

**THE TECHNOLOGY OF FORMATION OF CAREER-ORIENTED
COMMUNICATION COMPETENCES IN THE TRAINING OF FUTURE
SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS
(AS AN EXAMPLE OF ENGLISH LANGUAGE TEACHING)**

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ABSTRACT

Training of future personnel in higher education institutions is a process that incorporates a number of tasks. The methodology used in this process is a factor determining the level and knowledge of the future specialist. This small scientific study is devoted to the analysis of the methodology of development of professional communicative competences in the training of future personnel in higher education institutions. In this case, teaching English is taken as an example.

Keywords: Principles, goals, approaches, technologies and teaching aids, content, control and assessment of foreign language proficiency, productive education.

**ТЕХНОЛОГИЯ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНО-
ОРИЕНТИРОВАННЫХ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ В
ПОДГОТОВКЕ БУДУЩИХ СПЕЦИАЛИСТОВ В ВУЗЕ (НА ПРИМЕРЕ
ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ)**

АННОТАЦИЯ

Подготовка будущих кадров в высших учебных заведениях представляет собой процесс, включающий в себя ряд задач. Используемая в этом процессе методика является фактором, определяющим уровень и знания будущего специалиста. Данное небольшое научное исследование посвящено анализу методики развития профессиональных коммуникативных компетенций при подготовке будущих кадров в высших учебных заведениях. В данном случае в качестве примера берется преподавание английского языка.

Ключевые слова: принципы, цели, подходы, технологии и средства обучения, содержание, контроль и оценка владения иностранным языком, продуктивное образование.

OLIV TA'LIM MUASSASALARIDA BO'LAJAK MUTAXASSISLARINI TAYYORLASHDA KASBGA YO'NALTIRILGAN KOMMUNIKATIV KOMPETENSIYALARNI SHAKLLANTIRISH TEXNOLOGIYASI (INGLIZ TILINI O'QITISH MISOLIDA)

ANNOTATSIYA

Oliy ta'lim muassasalarida bo'lajak kadrlarni tayyorlash bir qator vazifalarni o'zida mujassamlashtirgan jarayon hisoblanadi. Ushbu jarayonda qo'llaniladigan metodologiya bo'lajak mutaxassisning darajasini, bilim-ko'nikmasini belgilab beruvchi omil bo'ladi. Ushbu kichik ilmiy tadqiqot oliy ta'lim muassasalarida bo'lajak kadrlarni tayyorlashda kasbga yo'naltirilgan kommunikativ kompetensiyalarni rivojlantirish metodologiyasini tahlil etishga bag'ishlanadi. Bu holatda ingliz tilini o'qitish misol qilib olinadi.

Kalit so'zlar: Tamoyillar, maqsadlar, yondashuvlar, texnologiyalar va o'quv qurollar, mazmun, chet tilini bilish darajasini nazorat qilish va baholash, samarali ta'lim.

INTRODUCTION

As part of the activities of the Educational and Methodological Association for Linguistic Education, in recent years, a holistic linguodidactic and methodological system of professionally oriented teaching of foreign languages (FL) has been developed and tested in a non-linguistic university. An analysis of the available materials allows us to generalize the data of theory and practice and formulate the key provisions of the current paradigm of professionally oriented FL education as a system model in line with the modern concept of linguistic education.

MATERIALS AND METHODS

First of all, the role of foreign languages and the subject "Foreign language" in the preparation of a graduate of a non-linguistic university in the system of higher professional education is substantiated. In modern conditions of the development of society, on the basis of the information component, it becomes obvious that a competent specialist needs to know one or more foreign languages. The professional training of a university graduate, his competitiveness is determined "not only by his high qualifications in the professional field, but also by his willingness to solve professional problems in the conditions of foreign language communication." Languages are becoming one of the key conditions for "sustainable social development" [1, p. 11].

Thus, the subject "Foreign Language" in the educational program of a non-linguistic university from a general cultural one (mainly associated with general cultural competence) is transformed into a professionally significant component of a

graduate's training, which determines the content and level of his professional competence.

In the concept of linguistic education by I. I. Khaleeva, the idea of "sustainable development" is associated with the concept of "lifelong education". "The new needs of society, which have arisen due to social changes, as well as new economic trends, require the mandatory development of a system of continuous education" [9, p. 12].

