



GOALS AND CONTENT OF LANGUAGE TRAINING OF SPECIALISTS IN RUSSIAN HIGHER EDUCATION

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ABOUT ARTICLE

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Abstract: In this article, we will talk about the socio-economic importance of higher professional education, the scientific research carried out to increase its status and effective strategies for its improvement, the innovative paradigm of higher education, the role and necessity of higher professional education in the formation of the intellectual elite of society. will go. Also, the issue of the linguistic component of the block of humanities, which determines the content of the comprehensive training of specialists in this field, and the integrated scientific and methodological concept of teaching students to professional speech communication are discussed.

INTRODUCTION

The socio-economic importance of higher professional education, its role in the scientific-technical, spiritual-ethical development of mankind, which determines the evolution of civilization, is known to everyone. Increasing the social status of education, placing it in the forefront of scientific research aimed at understanding the laws of development of this complex social structure, choosing effective strategies and tactics for its improvement, the national education system as a state institution that ensures the preservation and improvement of basic socio-cultural values indicates recognition. Higher engineering and technical education, which is part of a multi-level whole, is a complex systemic object, which is based on the cultural traditions of the past on the one hand, and on the other hand, political, economic and socio-cultural realities of our time. , thirdly, determines the level of development and self-awareness of future generations. The noted multifunctionality of the Engineering-Technical School determines the priority of its positions in the higher education system and its "advanced" compliance with the modern state and needs of society. In this regard, the introduction of an innovative paradigm of higher education, the time of integration with intensive scientific and research activities, the close connection of university academic and scientific work with the needs of the economy and production, the interdisciplinarity of education and scientific research,

humanization and, broadly speaking, the harmonization of education. It makes sense that it is the most mobile and "sensitive" higher engineering school that responds immediately to the demands of society.

METHODS

Confirmation of the leading role of higher professional, including technical schools in the formation of the intellectual elite of society, the need to unify the potential of the fields of education and scientific activity as the main condition for the development of civilization is the basis of the Federal target program "Integration of science and higher education in Russia for 2002-2006". It's done. In accordance with the problems of this program, as well as in the context of the globalization and humanization of education, the question of the linguistic component of the block of humanities, which determines the content of the comprehensive training of specialists in the engineering and technical field at HEIs, is of interest. An attempt to systematically and multifacetedly study this issue within the framework of the federal target program "Integration..." in the direction of 3.14 "Preparation of monographs on the priority directions of science and technology" Russian language of leading technical higher educational institutions teachers of departments (Ph.D., Assoc. N.N. Romanova, Ph.D. Assoc. O.A. Jilina, Ph.D., Prof. T.P. Skorikova from N.E.Bauman MDTU, associate professor O.V.Konstantinova from Gomi Oil and Gas State University, I.M. Belukhina from MGSU, in the field of educational psychology (prof. N.V. Maslova from TFRF) and professional communication methodology (from MANPO, prof. I.V. Mikhalkina) created a collective project developed by specialists [2:312]. Achieving the strategic goal of the multifaceted project, its tactical goals in various research areas, in particular: in the scientific and methodological field - to develop a holistic scientific and methodological concept of training students of technical directions and specialties of higher educational institutions in professional speech communication systematization of information of natural and humanitarian sciences, language in educational institutions justifying the systematic level model of teaching; provided differentiation by introducing the model shown in the scientific-pedagogical field into the educational process of the higher technical school.

RESULTS

Historically, technical education is the most common type of education in Russia, because it serves as a basis for the formation of the creative potential of society. This explains its priority role in the higher education system and the large number of graduates: training of engineering personnel in the field of "Technology and Technology" is carried out by 346 state and 112 non-state universities of the Russian Federation; at the same time, the training of engineers has increased by 48 thousand people since the 90s. Therefore, it seems reasonable to turn to the analysis of the characteristics of the Russian engineering school: its scientific and pedagogical traditions and contribution to the development of world and national systems of higher professional education, the "social order" of the period described above and the historical formation of society dynamics of meaningful goals and tasks of specialist training in the context of changes in pedagogical paradigms reflecting value-semantic ideals of its current state and projected development. The so-called "engineering" type of education formed within this system traditionally consists of components of natural sciences, humanities and technical education. The balance between these components ultimately determines the type of future specialist in the range of possible changes (modifications):

