically, and there is now a set of complicated objectives that deal directly with communication skills, the capacity to work in a team, and personal and professional traits that determine a degree of research and instructional activities are carried out with the assumption of a high degree of foreign language communicative ability in professional communication.

Only by ensuring that the following elements of professional organization and language training are met at engineering institutions can a future engineer's personality be fully

developed. To begin with, humanitarian and technical knowledge should be blended to enable the harmonious growth of future engineers through integrated professional training programs and the organizing of numerous events in English or any other foreign language that is now in demand.[1] Second, young engineers should be taught how to think independently and innovate creatively. They must learn to control not only their personal educational process but also their career chances in the future.

It's also worth noting that foreign language instruction at technical colleges must comprise the following elements:

Language and Organizational

Let's take a closer look at the components of language. Engineering students must be taught a variety of language systems and techniques of communication between them, as well as communication techniques and awareness of the social and cultural idiosyncrasies of both their local culture and the culture of the foreign language they are studying. Second, students of technical specialities should learn not just English for ordinary conversation (which must be taught during the first year of training), but English for specialised reasons as well. Future engineers should learn how to communicate in the scientific, academic, professional, and even corporate worlds. Artificial bilingualism is, without a question, one of the most important criteria for successful foreign language acquisition in engineering institutions. It refers to the simultaneous teaching of many disciplines in both the local and foreign languages. As a result, learning a foreign language will not be the primary goal for pupils; it will serve as a tool for them to carry out their future professional activities on a worldwide scale using a foreign language.[2]

To fulfill the above-mentioned purposes and objectives, teaching staff and students at modern engineering institutions must increase their language competence in a variety of methods. Practice oral and writing communication in English, for example: communications, negotiating, and research, as well as writing business papers And, without a doubt, university teaching staff and students should participate in many international activities, such as collaborating with overseas colleagues and using English in academic and scientific research, among other things.

These critical issues may be addressed with the aid of a language proficiency system that may be implemented in the following ways:

– The foreign language is a method of professionally-oriented foreign language communicative competence for engineering students.

– The foreign language is a tool for instructors to demonstrate professional-oriented foreign language communicative skills.

It's worth noting that there are certain fundamental rules for teaching foreign languages to engineering students. The first premise is a principle of mediation: for engineering students, learning a foreign language is not an end in itself, but rather an instrument for achieving

another goal related to future professional activities such as teamwork, writing a scientific report or an academic paper.

The second concept is that the learning process should be made more intense. It implies that the content of the discipline "Foreign language" includes a comprehensive multi-cultural and linguistic immersion format.[3]

The following educational issues connected to the execution of linguistic component, which assures the development of speaking skills and capacities to communicate, may be handled using the previously described approaches to foreign language instruction. Two major educational tasks should be emphasized in this context:

1. To develop verbal abilities as the foundation for communication competence in a foreign language for professional purposes.

2. To improve oral and writing communication skills in the academic, scientific, business, and professional realms.

It is critical to divide the learning process into at least three stages: initial, intermediate, and final in order to get favorable outcomes in foreign language instruction. Thus, in the early stages of foreign language training at engineering institutions, the subject "Foreign language" helps a student to fulfill his or her potential as a young researcher, engineer, and even expert who is ready to create by implementing issue assignments, popular scientific projects, and presentations.

The development of a professional viewpoint on the professionally focused subject matter is the focus of the intermediate stage of learning the discipline "Foreign language." Furthermore, the discipline aids students in mastering work forms that are required in courses devoted to the key technical disciplines in their field of study (for example, working with a production cycle, describing some innovative concepts, preparing proper documentation for their future professional activity, and so on).

Because students in senior courses frequently carry out various cooperative projects with foreign partners in research activity, the last stage of foreign language acquisition is integrated in the professional and academic activities of undergraduates and graduate students as an instrument of self-realization, self-education, and strengthening qualifying abilities.

Conclusion

It is important to remember that the primary goal of the foreign language teaching system at modern technological institutions is to support the strategic goals of universities, particularly the entry into the global education environment. Only the existence of a highly competent teaching staff at universities will allow this worldwide problem to be solved: students and instructors should have an acceptable level of professional skills, notably in the field of foreign languages, which enables businesses to successfully traverse the global information flow while also promoting their own advances on a worldwide scale.

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