



FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCIES ON THE BASIS OF A FOREIGN LANGUAGE

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ANNOTATION:

This article about the activities of teachers of the Department of Foreign Languages on teaching, in particular, English, contributes to the formation and development of a number of competencies in students, which underlie the formation of a communicative foreign language professionally oriented competence of a future professional. Having the above competence helps the student.

Key words: New generation, Educational standart, Linguistic, Conference, Foreign language.

The new generation of federal state educational standards for higher education challenges graduates to be fluent in a foreign language. Knowledge of a foreign language is considered mandatory and belongs to general cultural competencies. However, what should this knowledge be? The wording of the standards does not provide an answer to this question. It remains unclear why future advertisers should "speak one of the foreign languages at the level of everyday communication", and historians or economists - "at a level not lower than the spoken language." "Not lower than colloquial" - how can this level be determined? Only a number of existing standards emphasize the role of a foreign language in professional activities. The content of the competencies that determine the requirements in the field of foreign language education boil down to the following: a modern professional must have a certain level of communicative professionally oriented foreign language competence, which allows him to be a full participant in a multicultural society.

The essence of professional language education lies in the formation of students' readiness for future professional activities in the context of intercultural interaction. For a student - a future specialist, a graduate of a humanitarian university, it is especially important to realize the need to develop and improve professional competencies in the profile, as well as in the process of learning a foreign language, the need to apply methods and means in professional activity, the formation of motives for achieving professional skills and self-improvement. Russia's entry into the Bologna process, the universalization of the European educational system create a powerful motivation for students of Russian universities, as they will see a real opportunity to apply the knowledge gained in foreign language classes in a specific life situation.

It is logical to assume that this is what they will be taught in foreign language classes, that is, in the course of training, they will form the necessary competencies in accordance with the requirements of the Federal State Educational Standard of Higher Professional Education. Such a task can be realized



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using a competence-based approach in teaching foreign languages, which makes it possible to transform a modern student from a passive element of the educational system into an active participant in the educational process, where he learns to form his worldview, comprehending the experience accumulated by mankind with the help of traditional sources of information and new technologies, and the teacher acts as an advisor, assistant, opponent and consultant.

The concept of "foreign language professional communicative competence" is considered as the ability of a future university graduate to act in the mode of a secondary linguistic personality in a professionally oriented situation of communication with specialists from other countries, readiness to carry out intercultural professional interaction in a multicultural space in conditions of international mobility and integration.

The concept of "competence" is defined as the intellectually and personally determined human ability to practice, and "competence" is defined as a meaningful component of this ability in the form of knowledge, skills, and abilities [1]. According to I.A In winter, competence is always a relevant manifestation of competence.

The competence-based approach in teaching foreign languages involves the formation of three main competencies in students: linguistic, communicative and intercultural [4].

Linguistic (or linguistic) competence involves the possession of a system of information about the target language according to its levels: phonetics, vocabulary, word composition and word formation, morphology, syntax of simple and complex sentences, the basics of text stylistics. A student has linguistic competence if he has an idea of the system of the studied language and can use this system in practice. It is important to take into account that the quality of language competence in the target language is influenced not only by the degree of proficiency in it, but also by the level of competence of students in their native language.

Communicative competence involves knowledge of speech, its functions, the development of skills in the field of four main types of speech activity (speaking, listening, reading, writing). The communicative competence of a student in foreign language communication is the ability to full-fledged verbal communication in all spheres of human activity in compliance with the social norms of verbal behavior. The main skill formed within the framework of communicative competence is the ability to create and perceive texts - products of speech activity. It includes knowledge of the basic concepts of speech linguistics - styles, types of speech, structure of description, narration, reasoning, ways of connecting sentences in the text and others, skills and abilities of text analysis.

The third competence - intercultural - is an important component of modern student training at any university. This is due to the presence of an intercultural aspect of the professional activity of a modern specialist associated with the interaction of representatives of different cultures, with the performance of productive communicative functions: reaching agreement, settling conflicts, the ability to reach consensus through a compromise, overcoming communication barriers. The importance of the formation of students' intercultural competence in teaching foreign languages is dictated by such radical changes taking place in modern society as a result of the integration of our country into the world educational, informational, economic space, which encourages a person to be able to coexist in a



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common living world, that is, to be capable and ready build a constructive dialogue with all subjects of this space.

