



INTERACTIVE METHODS OF TEACHING ENGLISH TO AUTOMOTIVE STUDENTS

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A B S T R A C T	K E Y W O R D S
The development of the information and technical sphere of activity of the world community and, in connection with this, increased attention to the engineering and technical field of knowledge have updated the surveys preparing graduates of technical universities for creative professional activity. Among the professional skills of engineering and technical workers, in the conditions of intensification of international cooperation, the skills of foreign language professional communication, both direct and indirect, become of great importance.	Non philological university, language skills, interactive teaching.

Introduction

Texts on the specialty are sources of practice-oriented information and contribute to the development of motivational and operational readiness of students for foreign language professional communication. The use of interactive teaching methods, including the creation of a special course based on them, which allows expanding the range of foreign language skills professional communication based on texts in the specialty is an objective necessity for a non-linguistic university, due to global informatization and intensification of international relations. Due to the fact that each non-linguistic university has its own professional focus and is associated with a specific sector of economic activity, it is necessary to select the content and methods of teaching foreign language communication at a technical university, including in the situational range of thematic areas the corresponding language and speech material that reflects the specifics, for example, the engineering industry and the student's future professional activity.

Methods

Third generation state educational standards, developed for technical universities, are designed to take into account the needs of modern engineering and technical practice and correlate the content of teaching a foreign language at a technical university with the requirements of the professional labor market, the interests and needs of civil society for highly competent and qualified specialists. It is no coincidence that the competency-based approach is recognized as the basis of the new paradigm higher professional education.

Research Analysis

The concept of “interactive” comes from the English “interact” (“inter” - mutual, “act” - act). Interactive learning is a special form of organizing cognitive activity, which implies very specific and predictable goals. Interactive methods are based on the principles of interaction and activity students, reliance on group experience, mandatory feedback, an environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of shared knowledge, opportunity, mutual assessment and control. All of the above determined the choice of the research topic: “Interactive methods of teaching students foreign language professional communication based on texts in the specialty (English language, technical university)” In the process of mastering foreign language professional communicative competence, skills develop indirect and direct communication in practice-oriented situations (reading correspondence, special texts related to mechanical engineering and production technologies; writing business response letters, requests, invitations, articles, preparation of minutes of meetings with foreign partners; speeches at scientific and practical conferences and symposiums, etc.). A foreign language is not only a means of transmitting and receiving information, but also a way of promoting one’s products on the international market of goods and services. Along with mastering foreign language professional communicative competence, students develop a common culture, which includes knowledge about the partner country (politics, economics, social system, national and cultural traditions, style and lifestyle). This knowledge is an indicator of the specialist’s general culture and a means of developing further mutually beneficial contacts. Highly cultured specialists who speak a foreign language are in demand in the modern labor market.

Foreign language occupies an important position as a discipline:

- integrating into all areas of technical, social and humanitarian knowledge. At the same time, universities are invited to introduce a network of practice-oriented special courses at professionally advanced, professionally advanced and professionally high levels of training. These levels
- meet the requirements of the civilized labor market for engineering and technical workers - graduates of developing universities. Developing technical universities are understood as those universities in which training and practice are a single whole, which means mutual influence and complementarity of theoretical knowledge with practical experience, the latest achievements in the field of automated production and mechanical engineering;

Discussion

Universities that create real opportunities for students in self-improvement and self-knowledge, mastering the ability to apply theoretical knowledge in practice, and cultivating such qualities as the desire to improve professional competence, mobility, and communication skills. It should be emphasized that the leveling is achieved in the introductory remedial course, which is included in the educational process if, with the help of entrance testing, it is revealed that the contingent of 1st year students is not homogeneous in terms of foreign language proficiency.

Basic general cultural level - level A2 (“Pre-threshold level”). Basic professional level - level A2+ (“Pre-threshold enhanced level”) Professional advanced level - level B1 (“Threshold level”) Professionally advanced level - level B1+ (“Threshold enhanced level”) Professional high level - level B2 (“Threshold advanced level”) and level B2+ (“Threshold advanced enhanced”). Designated B2+ is achieved by students who participate in exchange programs, conduct joint research or search work,

undergo language and pre-diploma internships in the countries of the language being studied and in other European universities.

Conclusion

To achieve effective training of future engineering and technical workers for communicative and speech activities in production, it is necessary to expand the network of special courses using interactive methods that meet the personal expectations and long-term life plans of students. As practice shows, the most popular special courses for students' choice include: courses in technical translation, business communication, which provide for preparing students for negotiations, business meetings, conferences, professional development seminars, as well as writing business letters of various types, depending on communicative situations communication. There are other courses that may be of direct interest to students, teachers and employers. The choice and implementation of such courses depends on the situation and conditions of a particular university.

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