

Features of Teaching English as a Means of Organizing Projects in an Architectural University

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ABSTRACT

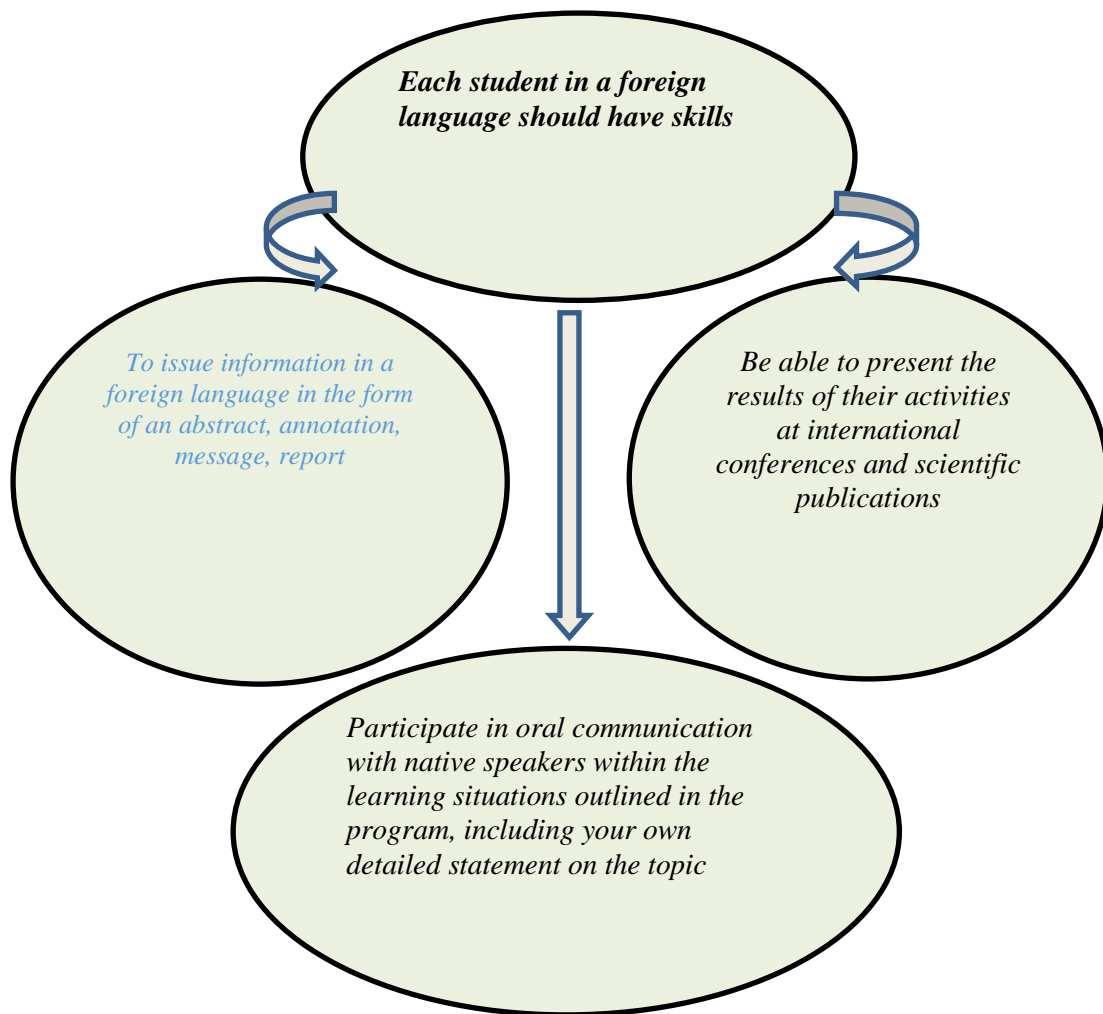
This article considers the problems of improving the quality of education of students of architectural specialties in connection with the changing requirements for them as future specialists. The skills of students-architects in the study of a foreign language are considered, and the requirements for the level of their foreign language communicative competence are analyzed.

Our country is currently undergoing large-scale democratic reforms in 2022-2026. The concept of "New Uzbekistan" is being realized and economic, political, and cultural ties between all the peoples of the world are expanding, the role of the English language, accepted by our people as a means of international communication, is growing even more.

Professional communication involves a certain level of language proficiency, which is the key to the successful work of a specialist. Under these conditions, teaching a foreign language takes on a new meaning: it must, along with basic linguistic knowledge and communication skills.

According to the fair remark of M. V. Ozerova, each of the components of the content of professionally oriented teaching of a foreign language determines the effective command of communication in a foreign language, and their combination can be considered as the basis for effectively achieving the goal of teaching a foreign language in a technical university - the formation of a secondary linguistic personality, able to enter into an equal dialogue with representatives of other cultures. At the same time, scientists emphasize that the effectiveness of the implementation of the identified content of professionally-oriented teaching of a foreign language depends on how its components will have certain scientifically based characteristics [1].

