



## **DIDACTICAL UPBRINGING IN THE FOREIGN LANGUAGE COURSE AT TECHNICAL UNIVERSITIES**

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*Abstract: The article presents the way of raising of ecological awareness aimed at formation of ecological upbringing among students of Civil Engineering University. The author argues the necessity and the possibility of establishing a model of the educational process which would facilitate the formation of environmentally upbringing specialist and the capabilities of additional professional foreign language training course in technical university.*

*Keywords: didactical upbringing, environmentally friendly, sustainable development, global environmental crisis, culture of the person, additional professional foreign language training course, graduate model, choice of curriculum content, pedagogical system of specialist training course.*

## **ДИДАКТИЧЕСКОЕ ВОСПИТАНИЕ СПЕЦИАЛИСТА В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ТЕХНИЧЕСКОМ ВУЗЕ**

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*Аннотация: В статье представлены направления экологизации процесса обучения иностранному языку студентов инженерно-строительном вузе. Обоснованы необходимость и возможность организации учебно-воспитательного процесса так, чтобы он способствовал формированию экологически воспитанного специалиста и возможности дополнительной языковой профессиональной образовательной программы, предоставляющей студентам технических вузов получить дополнительную (к высшему) квалификацию «Переводчик в сфере профессиональной коммуникации».*

*Ключевые слова: дополнительная языковая профессиональная образовательная программа, модель выпускника, отбор содержания программы, педагогическая система подготовки специалиста. дидактическое воспитание, экологичный, устойчивое развитие, глобальный экологический кризис, культура личности.*

## **TEXNIKA UNIVERSITETLARIDA CHET TILI KURSIDA DIDAKTIK TARBIYA**

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In modern conditions, humanity is faced with an alternative: a deepening global environmental crisis or the search for a new worldview and attitudes of human activity. The global ecological crisis of our days is a reflection of the deep

crisis of culture, which encompasses the entire complex of human interaction with each other, with society and nature. The way out of the crisis is seen in the development of new value relations, which make it possible to overcome the alienation of man from nature, develop an ecological worldview, and realize the ecological imperatives of interaction between society and nature. It is necessary to change the leading attitudes that determine the nature of the priorities in the development of human activity. Today, there is a gradual transition from attitudes towards unlimited progress, boundless economic growth to ideas about the limits of growth, harmonization of economic expansion and environmental limits, a transition from the dominance of relations of domination, competition, opposition to the ideals of cooperation, cooperation, coexistence (A.A. Verbitsky, E. A. Kogai).

More and more scientists and politicians are inclined towards the philosophy of sustainable development, the main principle of which is the harmonization of the relationship between man and the biosphere. All these tendencies and orientations of changes in cognitive and activity attitudes in modern society should be supported and developed by a new system of didactic education, which is based on the development of the ecological culture of the individual and the formation of ecological values. Of particular importance, in our opinion, is the process of improving the ecological culture during the period of study in higher education, including in technical universities. It is they who play a special role in the field of adjusting the consciousness and values of students, since future specialists are educated in higher educational institutions, who will have to make responsible decisions. Environmental safety in all types of professional activity is proclaimed today as the basis for sustainable development of society. In this regard, the development of an individual's ecological culture, the formation of ecological values acquires a normative value status, and a high ecological culture should become an important qualification criterion for any certified specialist. There is no doubt that improving the quality of vocational education depends on the development of environmental culture, there is also an inverse relationship, and higher education creates the foundation for improving the environmental culture of an individual. The discipline «Foreign language» has a significant potential in this process. With the aim of greening the educational process of a civil engineering university, an integrative foreign language course «Ecology for sustainable development» was introduced. To implement this course, a textbook has been developed for students of construction specialties, which contains text material on environmental topics («Population and the Environment», «Water Pollution», «Traffic and Air Pollution», etc.).

As a result of studying each of the sections, students master the basic vocabulary on one of the environmental topics, which makes it possible to realize one of the goals of learning a foreign language - acquaintance with the «world of the word», and also contributes to the formation of environmental values of students of future civil engineers. The concept of «the world of the word» involves the analysis by students under the guidance of a teacher of the content component of the word, its cultural aspect. In a practical lesson, in the course of working on a word, it is compared with a similar one in Russian; in the absence of such, synonyms are selected. In the language, you can find a lot of examples reflecting the current problems of the life of society. For example, the adjective environmentally-friendly, which very clearly describes the attitude of



