FORMING BUSINESS COMMUNICATION SKILLS AND INTERDISCIPLINARY APPROACH TO STUDY ENGLISH

Kalandarova Safiya Tokhirovna (Phd)

Senior teacher of English

Tashkent Institute of Irrigation and

Agriculture Mechanization Engineers

Abstract. The paper covers some issues of interdisciplinary approach, defines the fundamental principles of its implementation and dwells upon actual program samples for using interdisciplinary links of ESP and profile disciplines in different fields of higher education.

Keywords: foreign language, medium of instruction, integrating content, profile subjects, motivation

Communication skills such as public speaking, networking, listening, writing, negotiating are especially crucial in the workplace if you want to move up your career ladder as fast as possible. The peculiarity of mastering business communication skills in non-linguistic Universities is to focus on acquiring professionally relevant language material. Formation of communicative competence of non-linguistic students involves preparation for intercultural business communication in the professional sphere, which, consequently, highlights the expediency of updating the interdisciplinary / cross-curricular links of the foreign language and professional cycle courses. Interdisciplinary foreign language teaching in non-linguistic Universities should go hand in hand with the principle of integration, which is defined as a basic one in ESP program and built on an assessment of purposes, needs and functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures [1]. The central focus point in teaching English in non-linguistic Universities is to integrate it into a subject matter area important to the learners,

therefore, combining them effectively. Such combination is a highly motivating one, since students have opportunity to apply what they learn in their English classes to their major area of study, whether it is computer science, engineering, or law. Thus, interdisciplinary approach is oriented at integrating knowledge from different disciplines, simultaneous development of proper communicative, professional, academic and social skills. In our view, however, the implementation of cross-curricular links in teaching foreign languages is still somewhat episodic. This shortcoming is explained, first of all, by the lack of coordination between the foreign language and other disciplines curricula, which makes it impossible for the students to consciously transfer the acquired academic and professional knowledge to the sphere of foreign language. [2].

1.1. Theories and Arguments for Integrating content of profile subjects into the English Language Curriculum in a non-linguistic University

Interdisciplinary approach to designing a foreign language course in a non-linguistic University is generally considered to be a way to achieve the goal of mastering a foreign language in the field of professional activity. Taking advantage of interdisciplinary studying a graduate is ready for networking with representatives of foreign cultures on professional subjects, getting acquainted with the latest international sources for achieving the purpose of professional development. It is of crucial importance that the interdisciplinary approach combines language and vocational training, students are aware of ways of expressing a complex of professional material in a foreign language. Interdisciplinary covers all procedures for designing a foreign language course in the professional sphere of communication, namely, the ways of selecting didactic units and texts directly for teaching, methods and techniques for placing foreign language material and their implementation in teaching practice. Interdisciplinary links are displayed both at the contents level of integrated curriculum and at the level of technology used to improve students' foreign language skills for communication. Interdisciplinary approach reveals the synthesizing relationships between objects, which is reflected in the learning process, namely in the content,

technologies, forms of the educational process].

It is essential that reliance on interdisciplinary studying is possible only through appreciating the language as a unique means of communication, principle way of representing knowledge about the world. That is why the analysis of ways of updating interdisciplinary links shows the necessity for careful selection and systematic consideration of language material in close connection with the disciplines of the professional cycle. Thorough analysis and selection are sine qua non condition for creating successful environment for students to be prepared for realizing their professional foreign- language communication. [3].

The implementation of interdisciplinary is based on the following constituents:

- in-depth understanding of the types of interdisciplinary connections between the subject of a foreign language and disciplines of the professional cycle;
- reliance on interdisciplinary connections, actualizing students' foreign language skills and expanding their ability to solve applied problems in the field of professional learning focus;
- close contact with the departments of profile subjects, consulting with specialists and reading industry-specific literature in order to provide opportunity for identifying more relevant content, framework for communicative activities, social norms of behavior essential for future specialists' successful business communication in a foreign language. Interdisciplinary approach to our research allowed creating interdisciplinary-functional approach to building professional communication skills as a tool to bridge ESP, professional disciplines and major engineering functions and to develop integrated interdisciplinary communication activities. It is of paramount importance that all the proposed experimental program of interdisciplinary activities is based upon such principles as functionality, selectivity, interactivity. Functionality provides future specialists with the ability to perform their functional duties by selecting necessary language material for negotiating or professional communication.

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