Showing the specifics of the professional training of specialists in international affairs, E.V. The voivode claims that it lies in the need to teach not only professional skills and abilities, but also the readiness to make decisions and be responsible for these decisions. In this regard, it becomes clear that the professional language training of specialists in international affairs "is a fundamental scientific and practical problem, and it must be considered as a separate direction in the theory of the practice of vocational education, different from the training of specialists of a different profile" [2].

Students of the Faculty of History and International Relations of the Russian State University named after S.A. Yesenin is provided with ample opportunities in order to become competent specialists in the chosen professional field after graduation. The academic mobility of students and teachers in various cultural exchange programs, educational programs, such as international summer courses of German language and culture at the University of Westphalia, is increasing.

(Munster, Germany), educational programs in France, Great Britain, Egypt; joint projects and internships abroad are organized. So, the teachers of the department win grants from the Goethe Institute, grants from the British Council, participating in this way in intercultural communication and dialogue of cultures.

Intercultural competence contributes to the achievement of mutual understanding in the process of intercultural communication. Intercultural competence is the ability to communicate in a foreign language, taking into account the difference in cultures and stereotypes of thinking. The formation of intercultural competence should be considered in relation to the development of students' ability to participate in the dialogue of cultures based on the principles of mutual respect, tolerance for cultural differences and overcoming cultural barriers. Intercultural education is aimed at developing students' ability for intercultural communication and contributes to both the awareness of students of their belonging to a particular ethnic group and familiarization with the traditions and cultural characteristics of representatives of another culture.

Integration of scientific, educational and educational work is a priority area of the department's work. In particular, the integration of educational and extracurricular work in a foreign language acts as a means of forming intercultural competence. Teachers use modern technologies for teaching a foreign language: discussions, project activities, preparation of messages, reports, presentations, writing essays, round tables [5].

A modern person who speaks a foreign language is involved in the process of communicating with other people who are representatives of their cultures. In this regard, students of a foreign language need not only to have a rich vocabulary and decent pronunciation, to know foreign grammar well, but also to form intercultural competence in themselves. This competence presupposes the achievement of such a level of language proficiency that will allow, firstly, to flexibly respond to all kinds of unforeseen turns during a conversation; secondly, to determine an adequate line of speech behavior; thirdly, to unmistakably select specific means from a vast arsenal; and, finally, fourthly, to use these means in accordance with the proposed situation.



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In addition, within the framework of educational activities, students take part in competitions, master classes, festivals, olympiads, during which students have the opportunity to test their level of knowledge. So, it is not the first year that students and their teachers have been participants in round tables at the Diplomatic Academy of the Russian Foreign Ministry on topical international issues in English. Representatives of the Foreign Relations Department of the US Embassy in the Russian Federation, business circles of various foreign countries act as foreign experts in the work of the round tables. Students take an active part in the discussion of the existing problems of the "reset" of Russian-American relations, acute issues of the relationship between diplomatic and business, trade relations between states, consider the advantages and disadvantages of Russia's accession to the WTO.

Faculty students have the opportunity to take part in similar meetings in German. So, since May 2013, MIRBIS (Moscow International Higher Business School) has been holding round tables in German on education and other topical issues of our time. The participation of students, free communication and high appreciation of the organizers of events and guests testify to a good level of knowledge of a foreign language and, in particular, an appropriate level of formation of intercultural competence. As L.P. Kostikova, at present "teaching a foreign language ensures that students are familiarized with conceptual and terminological systems in matters of political, economic, scientific and technical, military-political, humanitarian and ideological relations, international relations in the field of science, culture, education, and in other spheres of mastering the global space"[6].

The best examples of British and American cinema are widely used in the learning process as a means of improving teaching efficiency and increasing motivation for learning. The film library includes over 250 feature, animation and documentary films. Video screenings are an integral part of the organization of independent work of students and are methodically supported by lexical and grammatical tasks and additional information of a conceptual and encyclopedic nature. Materials are periodically published. International students regularly take part in the work of the European School, the Public Diplomatic Corps, the international UN model, where the working language of the sessions is English.

The teachers of the department not only teach students, but also engage in extracurricular work, which is built taking into account the specifics of the faculty and department and is closely intertwined with educational work. Under the guidance of teachers, students organize holidays, concerts, competitions, professionally oriented events: the Day of the Historian, the Day of International Affairs, Days of Cultures, the International Kaleidoscope, meetings in the hostel, and almost everywhere there is a foreign language. It has become a good tradition to organize trips to theaters and exhibitions. We are especially proud of educational and excursion trips to memorable historical and cultural sites in Russia and foreign countries.

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