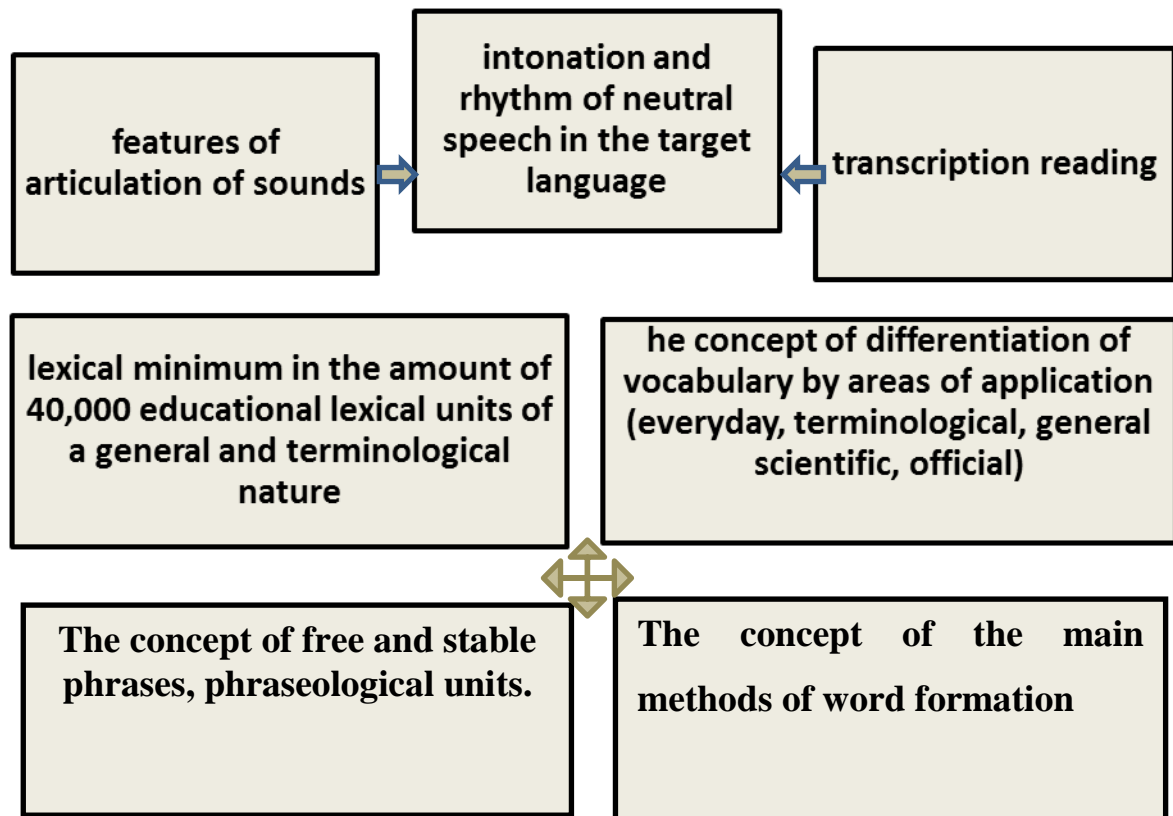
The formation of these skills becomes possible when mastering students of professionally significant knowledge, skills, and abilities in specialized courses in the native language, as well as with active mastery of a foreign language against the backdrop of modern innovation processes [2].



Rice. 1. Skills of students-architects in the study of a foreign language.

The formation of these skills becomes possible when mastering students of professionally significant knowledge, skills, and abilities in specialized courses in their native language, as well as with active mastery of a foreign language against the backdrop of modern innovation processes. Each student in a foreign language should have skills. Therefore, one of the most important requirements for a modern specialist is his “ability to participate in oral and written business communication in the professional sphere, the nature and content of which are predetermined by the characteristics of the subject area of activity and the type of discourse, in the perception and production of which the specialist will participate”, [3] and the main goal of teaching a foreign language at a university is the training of a specialist with knowledge of a foreign language, ready for professional intercultural communication, which is necessary for him to carry out professional activities in a foreign language environment.

Taking into account the peculiarities of the professional activity of an architect, builder and the need to revise the content of education and forms of training of specialists in this field, we will clarify the requirements for the level of his foreign language communicative competence.



Rice. 2. Rules for mastering a foreign language by students-architects.

According to Kvach N.V. grammatical skills provide communication of a general nature without distorting the meaning in written and oral communication; the main grammatical phenomena are characteristic of professional speech [4].

A project is a form of work aimed at achieving a pre-planned result in an optimal way, solving a specific problem [5]. The main idea of project-research activity is the focus of educational and cognitive activity on the result that is obtained when solving a practical, theoretical, but necessarily personally and socially significant problem. This result is called a project.

