

ON THE ROLE OF A FOREIGN LANGUAGE IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

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Annotation: *The article is devoted to the problem of teaching foreign languages to university students. Particular attention is paid to the role of a foreign language in vocationally-oriented training of students of technical universities. Outlined the goals and objectives of the discipline based on the development of professional and socio-cultural communication. Shows the importance of learning a foreign language as an integral component of professional training of future specialists.*

Key words: *foreign language, professional education, socio-cultural communication, information world, training programs.*

The study of languages of wide international use is becoming one of the socially significant problems. The language situation in Uzbekistan dictates the need to study two foreign languages - English, which belongs to the group of Germanic languages, and Russian, which belongs to the Slavic group of languages. At the same time, it should be taken into account that the Uzbek language, which belongs to the Turkic group of languages, is the state language. As a result, the citizens of Uzbekistan become multilingual, given that the study of both Western languages (German, French, Spanish) and Eastern languages (Arabic, Farsi, Hindi, Japanese, Korean, Chinese) is still ongoing.

Modern society is characterized by a new look at education and its functional role in people's lives. The educational and self-educational functions of a foreign language, their professional significance, in the labor market have increased significantly, which has affected the strengthening of motivation in the study of languages of international communication.

The changes taking place in modern society, the emergence of innovative technologies that provide practically unlimited opportunities for obtaining information and communication, put forward new requirements for both the training of specialists and the final result of the training process - the formation of an educated person who knows and respects the culture of his native country. Tolerant, open to the dialogue of cultures, a person who is aware of the scale of the changes taking place in society, his role in the implementation of these changes.

Interest in languages is explained simply - language is the key to world culture, technology, civilization, to universal values. "A person who speaks two languages is twice a person," or "how many languages you know, so many times you are a person," they said in ancient times.

Modern university education should contribute to the training of a specialist who is aware of himself as a cultural and historical subject, ready for constructive participation in the dialogue of cultures[3].

Knowledge of a foreign language for professional communication is an important condition for the competitiveness of a specialist in the labor market. Any specialist feels the need to obtain the latest information in his specialty, a significant part of which is presented in a foreign language. Modern means of communication provide almost unlimited possibilities for searching for information and communication. The professional activity of any specialist requires the ability to use databases, carry out information retrieval, draw up various documents, edit texts, including those in a foreign language. Teaching professionally oriented foreign language communication should also be aimed not only at the process, but also at the results of communication, i.e. to be not only literate, but also productive.

The orientation of society towards the upbringing of a person who is independent, creatively thinking, able to actively act, make decisions and take responsibility for their consequences requires pedagogical science to pay close attention to the content of the value orientations of educational institutions, the search for adequate educational technologies for the implementation of ideas indicated by time.

Market priorities in the organization of the modern socio-economic system set previously unclaimed guidelines for the development of the social qualities of the individual: self-reliance, initiative, enterprise, expansion of individual freedom and responsibility, the importance of personal success.

Because of this, higher education is faced with the task of preparing a competitive specialist who is able to work successfully in a market economy. Knowledge of a foreign language, and preferably several languages, is a prerequisite for employment.

A person who has mastered a second language not only perceives objective reality in a new way more fully, more widely, but also takes special care of his native language, literature, and traditions of his people. For example, writers, representatives of the intelligentsia, i. people who mostly speak other languages. Therefore, the study of a foreign language is necessary not only for economic, but also moral, ethical, and social considerations.

In some countries, knowledge of several languages is a practical necessity. As an example, we can name such countries as Canada, Switzerland, India, Finland, etc. At present, mankind speaks 5651 languages and dialects. The absolute record for the number of dialects and languages was set by Papua New Guinea - 1100 languages are used here. India occupies the second place in the world in terms of the use of languages and dialects - 845 languages, 252 languages are served. 10 million population of Cameroon. If humanity has created so many languages, then among its representatives there should be speakers of more than one or two languages. Science knows the names of prominent polyglots: Schutze knew 270 languages. Christian Gask - 230. Tagliavani, Geestman, Dvoretzky knew 130 languages, Academician Marr knew about a hundred languages, Heinrich Schliemann knew 80, Norbert Wiener was a polyglot. Many of the people listed here are known not only as polyglots, they went down in history as pioneers in certain branches of science. The discovery of Troy, the creation of cybernetics, the substantiation of a new classification of languages are the results of their scientific research.

Knowledge of languages greatly facilitates contacts between people, contributes to the speedy resolution of emerging conflicts.

13	ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES, under Volume: 16 Issue: 04 in April-2022 https://www.gejournal.net/index.php/IJRCIESS
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The problem of training a competitive specialist with higher education in a market economy is a complex phenomenon. In the scientific literature, it is considered from various positions: socio-psychological, economic characteristics of a specialist, the content aspect of training. Each of them has a special significance.

In our study, the content aspect includes a foreign language focused on the professional and socio-cultural communication of the individual.

At the same time, we proceed from the fact that, firstly, the competitiveness of a specialist can be determined by the level of his professionalism in work. Secondly, maintaining this level requires various efforts, that is, readiness for self-education in the future. Thirdly, he, as the end product of an educational institution, must have a quality education. Fourthly, in the study of the language (languages), it should be focused on the sphere of future professional activity.

