

ROLE OF A FOREIGN LANGUAGE IN INCREASING COMMUNICATIVE COMPETENCE OF STUDENTS

Jurabekova Kh.M.

Associate professor of the Andijan machine-building institute.

ABSTRACT

The article discusses the advantages of a university graduate who is fluent in a foreign language. The problematic aspects in the professional training of university students studying a foreign language are revealed. The non-traditional forms and methods of integration of classroom and out-of-class work are substantiated, contributing to the formation of a foreign language professional and communicative competence.

Keywords: professional training, communicative competence, foreign language, non-traditional forms of education, integration, classroom and extracurricular work

АННОТАЦИЯ

В статье рассматриваются преимущества выпускника вуза, свободно владеющего иностранным языком. Выявлены проблемные стороны в профессиональной подготовке студентов вузов, изучающих иностранный язык. Обоснованы нетрадиционные формы и методы интеграции аудиторной и внеаудиторной работы, способствующие формированию иноязычной профессиональной и коммуникативной компетенции.

Ключевые слова: профессиональная подготовка, коммуникативная компетентность, иностранный язык, нетрадиционные формы обучения, интеграция, аудиторная и внеаудиторная работа.

INTRODUCTION

Socio-political, economic transformations and new conditions for the development of Russian society determine the need for a qualitative renewal of the education system in general and higher education in particular. The task of optimizing the professional training of a future specialist is brought to the fore. More and more often, a huge part of the population is covered by the process of vocational training and retraining, advanced training of specialists.

The integration of Uzbekistan into the international economic and educational community testifies to the demand for specialists who speak a foreign language. Moreover, at the present stage, knowledge of a foreign language should be aimed at fluency, allowing future specialists to communicate with foreign partners without an interpreter. In addition, proficiency in a foreign language gives young professionals

an opportunity to improve their qualifications, continue their studies, as well as undergo an internship or exchange experience abroad. "In our republic, new recommendations for training and assessment of teachers of foreign languages (CEFR) have been developed that meet European requirements" [1., 22].

MATERIALS

Currently, one of the tasks of a modern higher school is to train a competitive specialist, competent, able to independently, competently, at a high professional level make dynamic decisions, quickly adapt to various situations of professional communication in a multicultural space. It is obvious that in the context of world globalization, modern business communication is, in principle, impossible without knowledge of foreign languages.

In this regard, the status of the foreign language has also changed. Its importance has increased as an effective factor in socio-economic, scientific, technical and general cultural progress, as a means of oral and written communication between representatives of different peoples and cultures, and as an important means for the development of students' intellectual abilities, their professional potential.

The educational system requires new approaches to the upbringing and training of future specialists who will be prepared to work in a multilingual space and meet all modern requirements, the most significant of which are the following: the ability to form interpersonal relationships at a constructive level, while being able to listen and hear the interlocutor; the ability to reason, draw conclusions; the ability to focus on the main and important information; the ability to use information technology tools at a high level.

In modern conditions, a specialist cannot fully work without a formed foreign language professional and communicative competence. Good knowledge of a foreign language provides university graduates with great professional demand, facilitates job search and contributes to their further professional growth. At present, knowledge of a foreign language is not only an indicator of the cultural development of a specialist, but also one of the conditions for his fruitful professional activity.

However, in the context of the reform of higher education, there are contradictions between the context of foreign language training of students and the traditional approach to its organization, as well as the professional and personal development of the future specialist, which presupposes the acquisition of the necessary knowledge that allows him to optimally adapt to labor activity not only at domestic enterprises, but also for abroad.

The traditional study of lexical and grammatical material at a university is not able to teach and instill in a future specialist to independently use a foreign language in real situations of professional communication. The problem of improving the forms and methods of teaching that develop the creative thinking of students, their cognitive activity, the ability to practically use the knowledge gained, allowing to create situations in the classroom that are as close as possible to real situations of professional communication, to take into account the professional needs of future specialists is really relevant at the present time.

Non-traditional forms of foreign language classes contribute to the development of students' cognitive activity, facilitate their subsequent adaptation to real professional activity.

Students have the opportunity to model situations of professional activity that contribute to the formation and development of foreign language professional and communicative competence.

From our point of view, a foreign language communicative competence is a certain level of proficiency in a foreign language, formed in the process of student-centered learning, the main goal of which is the implementation of all types of speech activity in the foreign language being studied in the field of personal and professional-personal communication with representatives of other countries.

