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BRIDGING LANGUAGE AND PROFESSION: THE ROLE OF INTERDISCIPLINARY COMMUNICATION IN TEACHING CAREER-ORIENTED ENGLISH IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

Annotation

This article highlights the importance of interdisciplinary approaches in addressing actual issues of teaching career-oriented English. By integrating language instruction with subject-specific content from various disciplines, educators can create a holistic learning experience that enhances students' language skills while deepening their understanding of their chosen professions. This interdisciplinary approach ensures that language learning is not only linguistically sound but also relevant and meaningful to students' future career aspirations.

Key words: Lingua didactics, Language for Specific Purposes, professional competence, socio-professional, subject-specific content, interdisciplinary approach

СОЕДИНЕНИЕ ЯЗЫКА И ПРОФЕССИИ: РОЛЬ МЕЖДИСЦИПЛИНАРНОЙ КОММУНИКАЦИИ В ПРЕПОДАВАНИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО АНГЛИЙСКОГО ЯЗЫКА В ПРОФЕССИОНАЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация

В данной статье подчеркивается важность междисциплинарных подходов в решении актуальных вопросов обучения профессионально-ориентированному английскому языку. Интегрируя обучение языку с предметным содержанием из различных дисциплин, преподаватели могут создать целостный опыт обучения, который улучшает языковые навыки учащихся и одновременно углубляет их понимание выбранной ими профессии. Такой междисциплинарный подход гарантирует, что изучение языка будет не только лингвистически обоснованным, но также актуальным и значимым для будущих карьерных устремлений студентов.

Ключевые слова: Лингводидактика, Язык специального назначения, профессиональная компетентность, социально-профессиональный, предметное содержание, междисциплинарный подход

XORIJY TIL VA KASB UYG'UNLIGI: NOFILOLOGIK TA'LIM YO'NALISHLARIDA KASBGA YO'NALTIRILGAN XORIJY TIL O'QITISHDA FANLARARO ALOQANING ROLI

Annotatsiya

Ushbu maqolada Kasbga yo'naltirilgan ingliz tilini o'qitishning dolzarb muammolarini hal qilishda fanlararo yondashuvlarning ahamiyati tadqiq qilingan. Til o'qitishni turli fanlar mazmuni bilan integratsiyalashgan holda, o'qituvchilar o'quvchilarning til ko'nikmalarini yaxshilaydigan, tanlagan kasblari bo'yicha tushunchalarini chuqurlashtiradigan yaxlit ta'lim tajribasini yaratishi mumkin. Ushbu fanlararo yondashuv til o'rganish nafaqat lingvistik jihatdan mustahkam bo'lishini, balki o'quvchilarning kelajakdagi kasbiy intilishlari uchun ham tegishli va mazmunli bo'lishini ta'minlaydi.

Kalit so'zlar: Lingva didaktikasi, Muayyan maqsadlar uchun til, kasbiy kompetensiya, ijtimoiy-professional, mavzuga oid mazmun, fanlararo yondashuv

Introduction. In the contemporary era of globalization and enhanced connectivity, the study of foreign languages has become an indispensable component of education systems worldwide. In Uzbekistan, particularly, there has been a concerted effort to integrate the teaching of foreign languages, notably English, across all levels of the education continuum.

Beginning from preschool education and extending through the higher education system and further advanced training, the emphasis on foreign language acquisition is pervasive. At the pre-university level, English instruction typically follows a standardized curriculum, providing students with a foundational understanding of the language.

However, it is at the higher education stage where the approach to teaching English diverges. Here, two distinct pathways emerge: one geared towards philological purposes and the other tailored for specific professions or disciplines, known as Language for Specific Purposes (LSP).

The first track focuses on cultivating future language educators, equipping them with the pedagogical tools and linguistic proficiency necessary to teach English effectively. This entails a comprehensive study of English literature, linguistics, and language teaching methodologies.

Conversely, the LSP approach targets students pursuing specialized fields or professions, such as engineering, medicine, or agriculture. In this context, English instruction is tailored to meet the specific communicative needs and terminology relevant to their chosen field. This specialized training ensures that graduates are proficient not only in general English language skills but also in the specialized vocabulary and discourse conventions essential for their professional endeavors.

By offering these dual pathways for English language instruction at the higher education level, Uzbekistan endeavors to equip its students with the linguistic competencies required to navigate an increasingly interconnected global landscape and contribute effectively to their chosen fields of expertise.

Clearly the students need to develop their language proficiency sufficiently to enable them to undertake studies at university level and to be able to function adequately in the language. This entails an evaluation by the Tutors of the language skills and study skills necessary and assigning priorities to them.