A.V. Ikonnikov, allows us to fix the fact that in the process of design activity, an architect student, by the goal, can transform the model he needs based on experience, intuition, and the use of information obtained in the design process. The transformation of the design task is a chain of steps, the beginning of which is the accumulation of data and the development of the initial target setting. Based on the general creative mindset, private mindsets are formed that determine the direction of further search: the stage of reflection (the work of thought on a variety of alternative ideas), the evaluation of options, and the development of the chosen idea. The teacher's task is to contribute to the actualization of the creative mindset to increase the student's productive thinking, the teacher uses the methods of logical (reasoning) thinking, thinking "out loud", hints, and guidance [6].

A special kind of activity of building new iconic models can become a means of promoting new ideas and asserting new knowledge. It will make it possible to remove the paradoxes that are still characteristic of the current state of knowledge and thinking. Such an activity can be a project activity. The student's project activity implies going beyond the standard experience and making original decisions, which allows him to adapt productively to the educational environment and makes it possible to join the latest professional information. Thus, for a student, project activity today becomes an effective factor in personal development, self-development, and creative self-

realization, determining the degree of his professional mobility and productivity.

Considering the features of teaching a foreign language in an architectural university the example of the English language, it should be mentioned that since the middle of the last century, several directions have been distinguished in its study:

- spoken English for everyday communication (General English), 2) business English (Business English), 3) English for the scientific and technical sphere (English for Science and Technology), 4) English for academic purposes (English for Academic Purposes), 5) English for Specific Purposes [7].

The concepts of teaching English for Specific Purposes (ESP), as well as English for the scientific and technical sphere, are a priority in teaching students of architectural universities and require more careful consideration for the subsequent identification of the features of teaching English in universities of this specificity. English for Special Purposes as a scientific direction has developed in different directions in domestic and foreign methods of teaching foreign languages.

Researchers Peter Strevens, Jack Iver, and John Wells, put forward the theory that the English language varies depending on the content of the transmitted information, and, therefore, certain characteristics can be distinguished that distinguish the language of specialists in different fields of professional activity [8].

Therefore, a teacher of a foreign language faces the task of developing students' skills to use a foreign language as a means of implementing cognitive and professional interests, and subsequently as a means of life in the European and world space [9].

Professionally oriented-teaching of a foreign language is the basis of the language training of students in technical universities. The methodology of teaching English at a technical university has several distinctive features that make up the specifics of teaching a foreign language: professionally-oriented education is distinguished by scientific validity, taking into account the needs of students, the maximum inclusion in the teaching of the concepts of the terminological system, lexico-grammatical and syntactic and sublanguage features in the specialty, the authenticity of the material used, and reliance on interdisciplinary knowledge. The basic qualities of a specialist Martene include creativity, the ability to plan, predict, make decisions independently, work in a team, communication skills, reliability, efficiency, responsibility, etc. [10].

The professional qualities of an architect-builder correlate with the competencies relevant to the specifics of his activity, which constitute his professional competence. There are many definitions of the concepts of "competence" and "competence". By competence we mean, following E.R. Piston, the ability and willingness to mobilize the knowledge, skills and qualities necessary to solve specific problems, carry out actions that provide orientation in professional activities, and under competence - the ultimate goal of professional training and further self-improvement, a high level of actualization of competencies, the ability to effectively perform professional activities [eleven].

A university student in the direction of "architecture and construction", by fundamental and special training, should be able to solve professional problems in the following areas:

A. design and development activities:

- conducting engineering surveys and surveys, drawing up engineering and economic justifications in the design and construction construction sites, production of building materials, products and structures.
- collection, processing, analysis, and systematization of scientific and technical information;

- implementation of technical developments, design working technical documentation;
- B. organizational and managerial activities:
 - preparation of initial data for drawing up plans, programs, projects, estimates, applications, etc.;
 - examination and evaluation of real estate objects, organization, and management real estate objects;
- C. research activities:
 - implementation of experimental and theoretical scientific research in the field of construction and other industries related to construction;
 - development of recommendations based on scientific research, study special literature and other scientific and technical documentation, achievements of national and foreign science and technology.

Consequently, one of the components of the professional competence of a modern architect-builder is his communicative competence, which is defined as a special kind of competence, which implies the presence of readiness and ability to master subject and scientific knowledge in professional communication [12]. As for communicative competence, it is defined as “a certain level of formation of personal and professional experience of interaction with others, which is required for an individual in order to successfully function in a professional environment and society within the framework of his abilities and social status” [13].

Thus, communicative competence, as one of the components of general professional competence, implies that a specialist can establish and maintain relationships with colleagues at work and is evaluated as a system of his internal qualities necessary for him to build effective communication in a professional society; includes the ability to clearly and clearly express thoughts, convince, argue, build evidence, analyze, express one's point of view, convey information, establish interpersonal connections, coordinate one's actions with the actions of colleagues, choose the optimal communication style in various professional situations, and organize and maintain industrial relations.

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