Communication in a foreign language can be most fully manifested in role-playing games, competitions, discussions, etc. Therefore, recently such forms of classes as: seminar, quiz, KVN, press conference, discussion, etc. have become widespread.

nothing else but the integration of classroom and extracurricular work.

The above forms of work help to expand and deepen knowledge, abilities and skills in mastering foreign language professional and communicative activities, stimulate students' interest in studying the subject, and contribute to the comprehensive development of the individual.

METHODS

In this article, we used methods of description, contextual analysis and comparison. Based on the presentation of the material, we used the generalization and concretization of facts.

RESULTS

The systematic use of integrated forms of work in foreign language classes contributes to:

- the formation of cognitive activity;
- independence of students;
- development of creative thinking;
- expanding and deepening knowledge;
abilities and skills in mastering foreign language communicative activity;
- stimulating students' interest in learning a foreign language;
- the comprehensive development of the personality of students;
- the formation of professional communication skills in a foreign language;
- mastering a profession.

In other words, the professional activity modeled by the game becomes an internal organizing core around which the students' language knowledge is accumulated and consolidated. It is not the mechanical accumulation of information that occurs, but the activity-based de-objectification of some sphere of human reality, which predetermines the activity-oriented nature of the game, which models the objective and social content of the future professional activity of specialists, sets its context.

Foreign language communicative competence of a specialist is most effectively formed in the unity of classroom and extracurricular activities of students through the use of such forms of work in the process of teaching a foreign language as: competitions of professional skills, conferences on practice, tournaments of scholars, etc.

The integration of classroom and extracurricular work fully corresponds to the trend of transition from predominantly informative to active forms and methods of teaching with the conclusion of elements of problematization, research search, the use of reserves for independent work of students, creating conditions for creativity, which will allow students to increase the level of practical knowledge of a foreign language, more fully implement functions of a foreign language as a means of communication, to develop skills in working on the language, to expand the receptive and active vocabulary.

The high level of self-esteem of students, in turn, allows them to overcome the difficulties arising in the learning process in a university environment, contributes to the achievement of educational goals in general.

When organizing various forms of work in the classroom, the teacher must remember and take into account the basic principles of work in a foreign language: the principle of connection with life, the principle of communicative activity, the principle of individualization of teaching, the principle of situationality, the principle

of novelty, the principle of interdisciplinary connections. Compliance with the above principles will allow achieving efficiency and effectiveness in the process of forming students' foreign language communicative competence.

DISCUSSION

In the Republic of Uzbekistan, the training of highly qualified personnel is one of the priority directions of state policy. The government attaches great importance to the study of foreign languages by future specialists.

On the part of the President of the Republic, a resolution was signed "On measures to raise activities to promote the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level," selection for the magistracy and for the specialty of postgraduate education of higher educational institutions.

At the same time, provide that philological areas require a national or corresponding international certificate of level not lower than C1, and for non-philological areas - a national or corresponding international certificate of B2 level ". According to the decree, the Agency for the Promotion of Foreign Languages Studies was established under the Cabinet of Ministers. The main tasks of the Agency are:

- creating the necessary conditions for popularizing the study of foreign languages among the population and mastering them perfectly, coordinating the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as developing modern teaching skills among teachers;

- organization of training in popular foreign languages based on the results of the analysis of the needs of regions, industries and educational institutions for specialists who speak foreign languages;

- coordination of the development of methods and recommendations for learning the language suitable for all categories of the population in order to introduce the chain of continuous education into the field of teaching foreign languages on the basis of the principle "kindergarten - school - higher educational organization - enterprise";

- organization of the creation of videos, games, entertainment programs, films and other educational content for a thorough mastery of foreign languages, the formation of basic language skills;

- assistance in the creation and implementation of methods of professional translation from the state language into foreign languages and from foreign languages into the state language, as well as advanced training of specialists in this area;

-maintaining a rating of foreign language proficiency in the context of regions, industries, government agencies and educational organizations, developing proposals for further popularizing the study of foreign languages [2.].

CONCLUSION

"The ultimate goal of teaching foreign languages is to teach free orientation in a foreign language environment and the ability to adequately respond in different situations, that is, communication" [3., 22.]. All of the above allows us to conclude that the integration of classroom and extracurricular activities in a foreign language at a university contributes to:

- 1) increasing the cognitive activity of students in the process of learning a foreign language;
- 2) activation of foreign language speech activity of students;
- 3) increasing students' interest in learning a foreign language;
- 4) the development and improvement of the foreign language communicative activity of students.

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