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THE PROCESS OF TEACHING STUDENTS TO FOREIGN LANGUAGES AT AGRARIAN UNIVERSITY

Abstract: The article discusses the teaching of a foreign language to students of an agricultural university, as well as the variety of its functions that lead to the emergence of various fields of study as an agricultural university, which include applied linguistics, general linguistics, the theory of language acquisition, and research methods.

Key words: foreign language, methodology, teaching, student, abilities, language competencies, agricultural university.

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Introduction

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At all stages of the development of agricultural technical education in Uzbekistan and its strategy, socio-economic preconditions determined. With the introduction of a new state educational standard, universities faced the task of providing the future specialist with the necessary knowledge and competencies in accordance with the developed requirements. As noted in the state standard of humanitarian and socio-economic disciplines, their content should be professionally oriented. In the process of formation of competencies identified in the state educational standard, a significant role is given to foreign languages, which have a high potential for the development of communication skills of specialists and their preparation for business professional communication. Meanwhile, the number of hours allocated to universities in "Foreign Language" is very small, and the tasks facing students in modern conditions are becoming more complicated

and formulated as mastering all types of speech activity based on professional vocabulary, as well as mastering business communication skills. The successful solution of such difficult tasks requires a special approach to the process of teaching foreign languages in the field of business communication and the development of methods for teaching a foreign language as a language of professional communication in a technical university, where students acquire knowledge, abilities and skills of their future professional activity, having competence motivation and interest in the process of studying. All this implies optimization of the process of teaching foreign languages in non-linguistic universities.

The language can be studied from different angles. From a practical point of view, within the framework of applied linguistics, especially the theory of language learning, such disciplines as psycholinguistics, pedagogy, cognitive science, the theory of language acquisition, testing of abilities and many other areas are distinguished. Language testing requires an appeal to theory and at the same time is

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closely related to teaching and learning. Thus, language testing is connected both with the theory of language and with the methodology of its teaching in agricultural aspects. During training, it is necessary to pay attention to the grammatical equivalents of the translated constructions, the structure of the language, the functions of the language in words, combinations on agricultural aspects. It is necessary to remember the individual focus of language testing, highlight tests on specific topics, after summarizing. We were able to determine that the study of language testing certainly lags behind research in the field of language theory and its teaching. Currently, new sections of linguistics are being formed, topics such as “tasks of teaching methods”, “teaching methods”, methods of collective language learning, such as seminar work, are being studied. , as well as other methods of teaching foreign languages. Language testing has been studied in much less detail: only “complex” and “communicative testing” are analyzed, new testing methods are not developed. Meanwhile, for pedagogy, not only effective motivation to learn a foreign language is important, but also the development of adequate methods of language testing. In recent years, the agricultural aspects of communication have been given attention to foreign language classes. In this regard, it becomes relevant to consider the question of testing abilities, and linguists are paying more and more attention to this issue. In Uzbekistan, testing of linguo-pragmatic abilities is just beginning to be studied; the relevant works are mainly focused on concrete facts, on extensive empirical material.

Optimization (from lat. Optimus best) in general terms means choosing the best, most favorable option from the many possible conditions, means, actions, etc. If the optimization is transferred to the learning process, it will mean the choice of such a technique that ensures the achievement of the best results with the minimum expenditure of time and effort of the teacher and students in these conditions. The founder of the theory of optimization Babanskiy Yu.K. believed that optimization is a logical, logical stage in the development of pedagogy and a number of other sciences. The optimality criterion is a sign on the basis of which a comparative assessment of possible solutions, options for the learning process and the selection of the best of them are made [1]. In methodological science, several indicators of the optimality of the learning process were identified: Optimal distribution of study time. An indicator can be considered realized if the distribution of study time within and between subjects is carried out in an optimal way, taking into account the real capabilities of students and teachers. The optimal choice of teaching methods. This indicator of the learning process is considered achieved if the teacher justified why he used certain teaching methods, on the basis of which he combined them. The teacher makes informed and informed choices based on the

knowledge of those whom he teaches, on what he teaches and recommendations on the optimal choice of teaching methods.

Rethinking these criteria and testing them in the learning process made it possible to identify the most optimal options for goal setting, educational content and the development of relevant competencies.

The formation of communicative-pragmatic competence in oral and written forms of business communication will in this case be the main goal of the joint activity of the teacher and student. It is quite obvious that the content of the training should be an information model, the basis of which should be professionally-oriented business communication with the dominant teaching of colloquial speech, including training in the translation of authentic industry texts. It is advisable to build training on a qualitatively new content with careful selection of educational speech material corresponding to the specifics of the future professional activity of students of an agrarian technical university [2]. For the development of communicative competence, the student must be able to maintain a business conversation, express his opinion, express consent / disagreement verbally, have the ability to conduct business correspondence in accordance with conventional norms. The main part should be tasks aimed at the development and formation of the skill of the oral form of communication in combination with the skills of writing and translation. With dynamic assessment, the student gets the opportunity to participate in a dialogue, a consultation is held with him, which gives impetus to the disclosure of potential abilities. 3. The principle of diversity. Methods for assessing pragmatic abilities not only determine the amount of accumulated knowledge, that is, the accuracy of ideas about linguo-pragmatic characteristics, but also give an assessment of the ability to apply them. The student should focus not on achieving a certain result, but on the continuous further development of their abilities in the field of pragmatic properties of a foreign language. Emphasis is placed on specific knowledge and psychological characteristics of students. When passing the test tasks, the student must demonstrate a good familiarity with typical communicative situations. Subjects must enter into easy communication, as a result of which they will receive appropriate points. The development of test tasks should be carried out in several stages: a survey, data analysis and trial testing.

Checking the degree of fluency in the language takes into account the set of means of language expression and the pace of speech. The student needs to retake the exam if he was unable to pause the speech correctly, used the wrong intonation, incorrectly placed the stress, violated the rules for constructing sentences and could not clearly express his thoughts. Thus, objective language testing should imitate common communicative situations, appeal to the

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ability to build a coherent text, enter into dialogue. The language has three key functions - communicative, informative and cognitive. In teaching foreign languages and especially during testing, the first two functions are given more importance, although cognitive also does not go unnoticed.

A special role in the process of teaching a foreign language in a non-linguistic university is played by the formation of rational cognitive actions by students, which make it possible to ensure the assimilation of educational material, to reveal its essence quite fully; go beyond learned information; eliminate any overload when using the potential of logical thinking and memory; contribute to the emergence of a firm belief that learning material should be learned.

It should be noted that the cognitive activity of a student is not limited to intense intellectual and physical actions. It is more expressed in their higher activity in learning, in the desire to qualitatively master knowledge and methods of activity in optimal time, in the mobilization of moral-volitional efforts aimed at solving educational problems, the implementation of intellectual, moral-volitional and

physical actions related the achievement of specific goals of training and education [3]. The effectiveness of the educational process for a given number of hours devoted to teaching a foreign language at a non-linguistic university, and a known category of students depends on several components, including: motivation for learning, teaching materials, building the educational process or teaching methods, teaching aids, etc. The complexity of the problem of improving education lies in the fact that to achieve the best results, it is necessary that all factors affecting the effectiveness of the educational process are selected based on an analysis of their influence on the final result of training and, accordingly, all of them would be effective [4]. Wrong choice of one of the factors can completely nullify the positive effect of another factor, which is optimal. Generally speaking, the educational process will be optimal if its result is high (the knowledge and competencies acquired by the graduate meet the requirements of the state educational standard), is achieved on time (the number of hours specified by the program) with minimal efforts of the teacher and students.

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