

Teaching Reading Professional Literature at Non-Linguistic Universities

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Abstract: Currently, increasing attention is being paid to the issues of teaching a foreign language as a language of professional interaction, in which reading original literature is considered as the main source of obtaining the latest information of a special nature, which helps to increase the level of professional competence of graduates of non-linguistic universities. With this approach, the article focuses on teaching a foreign language professionally oriented reading, since it becomes the most important component of teaching a foreign language in non-linguistic faculties.

Keywords: reading, professional literature, non-linguistic, reading strategy, methods.

Learning to read professional texts is an important stage in the professional training of a modern competent specialist. Since the text remains the main informative unit of training, practical classes on teaching reading professional literature at non-linguistic faculties are based on the material of texts related to the future profession of the students. The purpose of this publication is to consider the stated problem from the point of view of the psychological and pedagogical aspect of teaching foreign languages. The goal requires an answer to the following questions:

- What does the concept of “reading strategy” mean?
- What constitutes a professionally oriented text?
- What requirements should a modern educational text for professional purposes meet?
- How to make the process of learning to read professional texts effective;
- How to increase the motivation of studying a foreign language by students of non-linguistic universities by reading professionally oriented texts;
- What psychological and pedagogical methods should be used in teaching understanding of foreign language professional literature?
- How to help students improve professional competence by reading texts related to their future profession?

The practice of teaching professionally oriented reading has convinced us of the need to develop a strategy for working with such texts. In our context, by this term we mean a certain set of methods for effectively achieving the goals of reading professional texts. In the methodology of teaching foreign languages, there is a term “reading strategy”. “Reading strategy is a reading technique that facilitates the process of understanding text” [45, 17]. The following types of reading strategies are distinguished: introductory reading strategy, scanning reading strategy, search-reading strategy, learning reading strategy [45, 18]. During introductory reading, students need to get the most important information from the text. Minor details are omitted, memorization is arbitrary.

When skimming, it is assumed to obtain the most general idea of the text in order to identify the presence of information of interest. During exploratory reading, the student finds the information he needs. The object of detailed reading is only individual passages from the text.

Exploratory reading is aimed at a detailed understanding of the text. Each reading strategy involves certain methods of work and types of tasks. In our opinion, an important stage in working with

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professional texts is the selection of a text to read that meets the professional interests of the reader and the selection of a reading strategy. The strategy most appropriate for reading professional texts is study reading, because accuracy of text comprehension is necessary for correct professional actions in the future, although other reading strategies may take place in foreign language classes.

A professionally oriented text, from our point of view, is a scientific text containing educational information from the field of science, technology, oil and gas, economy, engineering and agriculture in which the student will work. Currently, finding a foreign language scientific text (an article, a report on the results of an international conference, a monograph) is not difficult. Internet resources offer a huge amount of necessary authentic literature. We can say the same about textbooks owned by the world's leading publishing houses and available on the Uzbek book market. However, in our case, not all available literature can be included in the educational process of studying at a non-linguistic university. A practicing teacher who knows the criteria for introducing existing professional literature in a foreign language into the educational process can make a significant contribution to the selection of educational texts for reading in non-linguistic departments. What requirements should a modern educational text for professional purposes meet? Texts offered for reading must have the following value characteristics:

- Scientific value, that is, to what extent the content of the text corresponds to scientific novelty in a particular professional field;
- Cognitive value, that is, to what extent the scientific information contained in the text can stimulate the cognitive activity of students;
- Motivational value, that is, to what extent this study text corresponds to the specifics and needs of the addressee (interests, motives, language level, age level); - regional value, that is, whether the content of a professional text fits into the framework conditions of training at a given non-linguistic university. There is an opinion that the success of working with a foreign language text depends on good "visibility and readability" [17,133]. Continuous texts without division into paragraphs are particularly difficult to read. Therefore, a good textbook design with appropriate illustrations is one of the factors for effective work with the text. When it comes to using foreign publications, teachers are faced with a contradiction: on the one hand, the authenticity of the text is a clear advantage; on the other hand, they are not adapted to Uzbek/Russian reality and require direct immersion in the language environment, so simply copying foreign experience is not effective. So, the optimal text for reading is one that satisfies the needs of the addressee, creates the best conditions for the formation of professional competence, allows taking into account the personal characteristics of students and influences the motivational sphere of students. Perception of a foreign language text is impossible without a certain vocabulary, i.e. the student must possess the necessary minimum vocabulary, including, firstly, professional vocabulary.