Professional lingua didactics, as articulated by A.K. Krupchenko, emerged in response to a palpable societal need for individuals across diverse domains to acquire foreign language proficiency, primarily as a means of facilitating international communication and knowledge exchange within their respective fields.[1] This pedagogical approach finds its roots in the pioneering work of T. Hutchinson and A. Walters, who laid the foundation for teaching English tailored to specific professional contexts, aptly termed "English for Specific Purposes" (ESP).

ESP represents a departure from conventional language instruction by prioritizing the acquisition of language skills and competencies directly relevant to learners' vocational or academic pursuits. Unlike traditional language learning paradigms, which often focus on general linguistic proficiency, ESP emphasizes the targeted development of specialized vocabulary, discourse conventions, and communicative strategies specific to particular disciplines or professions.

By aligning language instruction with the practical needs and communicative demands of specific professional contexts, ESP enables learners to swiftly acquire the linguistic tools necessary for effective communication within their respective fields. Whether in medicine, engineering, business, or other specialized domains, ESP equips individuals with the linguistic dexterity to navigate complex technical jargon, engage in professional discourse, and participate meaningfully in international exchanges of knowledge and expertise.

In essence, professional lingua didactics and the ESP framework represent a concerted effort to bridge the gap between language learning and professional practice, recognizing foreign language proficiency as an essential tool for fostering global collaboration, innovation, and advancement across diverse sectors of society.

The exploration of professional language didactics unveils a rich historical lineage and a robust set of guiding principles. Delving into Western language didactics literature, one encounters a trove of over 300 works dedicated to unraveling the intricacies of professional language instruction. These works elucidate fundamental principles that underpin the field of professional language didactics, elucidating its integrative, multi-level, modeling, variability, communicative, modular, and professionally-oriented nature.

At its core, professional language didactics embodies an integrative approach that synthesizes various linguistic elements and skills essential for effective communication within specific professional contexts. This integrative ethos extends to encompassing multiple levels of linguistic proficiency, catering to learners with diverse backgrounds and aptitudes.

Central to professional language didactics is the principle of communicativeness, emphasizing the practical application of language skills in real-world contexts to foster meaningful interaction and exchange. The modular nature of instruction allows for flexibility and customization, enabling educators to tailor language learning experiences to meet the specific needs and objectives of learners.

Above all, professional language didactics is inherently geared towards cultivating language proficiency that is not only linguistically sound but also professionally relevant and strategically oriented. By adhering to these guiding principles, educators can empower learners to navigate the complexities of their chosen professions with confidence and competence, laying the groundwork for successful communication and collaboration in the global arena.

Professional lingua didactics, as a subset of lingua didactics, is intricately intertwined with various disciplines, drawing upon the principles and insights from didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics, and communication theory, among others. [2]

By integrating insights from these multidisciplinary fields, professional lingua didactics offers a comprehensive framework for language instruction that addresses the complex interplay of linguistic, psychological, pedagogical, and communicative factors inherent in professional language learning and communication.

A.K. Krupchenko delineates the primary objectives of professional lingua didactics, emphasizing the development of theoretical and methodological underpinnings essential for effective language instruction within specialized domains. These objectives encompass several key areas:

Firstly, professional lingua didactics endeavors to establish a robust theoretical framework that elucidates the principles governing language instruction tailored to specific professional contexts. This involves synthesizing insights from linguistics, pedagogy, psychology, and other relevant disciplines to inform the design and implementation of instructional strategies. [3]

Determining the content of foreign language professional training entails identifying the linguistic competencies, sector-specific vocabulary, and communicative skills necessary for success in specialized domains.

Lastly, considerations regarding educational and methodological support, as well as the integration of technical means, underscore the importance of leveraging resources and technology to enhance the efficacy and accessibility of vocational foreign language instruction.

By addressing these multifaceted tasks, professional lingua didactics aims to equip educators with the tools and insights necessary to facilitate meaningful language learning experiences that empower learners to thrive in their chosen professions.

A.N. Kuznesova elaborates on the core and ancillary principles of professional lingua-didactics, emphasizing the pivotal role of creating a socio-professional environment conducive to effective language learning. Central to this approach is the integration of the competence-based paradigm, which emphasizes the acquisition of practical skills and knowledge essential for professional success.

Key among the main principles outlined by Kuznesova is the recognition of the integrative and interdisciplinary nature of professional language instruction. This entails bridging language learning with the broader context of learners' professional domains, fostering the development of comprehensive competences necessary for effective communication within specialized fields.

