

Restricting Technical Language

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ABSTRACT: In the article were analyzed the teaching of working techniques for dealing with and understanding of technical texts.

KEYWORD: foreign language, technical text, teacher, lesson, language learner.

INTRODUCTION

Unlike the so-called natural acquisition of a language - e.g. B. the Mother tongue - when teaching a foreign language, it is a matter of one instructional process. This statement may seem like a truism appear, it is not superfluous. My understanding has been the discipline English as a foreign language has been closed off to questions that turn out to be consequence of this statement. In the foreground of the technical discussions there were questions about the media and teaching methods: supporters of the grammar translation method argued with supporters of the monolingual Approach and the direct method, enlightened monolingualism and communicative Approach - the discipline of English as a foreign language presents itself as the search for the right teaching technology.

But if the teaching of the foreign language is actually taught as a lesson and understood as a pedagogical process must come before the methodological ones decisions, a whole range of other issues must be taken into account.

MAIN PART

Every lesson is characterized by the central dimensions of teacher, learner, subject, situation, media, methods and aim of the lesson. There is no need to emphasize this when it comes to teachers who teach English as Teach a foreign language to be pedagogically and didactically qualified trained staff acts. At least for the English editors who working abroad on behalf of intermediaries, this is not always the case; often enough it is the literary scholar with a doctorate or the doctorate Linguist seeking a position as a teacher of English as a foreign language and also selected. Here is the decision for you technical qualification before the pedagogical-didactical one. Ideally both qualification requirements meet, but it is not the rule that the qualified young English studies graduates also receive pedagogical and didactic training has graduated.

The decision for such qualified personnel is logical and makes sense when you consider that these teachers have the task of in addition to or together with the English language, English culture and English impart spiritual life.

This is a goal of teaching English as a foreign language, which in this or a similar form wherever a state explicitly has one operates cultural policy abroad and for these purposes a system of educational

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institutions and offers. Thus in the person of teacher and an overriding, predetermined teaching goal Preliminary decisions for the design and implementation of the lesson met, which can present themselves completely differently in other constellations. So have for example strong doubts whether the so-called local forces is committed to this target to the same extent feel. Or to put it more clearly: I see an explicit contradiction between this objective set by English interests Teaching English as a foreign language and the objectives that result from the interests and motivation in the respective country. And here they are no internal decision of English Studies and no specification from the cultural and political interests of the Federal Republic of Englishy of teaching English as a foreign language, but rather the function and the context of use that the mastery of this foreign language in respective social context.

Bearers of the resulting interests and motivations are both the native learners as well as the native teachers of English as Foreign language. Lessons that do not take into account the interests and motivations of these groups of people are not very effective, and their goals are not achieved doubtful.

It is therefore important for the content of teaching English as a foreign language required an analysis of learning motivation and social interests to learn this foreign language. Only on the Based on such an analysis can make decisions about the goals of teaching and, connected with that, about the subjects to be treated, the ones to be applied Methods as well as the media to be used are made.

Of course, there are also technical justifications for the selection of Course content for English as a foreign language. you with the goals in connection to put, arising from the motivation of the learner and the function of the Knowledge of foreign languages in the respective country is an essential task of planning and preparing for the lesson. The advantage of the English teacher, being intimately acquainted with the subject of study as a native speaker this level in my eyes more than compensated by the knowledge of the native teacher about the motivation of his learners and possible functions the foreign language in the respective context.

Own observations as well as numerous reports available to me on this Complex have strengthened my conviction that here for us Englishs, we deal with English as a foreign language, a rethink is necessary. We cannot go to all the countries of the world as schoolmasters and proclaim there, what is important about the English language and culture and what is worth learning or in which way these are to be conveyed. If not pedagogical-didactical discernment prevents such unprofessional behavior, at least the to shy away from accusations of cultural imperialism.

This last discussed problem certainly does not arise when English as Foreign language taught by native teachers within the school system respective country is taught. Here it is usually the educational, Training and educational goals that, by the responsible bodies and Formulated by institutions that set the goals of foreign language teaching that the training and selection of teachers and the approval or prohibition of Teaching media and materials determine the content.

