Methods Of Overcoming The Difficulties Of Teaching Professional Texts In English

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Abstract: This article is devoted to the method of overcoming difficulties in teaching students to read professional texts in English, in which higher education institutions teach professional texts in English classes for non-philology students. The description of the methodical problem of teaching professional texts is widely covered. It has been suggested that teaching the language based on professional texts in English classes is a more effective method, but the development of reading competence in professional English teaching has not been thoroughly studied.
The article presents the scientific researches and the obtained results on the use of English texts in the teaching of the English language in a professional manner.
This article is important for foreign language teachers in the process of language teaching, and for students studying foreign languages in the preparation of graduation papers.
Key words: English language, types of speech activities, teaching reading, text, professional texts, training texts, illustrative texts, summary text, additional texts, exercises for teaching reading.

Reading professional texts involves extracting meaningful information directly from the text. It is a mandatory part of educational work at all stages of teaching. At the initial stage, students who have mastered the language material in the process of lexical and grammatical exercises, in the process of intensive study, using skills and competences, move to automation of relevant actions and operations. Reading turns out to be effective for the development of speech skills, because it ensures not only high repetition of events, but also their voluntary assimilation, because during the reading process, students' attention is focused on its content.

The text, which is an element of speech in the field of information technology and has all linguistic features, reflects the extralinguistic phenomena of the professional field, is related to the programmatic requirements of a certain stage of training, is aimed at a certain professional group, and integrates it as a whole. designed for learning, the information/knowledge in it is characterized by a high level of novelty and relevance [1].

Z.I. Klychnikova is divided the texts proposed by into learning texts, training texts, illustrative texts, summary text, supplemental texts and commentary texts.

Learning material is presented in the study text. Under educational text, E.I.Boyko understands a text capable of performing motivational, informational and control functions and providing conditions for the gradual formation of reading mechanisms [2].

Learning texts differ according to their purpose. It is obvious that the same teaching text cannot be used for all types of reading. Texts should be chosen strictly according to their intended purpose, for example, for introductory reading. Similarly, special texts are selected for the development of reading techniques and silent reading.

Training texts include materials learned orally. They are microtexts consisting of 2-3 sentences, in which students learn reading techniques, overcome articulatory difficulties, connect visual images with auditory articulation. The semantic side of the text will not be difficult.

Illustrative texts are also microtexts that describe different learned models, their lexical content, or show the use of new words in learned models. It is suggested to write the first two types of texts on mobile boards and posters. Pre-text exercises can also be used as first and second types of texts.

The summary text is a very large message of 10-15 lines. These are usually educational texts composed of the materials of the first two types of texts. They serve to develop clear reading comprehension and can also be used to teach expressive reading and develop speaking skills.

Supplemental texts are plot messages with a small content of unfamiliar vocabulary, the meaning of which students can guess on their own. Foreign language comments on unfamiliar words are welcome. The texts are intended for work at home. They can be 1-1.5 pages. Comprehension of such texts is checked in the classroom, and usually their content serves to develop speech that is not ready.

Commentary texts combine several topics and serve as a non-translated reading. Comprehension checks are performed either orally or in writing using non-interpretive methods [1].

In professionally oriented foreign language reading, the texts should have a professionally important cognitive value. This requirement is determined by the educational goals of personnel training. This is also related to the specific features of reading as a type of speech activity aimed at obtaining new information. The professional and cognitive value of the text is closely related to the selection of texts for the formation of foreign language reading competence in non-philological directions.

Modern textbooks for applied mathematics majors offer adapted texts created by Uzbek authors, which do not give a clear idea of the specifics of the professional activity of IT professionals abroad and the actual language of the English-speaking IT community. The long-term experience of the author of the study in teaching a foreign language allows us to emphasize that the use of such texts is justified in the initial stages of learning to introduce new vocabulary and explain grammatical structures. Therefore, we believe that it is appropriate to introduce fragments from the original texts of information technology literature in English at the initial stages of teaching.

The main semantic components of the text are the theme, idea and problem of the work. In educational texts, as a rule, the theme and idea are revealed. But the problem is not always present. At the initial stage of learning, the idea of the text can be the simplest and its opening can be directly related to the title, which will tell you which topics are the main ones, which allows to determine which ones are secondary [3].

Analysis of information technology texts showed that they always have headings, but readers often ignore them, which makes it difficult to understand the text.