- ✓ engineer-developer
- ✓ research engineer
- ✓ production engineer

It is believed that the highest efficiency of the educational process is achieved under the condition that fundamental general scientific training prevails over narrow specialization, in other words, "literacy" over "specialization". The evolution of the Russian higher technical education system, the dynamics of

its content, goals and tasks reflect the level and needs of cultural and economic development of society, changes in its value and semantic guidelines. Thus, the training of engineers in Russia at the end of the 18th and the beginning of the 19th century was based on a combination of a high level of theoretical training and a significant share of practical training in close connection with the natural faculties of universities, which contributed to the formation of specialists with encyclopedic knowledge. The "Russian method of training engineers", recognized as the most effective, was used as the basis of higher technical education in a number of foreign countries. It is noteworthy that in 1871 D.I. Mendeleev put forward the now universally recognized idea of continuous, multi-level education. The multi-level structure of bachelor's and master's degrees adopted in pre-revolutionary Russia is the first of Soviet power put forward the idea. The multi-level structure of bachelor's and master's degrees adopted in pre-revolutionary Russia continued until the first years of Soviet power.

DISCUSSION

At the end of the 20s of the last century, during the period of industrialization, in the conditions of the acute shortage of specialists and the low literacy of the population, the task of mass training of necessary personnel for society in all specialties based on science and activity was set. In the 60s, the Chairman of the USSR Council of Ministers A.N. Kosygin was in favor of introducing bachelor's and master's degrees into the higher education system, but this idea was implemented only in 1992. In general, the 90s of the 20th century were characterized by socio-political and technical-economic reforms of the Russian society and were characterized by the mass emergence of technical universities as a form of comprehensive adaptation of higher education to these changes. Exactly in these years, the flagship of higher professional education N.E. "Speech science cycle" courses were introduced into the educational process of the Bauman State Technical University, and then at a number of leading technical universities, which mainly covered the aspects of orthology and practical literacy and were optional. This process was spontaneous and was not legitimized by normative documents: state educational standards, model (training) educational programs, etc. The end of the 1990s was marked by the strengthening of culture-based (cultural centralization) trends in the development of the main social institutions, including the educational system. It is natural that the development perspective of the Russian engineering school is declared as the transformation of leading technical universities into large research and cultural centers that train specialists in the fields of scientific, industrial, technical and social activities [1:367].

According to this concept, the technical university should be not only a center for science and training of highly qualified specialists, but also an educational institution that provides conditions for satisfying the professional, cultural and moral needs of a person, and for the free realization of creative possibilities. The processes of global integration in various directions of international cooperation determine the current state of the most important state institutions that ensure the preservation and improvement of fundamental socio-cultural values of national education systems. Joint Declaration on the Harmonization of the European Higher Education System (Paris, 1998) and the Declaration on the European Area of Higher Education (Bologna, 1999) Russian higher education accelerated the process of integration into the pan-European system.

The transition to the "sustainable development model" of civilization, the restructuring of the economy of industrialized countries on the path of technological development, the dominance of science and intellectual economy, as well as the formation of a socio-economic type of post-industrial society on this basis are significant for the formation of a new image of engineering and technical education. has an effect. The new paradigm of education is the key to ensuring the "survival" of humanity and the sustainable dynamic development of civilization.

CONCLUSION

Currently, the active development of third-generation State Standards aimed at fully aligning Russian higher education with the requirements of the Bologna Convention is underway. The main positions in this regard are the two-level education under the "bachelor-master" scheme, as well as the uniformity of the credit system. Thus, the Russian education system took a turn in the evolutionary spiral: from the training of specialists narrowly focused on future professional activities, many natural sciences, general optimum of graduate specialists aimed at obtaining appropriate professional and personal competencies by combining fundamental (natural sciences + general technical + humanitarian) and special (engineering) education to broad educational areas, including engineering and humanitarian-economic sciences until trying to create a system. Taking into account various factors in the formation of a modern specialist determines today's language policy in the field of Russian higher professional education.

The peculiarity of this policy is that the role of language teaching in non-humanitarian higher educational institutions, in particular, the teaching of the Russian language (as a native language, as a foreign language and as a non-native language), is of great importance. considered as an element of general and professional culture that should accompany the educational process at all levels and levels of education.

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