

FORMATION OF THE ENGLISH SCIENTIFIC COMPETENCE IN STUDENTS OF NON-FACTUAL FACULTIES

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Abstract: *on the path to the development which has historically strong scientific schools, educational and research institutions and high intellectual potential, needs intellectual security in all spheres of human life, society, economy, and state in view of world trends.*

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Modern educational methods, such as pedagogical technologies, innovative technologies, and pedagogical skills of high-qualified students in the development of qualified professions, ensure that students are trained and qualified professionals of international standards.

The main purpose of educational technologies is to activate the learning process, to achieve a high level of student learning, and to teach them to express themselves and to express themselves.

The introduction of pedagogical technologies in the process of teaching foreign languages allows to develop and improve the practical skills of the students on the basis of theoretical knowledge on the basis of updating the content, taking into account the peculiarities of the subject. Foreign Languages in Higher Educational Institutions is one of the major subjects for students.

Education and science are extremely important instruments of social transformation. Communication between scientists accelerates the production and dissemination of new knowledge. The effectiveness of international contacts in the field of science and technology depends on the level of knowledge of the English scientific language by specialists from different fields. The standard technical translation skill is clearly not enough. In the modern world, only a publication or report in English can provide for the earliest possible recognition of a new idea, method, technical solution. Modern students understand the prospects of participating in international academic programs, studying and working abroad. But without the experience of English-language scientific communication, these intentions are difficult to implement. Thus, the teaching of students of English-language scientific communication for professional

communication becomes the most important, one of the most urgent tasks of modern universities¹.

A teacher who works with students of non-English faculties should clearly set the task that after studying the English language the student must know, namely:

- grammar to the extent that it provides practical English language skills and forms the skills of oral and written communication;
- vocabulary in the scope of the subject-driven program;
- special terminological vocabulary, which should provide the future specialist with the opportunity to receive and transfer scientific information from their specialty;

After successful passing of the course "English for Professionals" the goal should be that the student should be able to:

- to convey the content of the read material in a foreign language;
- to do oral (dialogical, monologic) and written communication;
- to conduct a business conversation;
- write resume;
- to organize business negotiations and to participate in scientific conferences in a foreign language;
- to formulate abstracts, to write scientific articles with the further participation in scientific-practical conferences.

Throughout the entire teaching process, the teacher's efforts should focus on the formation and upbringing of future scholars with a high level of English language proficiency. The instructor must remember that at the first basic stage, the skills of English-language professional communication are formed on the subjects that students have learned in their mother tongue. The task of the second specialized stage is to study the aspects of English-language scientific communication in relation to the specialty of a student on the basis of the major scientific topics included in the list of priority directions of the development of science. Teaching of foreign-language written scientific communication is carried out with the help of a set of exercises aimed at developing the ability to write a scientific article in English, and consists of three teaching modules: lexical, syntactic, logical-semantic. An integral part of English language classes for scholars can be the project activity, in relation to the participation of students in the model of an international scientific conference, this kind of activity can be an effective teaching method of teaching foreign language scientific communication of students of non-fluent faculties.

References

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