According to our observations, unlike the topic and idea, the text problem of professional importance is not present in all texts, it can be found anywhere in the text. However, most often the problem is formulated in the middle of the text and has three main features: 1) statement of the problem without describing its solution, 2) statement of the problem with a description of its solution, 3) description of the solution without a statement of the problem.

Informativeness is the most important feature of a special text. Informativeness describes not the absolute amount of information in the text, not the total wealth of information, but only the information that is most accessible to the reader. According to T. M. Dridze, "informativeness is a relative feature of the text that includes it in the system of communication with various intended interpreters at the analysis stage" [4].

This opinion is confirmed by the French sociologist A. Mol, who states that if the text predetermines our reactions and actions, it is informative for us, otherwise new information is useless [5].

Such an approach to determining the information content of a special text is fully supported by us and seems to be effective, because, first of all, the relevance of information for an economic student leads to the emergence of interest and semantic and linguistic difficulties in understanding a special text, helps to eliminate, which turns out to be a strong incentive.
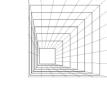
T. M. Dridze notes that the information content of the text is an absolute value, and the information content of the text is a relative value. Evaluation of informativeness is a measure of the adequacy of the receiver's interpretation of the target intention, the main idea of the message. The informational content of the text is one of the factors of the effectiveness of the semantic perception

of the text/message or the potential interpretive feature of the text. The indicators that make up the information content of the text include not only the extralinguistic features of the text, but also the whole set of formal linguistic indicators that reflect the linguistic features of the text at all levels of its organization and determine the measure of dynamism. [4].

Other researchers emphasize the informational content of the text as the amount of information in the text. The information richness of the text is considered by them to be necessary to determine the minimum level of semantic redundancy of the message/text in order to solve the problem of increasing the semantic richness of the special educational text and its information content. Determining the minimum level of semantic redundancy is necessary so that the reader does not overload the information, receives the information completely, intact. If information is a detail that adds new information to existing information, redundancy is, accordingly, an already known, familiar detail. Regarding the semantic content of the speech message, all new information unknown to the reader is considered informative, and information that is already known from the previous text or from the same message is considered unnecessary.

I.R.Galperin says that factual, conceptual, subtext types of information in the text seem important to us. The first type of information includes the description of facts, events and incidents that have happened or are happening in the world around us, the second refers to the author's individual understanding of the events described in the text, and the third is hidden information obtained, is considered factual information due to the ability of language to create associative and connotative meanings, as well as the ability of sentences to increase meaning [6].

In teaching practice, special attention is paid to the selection of special texts in a foreign language. In it, the form of information presentation affects different channels of perception at the same time, that is, along with verbal information, there is a visual graphic representation of the material, which, according to the theory of neurolinguistic programming, significantly improves the process of understanding. optimizes at [7].

This theory draws our attention to the possibility of textual information influencing the visual and auditory channels of students' perception during reading. Teaching practice shows that not all texts are perceived by students in the same way. Some texts with linguistic value and other advantages are difficult to read and as a result do not arouse interest in students. On the one hand, this can be explained by the cognitive interests of the students, and on the other hand, by the weak influence of the text material on the perceptive channels of the students.

Reading texts, despite the recent use of new means of teaching foreign languages (video, Internet, etc.), still occupy an important place in the language teaching system for students of applied mathematics, in which real working with texts is of particular importance. [8].

Z.M. Klychnikova said that through reading, students of non-philological education get a lot of information about the features of their profession. In the process of reading, students are involved in a creative, dynamic process. In their development, they gain the ability to quickly gather knowledge and process it intellectually. They understand the text and "... can make its content their property, know the author's thoughts, feelings and will, draw conclusions for themselves and act accordingly" [1].

Of particular interest are the strategies used by students. According to Z.I. Klychnikova, in order to achieve perfect reading, students "have the habit of knowing the grammatical material, vocabulary, mastering the reading mechanism, recognizing the meaning of unlearned words must rely on their contextual assumptions and formal word formations and be able to reconstruct the whole from the parts perceived separately." [1].

Thus, in our opinion, the relevant features of a foreign language career-oriented text are: authenticity; focus on communication; professional importance; information content; impact on different channels of perception.

By carefully selecting texts according to these criteria, the ground is created for students to develop foreign language reading skills.

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