In a market economy, it has become quite obvious that in the labor market associated with foreign manufacturers, the most demanded were specialists who are fluent in foreign languages. The recent information explosion caused an increase in the number of international scientific and public organizations involved in the work, which contributed to a significant expansion of cultural and business ties. The real information world is unthinkable without specialists who speak foreign languages, who are able to quickly extract information from foreign sources without translators, present it in their native language and use it in their work.

The current state of our society is defined as borderline, transitional, having gone through the next phase of modernization from one type of state system to another, fundamentally different from the previous one. Such a transition significantly changes the needs of the individual, his value orientations, requirements for education, new models of behavior, activity and communication, production relations are introduced, which require specific qualities from the individual.

In the new conditions, many things change: not only new norms and values arise, which are modified during the life of one generation, but also a different way of life, a type of personality is formed, new forms of social consciousness arise, not similar to the previous ones.

In this regard, the attention of psychologists, political scientists is attracted by the professional and socio-cultural communication of the individual. It is noteworthy that the problem of professional and socio-cultural communication is becoming a subject of serious attention in the world educational environment. A purposeful search for theoretical, practical problems of professional and socio-cultural communication goes into the system of socio-economic, psychological and pedagogical sciences.

In our study, we understand and perceive professional and socio-cultural communication as an important component of the socialization of the individual. Firstly, the need for scientific analysis of this concept arises because of its special relevance. Secondly, professional and socio-cultural communication, its place and role in human life have become an urgent need precisely with a change in the social structure. Thirdly, professional and socio-cultural communication is wider, deeper than the concept of communication, communication incorporates communication. Instead, it carries a number of functions hitherto unclaimed by society: economic, cultural, organizing, creative.

Free professional and socio-cultural communication through a foreign language allows a person to solve a number of serious tasks: obtaining a prestigious job, position; active vertical mobility, that is, career growth; increasing the status of the employee in the team; spiritual development of the individual.

Transformations in society, the transition to a market economy allowed a lot of people to take up their own business, entrepreneurship. Today, the “economic” type of personality prevails in society, which is characterized by pragmatism, practicality, the desire to make a profit, benefit from work. Such people know how to "make money" and value knowledge. At the same time, they have high aspirations and they are ready to realize them in life. It is among them that successful businessmen, managers, enterprising people are born. Our research confirmed this thesis. So, 87% of entrepreneurs, representatives of small businesses would like to learn foreign languages, most of them attend various courses, study with tutors.

To analyze the emergence of personality traits, we identified the following factors:

- 1) biological heredity;
- 2) physical environment;
- 3) culture;
- 4) group experience;
- 5) unique-individual experience.

In our study, the leading place was occupied by group experience, the experience of the older generation. It is as a result of getting acquainted with the experience of other people, observing their positive achievements, that young people develop near and far goals for themselves and make efforts to achieve them. In the course of the study, we obtained interesting data. Thus, our research, conducted in a number of educational institutions of vocational education, showed: what

- students understand the ongoing changes in society and their desire to master languages, connect directly with the awareness of ongoing changes (87%);
- with the professional need for knowledge of foreign languages (84%);
- with the expansion of opportunities in the implementation of personal professional potential (68%);
- with awareness of personal responsibility for their future (72%);
- with increased entrepreneurial orientation (64%), etc.

The orientation of the language teaching of students to prepare for real professional communication is methodologically justified, since it is designed to stimulate the motivation of students, to arouse interest in the subject. Modern psychologists consider motivation as one of the main psychological factors for the success of mastering a foreign language[1]. Unmotivated teaching of speech activity removes the problem of the “object of activity”, deprives it of its psychological content. Motivation is based on two types of needs:

a) general communicative motivation (the need for communication as such, inherent in man as a social being);

b) situational motivation (the need to “intervene” in a given speech situation).

The level of the latter is decisively determined by how the teacher teaches (how he creates speech situations, what material, techniques he uses) [2] .

Acquaintance with history, geography, political and economic structure, culture, art, rules of conduct, norms and traditions of social life of the countries of the studied language is a necessary condition for background socio-cultural training, on the basis of which professional communication with representatives of other cultures will be realized. Familiarization with a certain amount of regional information optimizes the achievement of educational and upbringing goals, raising the level of the general culture of the future specialist.

The higher school is designed to ensure a sufficiently high level of development of the future specialist, including his ability to professional and socio-cultural communication, which is an integral part of the personality's activity. The educational environment, including the university environment, is designed to contribute to the implementation of the cultural and humanistic function of modern education, which provides:

- the development of spiritual forces, abilities and skills that allow a modern person to overcome or determine ways to overcome obstacles that arise on the path of life;

- formation of character and moral responsibility in situations of adaptation to social and natural spheres;

- creation of conditions for self-development of creative individuality and disclosure of the spiritual potential of a person [4].

In conclusion, it should be noted that the achievement of these tasks in higher education can be achieved when the integration of professional and general cultural training of university graduates is ensured in unity with the development of personal qualities, the revival of the spirituality of education; transition to the block construction of curricula with a large selection of elective courses, rating technology in the assessment of knowledge, a wide range of opportunities for independent in-depth specialization.

The introduction of open learning systems into the educational process will allow university students to organize training in individual programs that provide everyone with the opportunity to build the educational trajectory that best suits their educational and professional abilities; unification of educational technologies, which becomes a tool that allows for each specific situation to quickly and accurately determine the appropriate image of the education system that meets the set conditions (education standards, local, regional specifics, etc.).

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16	ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES, under Volume: 16 Issue: 04 in April-2022 https://www.gejournal.net/index.php/IJRCIESS
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