In fact, a foreign language teacher, developing the skills and abilities to understand text in his specialty, must think through the technique of immersion in the foreign language text being studied. The problem of introducing new lexical units mainly concerns professional terminology. Mastering the lexical minimum is the basis on which learning to read specialized literature in a foreign language is built. To increase the efficiency of the process of mastering vocabulary, we have developed the following algorithm of actions:

- conduct an input control of residual knowledge, including tasks to test proficiency in vocabulary close to professional;
- based on the identified knowledge, create a system of tasks that does not allow forgetting the existing lexical minimum;
- Taking this into account, replenish the lexical minimum with new lexical units; - develop a reminder for learning new words and consolidating professional vocabulary. In teaching the understanding of a foreign language text, a certain role is given to training in working with a bilingual dictionary. The ability to use correctly the necessary reference literature is, of course, an



indicator of the culture of human cognitive activity. Therefore, we consider one of the important tasks facing a foreign language teacher to be teaching students the technique of working with a dictionary. It is necessary to take into account that the words in the dictionary are arranged in alphabetical order according to an in-depth principle, therefore knowledge of the alphabet is the basis for effective work with the dictionary. It is also necessary to take into account the polysemy of words and find the desired meaning of a certain word based on the context. It is also necessary to take into account that it is possible that a foreign word does not have an exact equivalent in Uzbek or Russian. Then student should choose the word him/herself, based on the general meaning taking into account the context. In addition, the next point that students need to pay attention to is word-formation elements. They can tell them a lot about the meaning of a word.

An integral part of working with professional texts is working with a terminological dictionary. Considering that the dominant property of terms is their unambiguity and accuracy, it is important to understand the essence of the phenomena in order to choose the right term. In the practice of working with professional texts, we use such a form of work as maintaining terminological dictionaries by students with further memorization of terms. This increases the efficiency of vocabulary acquisition.

The psychological basis of teaching foreign languages is the study of the student's personality, motives, interests, and needs. The teacher must select texts that correspond to the listed cognitive processes and characteristics of students. All types of memory are involved in the reading process: visual, auditory, kinesthetic. Therefore, reading as a type of educational activity allows you to individualize the educational work of students, taking into account the fact that each person has a predominant type of memory. Since "motivation is the main driving force in introducing students to reading in a foreign language," we were looking for text options that could become a "driving force" for the process of learning a language and would be a "trigger mechanism" for activities aimed at learning a language [5, 7].

Our experience has shown that motivation for learning a foreign language can be increased through productive reading of professional literature based on the interest of students. Understanding the content of the text you read makes it possible to use the available information to solve professional problems: conducting research on a given problem, writing an abstract on a highly specialized topic, summarizing the experience presented, etc. As Zaitseva E.V. correctly notes, "reading during professional activity serves a specialist as a means of satisfying both his communicative and cognitive needs" [43, 94]. Therefore, the activity side of learning is important, since it is important not only to have information, but also to do something with this information. In this regard, we focus on post-text work. At this stage, group forms of work predominate. In the process of discussing problems related to the content of what they read, "the emotional sphere of students is affected..." [7,1090]. From a psychological point of view, reading for the purpose of obtaining information, understanding the content of the text without focusing on errors also contributes to the creation of a positive emotional background. Taking into account the psychological aspect in the process of learning to read professional literature in combination with a set of methods for working with professional terms, in our opinion, significantly accelerates the process of developing the professional competence of future specialists.

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