



**ADDITIONAL PROFESSIONAL OPPORTUNITIES
LANGUAGE EDUCATIONAL PROGRAM AT A TECHNICAL
UNIVERSITY**

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A B S T R A C T	K E Y W O R D S
<p>The article discusses the possibilities of an additional language professional educational program that provides students of technical universities with an additional (to higher) qualification "Translator in the field of professional communication". The authors give an example of a developed pedagogical system that allows for effective training of a specialist in demand in the labor market, based on the selection of targeted, meaningful and methodological components of training.</p>	<p>additional language professional educational program, graduate model, selection of program content, pedagogical system of specialist training.</p>

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 allocated to a foreign language in the main training program for On the basis of the Karshi Institute of Engineering and Economics (KarIEI), an additional education program

"Translator in the field of professional communication" (PSPC) was opened, allowing students to receive additional language education simultaneously with basic professional training. Getting such an additional of specialty graduates significantly increases their demand in the labor market and expands the range of their possible employment.

The course of study under this program is of an independent (autonomous) nature and is implemented either in parallel with mastering a foreign language in a compulsory university course, or as a continuation of a compulsory course. During the period from 2011 to 2021, more than 700 specialists who speak a foreign language were trained. To determine the compliance of university training with the requirements imposed by modern society on specialists, a specialist model is used, which is based on professional activity.

The specialist model is understood as the construction of a system of competencies that a specialist must have in order to carry out his professional activity, i.e. this is the result that must be achieved an educational program should be directed.

Having conducted a study of the opinions of employers, university teachers and graduates of the program, a graduate model was developed. It contains professional competencies ranked by importance. As a result of the research, we have identified the most significant competencies that a

graduate should acquire in the process of studying under the program of additional education of the PSPK.

Also, a pedagogical model of specialist training was also developed within the framework of an additional educational program of the PSPC, which creates the possibility of training a specialist in demand in the labor market.

For the successful formation of competencies as part of the graduate's competence model, the appropriate methods, forms and means of organizing the educational process are selected. As the experience of working at the Department of Foreign Languages of KarIEI has shown, active teaching methods, the use of the "case study" method, project methodology are effective.

In the conditions of a small grid of hours, the role of independent work of students increases. To carry out this type of work at the Department of Foreign Languages, information technologies are widely used.

At 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 context that dominates, but the professional context and the fullness of professional content (the choice of active technologies and technologies of RKMCHP, work with reference schemes, case studies, project presentation, 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);
- industry-specific professionally-oriented games;
- project method;
- information and communication technologies;
- contextual learning technologies.

The staff of the department has done a lot of work on the methodological support of the PSPC program: the development of the curriculum and the creation of methodological guidelines for disciplines; the development of curricula and programs; the preparation of flowcharts of programs; the preparation and support of electronic resources for students and teachers; the creation of databases and a website. The content of training within the framework of the PSPC program is determined by the nature of the graduate's future professional activity, aimed at the formation of the most significant professional competencies of the graduate 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 connections between academic disciplines and professional competencies of the graduate, the formation of which is aimed at the 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 allowed us to quantify the significance of the educational elements included in the curriculum disciplines. In addition, the presented analysis made it possible to identify the most significant topics within the discipline (i.e. those topics on the learned content of which a greater number of subsequent topics of the discipline are based). To establish links between the disciplines of the program. Interdisciplinary matrices were built by the PSPC. In addition to the above-

mentioned methods of content selection, we also used a thesaurus approach to select the lexical content of professionally-oriented disciplines of the program.

The methods used to analyze the content of the additional educational program of the PSPC (construction of structural and logical schemes, the method of matrices of logical connections, etc.), allowed us to assess the degree of connectivity of disciplines with the key professional competencies of the graduate and to propose a reasonable adjustment 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 tools for assessing and monitoring the formation of the allocated competencies. We have identified the relationship of the procedure for assessing the degree of preparedness of a graduate, implemented at 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 evaluation criteria, which made it possible to more closely track the formation of graduates of the most significant professional competencies of a translator in the field of professional communication that we have identified.

Changes in the structure of the final exam and the introduction of additional evaluation criteria made it possible to more clearly monitor the degree of formation of the most significant professional competencies of the graduate, which contributed to the systematic improvement of his training.

The created pedagogical system of training a PSPC specialist implements currently relevant approaches to training, and also makes it possible to prepare a competitive graduate ready to carry out a specific professional activity that is in demand in modern society.

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