the British on the issue of environmental protection. Environmentally-friendly, direct meaning - «friendly to nature, the surrounding world.» The word consists of two parts: environment (noun) - «the world around» and friendly (adjective) from friend (noun) - «friend». In the UK, it is becoming completely customary to pay attention to the presence of an icon when buying, indicating that the product is environmentally-friendly, that is, environmentally friendly, on the one hand, not harmful to the environment, on the other hand, useful for the buyer. The need to live environmentally-friendly extends to all spheres of human life (industry, education, healthcare, etc.). Acquaintance with this kind of linguistic phenomena allows students to get an idea of the country of the studied language and is directly related to the topic of environmental education. It is important that the knowledge gained is personally experienced, so that students feel the need to act in accordance with nature, feel and experience their contribution and the degree of participation or non-participation in solving urgent environmental problems. When studying this course, environmental business games are conducted («Uninhabited Island», «Household Waste», «City», etc.), role-playing games («Trial», «Eco-TV»), discussions that allow you to simulate a real problem situation and try to find an environmentally sound solution. Fostering respect for the native land, the formation of the ability to value the natural resources of the region are important conditions for the formation of environmental values in students. Thus, the discipline «Foreign language» in the educational process of the university acts as a means of understanding the picture of the world, familiarizing with cultural and environmental values.

In the modern world, there is a growing need for specialists who speak foreign languages at a sufficient level to effectively perceive professional information and communicate with colleagues in a foreign language. Taking into account this need, as well as in connection with the reduction in the number of hours devoted to a foreign language according to the main training program on the basis of the Nizhny Novgorod State University of Architecture and Civil Engineering (NNGASU), an additional education program «Translator in the field of professional communication» (PSPC) was opened, which allows students to receive additional language education at the same time as basic vocational training. The acquisition of such an additional specialty by university graduates significantly increases their demand in the labor market and expands the range of their possible employment. The course of study for this program is of an independent (autonomous) nature and is implemented either in parallel with the acquisition of a foreign language in a compulsory university course, or as a continuation of the compulsory course.

To determine the compliance of university training with the requirements of modern society for specialists, a specialist model is used, which is based on professional activity. The model of a specialist is understood as the construction of a system of competencies that a specialist must have in order to carry out his professional activities, that is, this is the result that the educational program should be aimed at achieving. In modern foreign language classes at a technical university: the content is selected not only linguistic, but professional (classes contribute not only to the communicative development of students, but also to their professional growth); it is not the educational, but the professional context and the fullness of professional content that dominate (the choice of active technologies, work with reference schemes, cases, presentation of projects, - work

with network applications and IT); Modern active technologies used in the work of the department: technologies for the development of critical thinking through reading and writing; case study (cases); - role-playing, professionally oriented games; -method of projects; - information and communication technologies; -technologies of contextual. The content of training within the framework of the PSPK program is determined by the nature of the future professional activity of the graduate, aimed at the formation of the most significant professional competencies of the graduate and is reflected in the academic disciplines that are included in the training program. To analyze the content of the educational program, we used the method of constructing structural and logical schemes, the purpose of which is to identify logical links between academic disciplines and professional competencies of a graduate, the formation of which is aimed at educational disciplines of the educational program. A more thorough analysis of the content of the program was carried out using the method of logical connection matrices. This analysis made it possible to quantify the importance of educational elements included in the academic disciplines of the program. In addition, the presented analysis made it possible to identify the most significant topics within the discipline (that is, those topics on the assimilated content of which a greater number of subsequent topics of the discipline are based).

In addition to the abovementioned methods of content selection, we also used the thesaurus approach to select the lexical content of professionally oriented disciplines of the program. The methods used for analyzing the content of the additional educational program of the PSPK (constructing structural and logical schemes, the method of matrices of logical connections, etc.) made it possible to assess the degree of connection of disciplines with the key professional competencies of the graduate and to propose a reasonable correction of the content of the program, which was carried out. The ultimate goal of the program, presented in the form of a graduate's competence model, determined the development of appropriate means for assessing and monitoring the formation of the selected competencies. We have identified the links between the procedure for assessing the degree of preparedness of a graduate, implemented in the final exam, with the degree of achievement of the most significant professional competencies of a translator in the field of professional communication. The analysis showed the need to introduce additional aspects of certification, as well as the introduction of additional assessment criteria, which made it possible to more closely track the formation of the graduates of the most significant professional competencies of a translator in the field of professional communication identified by us. Changes in the structure of the final exam and the introduction of additional assessment criteria made it possible to more accurately track the degree of formation of the most significant professional competencies in a graduate, which contributed to the systematic improvement of his training. The created pedagogical system for training specialist implements currently relevant approaches to training, and also makes it possible to prepare a competitive graduate who is ready to carry out specific professional activities, which is in demand in modern society.

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