Additionally, Kuznesova underscores the importance of considering learners' age, addressing individual learning challenges, and ensuring the modularity and coherence of language teaching methodologies. Moreover, the incorporation of original and authentic materials further enriches the learning experience, providing learners with exposure to real-world language usage and situational contexts relevant to their professional aspirations.

By adhering to these principles, educators can create dynamic and engaging learning environments that cater to the diverse needs and objectives of learners, while also equipping them with the linguistic proficiency and professional competences requisite for success in their chosen fields.

Professional linguo-didactics emerges as a multifaceted discipline that delves into the theoretical underpinnings and practical methodologies of teaching language within specialized professional contexts. At its core, professional linguo-didactics encompasses the systematic study of the principles governing language instruction tailored to the unique communicative needs and professional requirements of learners.

Central to the discipline is the exploration of theoretical frameworks that underpin effective language teaching methodologies. This involves examining linguistic theories, pedagogical models, and psychological insights to inform the design and implementation of instructional strategies aimed at fostering linguistic proficiency within specific vocational domains.

In essence, professional linguo-didactics serves as a comprehensive science that integrates theoretical insights with practical methodologies to advance the understanding and implementation of effective language instruction within specialized professional domains, thereby empowering learners to communicate proficiently and confidently in their chosen fields.

G. Dadamirzaev and K. Faizullaev's investigation into the content, form, and means of teaching foreign languages within the context of specialized subjects underscores the fundamental principle of professional lingua didactics: the integration of language instruction with specialized domains.[4] This integration is commonly referred to as interdisciplinary connection, wherein disparate educational subjects are linked or interconnected to enhance learning outcomes.

Interdisciplinary connection involves weaving together various academic disciplines, such as language learning and specialized subjects like science, engineering, or business, to create a cohesive and synergistic educational experience. By integrating language instruction with the content and concepts of specialized subjects, educators can foster deeper comprehension, enhance retention, and facilitate practical application of language skills within professional contexts.

This approach transcends traditional language learning paradigms by contextualizing language instruction within the realms of learners' professional interests and aspirations. For example, teaching English through the lens of engineering may involve incorporating technical vocabulary, case studies, and project-based learning activities relevant to engineering principles and practices.

In essence, G. Dadamirzaev and K. Faizullaev's research underscores the importance of interdisciplinary connection within professional lingua didactics, emphasizing the synergistic relationship between language instruction and specialized subjects in fostering effective language learning and professional development.

In his work, A. Hasanov delineates four distinct types of interdisciplinarity within the context of professional education, each serving a unique purpose in shaping the holistic development of future specialists.

Firstly, methodological and conceptual relevance interdisciplinarity involves integrating diverse disciplinary perspectives to cultivate a broad outlook and intellectual flexibility in learners. By drawing from various fields, this approach encourages students to critically analyze complex issues from multiple angles, fostering a well-rounded worldview essential for success in today's interconnected world.

Secondly, interdisciplinary content affiliation focuses on updating knowledge and skills pertinent to a particular field or profession. Through the integration of current research findings, industry trends, and practical applications, learners gain a comprehensive understanding of their chosen field, ensuring relevance and currency in their educational pursuits.

Lastly, methodical relevance interdisciplinarity emphasizes the practical application of knowledge and skills in future professional activities. By establishing clear connections between academic content and real-world professional contexts, this approach enhances learners' ability to transfer theoretical understanding into practical solutions. Through hands-on experiences, simulations, and case studies, students develop the problem-solving abilities and critical thinking skills required for success in their chosen professions.

Overall, Hasanov's typology of interdisciplinarity underscores the multifaceted nature of professional education, highlighting the importance of integrating diverse perspectives, updating content, fostering personal qualities, and facilitating practical application to prepare future specialists for the challenges of the modern workforce.

Conclusion. Interdisciplinary communication plays a pivotal role in teaching foreign languages within professional educational institutions, fostering a dynamic and immersive learning experience that enhances students' proficiency and motivation. By incorporating authentic materials directly relevant to students' chosen professions and industries, language training becomes more than just linguistic acquisition; it becomes a conduit for enriching their understanding of specialized subjects and fields.

The utilization of authentic materials, such as industry reports, case studies, and technical documents, not only enhances students' language skills but also deepens their knowledge of their respective specialties. This integration of language learning with subject-specific content ensures that students are not only proficient in English but also well-versed in the intricacies of their chosen fields.

In essence, interdisciplinary communication in teaching foreign languages within professional educational institutions serves as a powerful tool for enriching students' knowledge, enhancing their language skills, and increasing their motivation. By integrating language learning with subject-specific content and addressing students' professional needs, educators can cultivate a learning environment that prepares students for success in their chosen fields.

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