The situation is different when at universities or other institutions adult education a foreign language is taught and learned. While in school system also provides foreign language teaching with an educational and educational task, learning a foreign language is Adult area clearly also from an instrumental point of view see. The learners themselves determine why and for what purposes acquire a foreign language: whether they are linguistically on a tourist trip want to prepare whether they want to take part in theater and literature in the foreign language are interested in whether they want to talk or correspond with business partners, whether you need foreign specialist literature for your studies or for your own professional work want to read and understand practice.

In all of these objectives, learning a foreign language is not purposeless and not subordinate to a learning objective set by others. The teacher of this learners must recognize these objectives in order to teach accordingly to be able to conceive. The dichotomy between such conscious learners and a specific, cultural-politically motivated teaching assignment for native speakers I have already mentioned above.

This functional and purposeful determination of the Foreign language teaching obviously has an impact on what is considered Language is conveyed, as well as the media and methods by which this is done happens. For teaching English as a foreign language, that means I don't can simply teach 'the English language'. Linguistic pragmatics their many manifestations, rhetoric and literary-scientific With this construct, style analyzes have a homogeneous English language thoroughly cleaned up. every 'native speaker' of English - and that applies to others languages as well - has a different number of varieties, Codes, dia-, socio- and ideolects, which he uses depending on the social situation, communicative intention, interlocutor and subject of conversation more or varied and used less safely. And which of these countless varieties should now be the subject of instruction for English as a foreign language?

Every decision for or against a certain variety of English implies an objective and a purpose of language use: I orientate me to written literary language, then becomes the holiday traveler despair, I base my lessons on spoken word everyday communication, the businessman loses with the need for business correspondence the interest. I teach the student at school the language form of his English contemporaries that is appropriate for his age all violations of norms and peculiarities of the so-called language of the young people, or do I orient myself with reference to my educational and Educational mission following a literary and aesthetic categories language form - at the price of the ability to communicate and the reduction offoreign language on an educational subject?

Each of these decisions represents a selection made for the learner has consequences and which, in my opinion, cannot be achieved without the involvement of the learners should be met.

The guild of English-as-foreign-speakers is looking for a way out of this dilemma in connection with the communicative approach and the decision for the Variety 'common language' as the supposed intersection of as many as possible varieties. However, this way out offers only a sham solution, because the terminus 'Common language' is anything but clear. Paraphrasing doesn't help here either through 'colloquial' or 'everyday language'. All of these terms are not related to one, but to an indeterminable number of language forms, all of which in vocabulary, syntax, phonetics and communicative rules from very different registers are fed. In fact, this is actually what it is Idiolects of native speakers that can only be systematized to a limited extent and as such teaching construct can be taught.

In this situation, the turning to a new object of the language lessons, the technical language, as an evasion of an unsolvable problem. In fact, however, the subject 'technical language' meets the inadequacies of linguistics and language didactics with a need that has been for some time increasingly by buyers of the English as foreign language is formulated: imparting and learning a linguistic one Variety that can be used in technical contexts.

Traditionally and often still found in the consciousness of teachers is a Understanding of technical language, which under this designation a very specific type of language means. Accordingly, the term is used in the singular and thus implies that there is a technical language that is then obviously in various disciplines, subjects taught, etc. find their use.

CONCLUSION

I would like to end with a thesis-like summary:

- Restricting technical language only to the area of the lexicon is completely misjudged obviously the facts;
- teaching English as a foreign language, which also meets the requirements of the subject teaching is taken into account, starting points are found in general language areas of morphology and syntax;
- a lesson in English as a foreign language, which focuses primarily on supports class discussions and neglects work on and with specialist texts self learning barriers for learners;
- Dealing with language, also in professional use, must be stronger subject to the control of the respective lecturer; conceptual stringency and coherence arguments must also be in the foreground here. Also the language use in university lectures is a form of technical language;
- the teaching of working techniques for dealing with and understanding of technical texts is just as important as the technical and language work;
- the incorrectness of the assessment, technical language difficulties than to see language problems that have no specific connection to the respective subject be solved, must above all also be made aware of the specialist lecturers; the dismantling language-related teaching and learning obstacles must also and especially in the professional use.

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