The basis of the three-stage training in the field of foreign languages for professional purposes is a single linguodidactic and methodological concept. Fundamental works of such researchers as I. A. Guseinova, M. G. Evdokimova, N. N. Nechaev, O. V. Kulikova, I. P. Pavlova, T. Yu. Polyakova, O. I. Titkova, I. I. Khaleeva, N. P. Khomyakova, L. V. Yarotskaya and several others [1-11].

RESULTS AND DISCUSSION

Approaches to professionally oriented teaching of FL at the macro level are determined by the relationship of psychological-pedagogical and linguodidactic theory.

The modern paradigm of higher professional education is a paradigm of developmental education, which is based on the development of the personality of the student and the creation of conditions for his self-realization and sustainable development in the social and professional environment. Today it has become customary for us to state that the goal, product and absolute value of education is the personality of the student, who has the ability and readiness for active social activity. A personality-oriented approach to education is inherently a personality-activity approach, since a personality develops and is realized in activity as a subject of society. In this paradigm, the educational process is "refracted" through the personality, and its qualities, in demand by modern society, are projected onto the goals and content of education.

A further development of the personal-activity approach is the competence-based approach, which forms the basis of modern educational standards. The competence model of a university graduate as a subject of socio-cultural and professional activity is reflected in the latest generation of educational standards in the complex of general cultural, general professional and professional competencies - a sought-after result of professional training of a specialist.

Thus, the psychological and pedagogical basis of the approach to professional, including linguistic, education is an integrative personal-activity approach implemented in the competency-based model of professional training.

As a further development of the personality-activity competence-based approach, we can consider the concept of A. A. Verbitsky's social learning model and, developed on this basis in a number of studies, the contextual approach to professionally oriented

learning FL. The essence of this approach lies, as is known, in the fact that “this model” allows, by modeling the context of a professional situation, to integrate in the learning situation the subject and social components of future professional activity - subject knowledge and social roles - and thereby ensure interrelated subject-professional and social development of the student [2].

The linguodidactic basis of linguistic education and the system-forming factor of foreign language training at the university is the competence model of a secondary linguistic personality.

From the point of view of the designated integrative approach, the goals, content and assessment of the results (quality) of FL training for professional purposes are defined in terms of professional intercultural communicative competence, which is a component of the professional competence of a university graduate and represents an integrative ability to solve professional problems using FL.

This ability is called differently by different researchers: “intercultural professionally oriented competence” [10; 11], “foreign language professional communicative competence” [5], “foreign language general and special communicative competence” etc.

Using the model of the component composition of intercultural competence by V. P. Furmanova [8], we can distinguish the following characteristics in the structure and content of professional intercultural communicative competence:

- meaningful (professional thesaurus, knowledge of the socio-cultural context of the profession);
- cognitive (professional concepts of native and foreign cultures);
- activity (possession of professional discourse and professional and communicative skills of oral and written communication);
- strategic (development of cognitive strategies). Following N.D. Galskova, we believe that in relation to the professional sphere of professional intercultural communicative competence, an important component of the ICC is affective, or empathic [3], it means understanding and accepting another business culture.

These content characteristics can be used as the basis for descriptors of professional intercultural communicative competence as target and content components, objects of verification and criteria for assessing FL skills for professional purposes.

The general approach to identifying the goals and content of FL training for professional purposes, focused on the effective component of the educational process, is based on modeling the linguodidactic characteristics of a secondary linguistic personality and the holistic context of intercultural communication, which makes it possible to highlight the components of the content of professionally oriented FL

training and a system of level descriptors of professional intercultural communicative competence.

The projection of the readiness (competence-based) model of a professionally marked secondary linguistic personality makes it possible to represent the meaningful components of FL learning for professional purposes in a system of descriptors:

- pragmatic level – spheres, situations, themes, social real roles, professional and communicative tasks;
- cognitive-discursive level - types of discourse / text, skills of oral and written discourse, communication strategies, professional thesaurus, cognitive strategies for studying FL;
- conceptual and functional level – appropriate verbal-semantic means and skills of their use.

This approach allows, taking into account the context of various professional subject areas, to give a detailed specification of descriptors of professional intercultural communicative competence for the corresponding specialty and specify the program content (see, in particular, the work of O. V. Baryshnikova [1]).

Among the traditionally distinguished components of the content of FL training, the selection of textual material is of particular importance for the professional context, since it is in textual activity that a professionally marked linguistic personality is formed and realized. In this regard, it is important to study the institutional discourse as a communicative component of professional communication and highlight the genre, which is a way of organizing the communicative space and helps in the effective solution of practical problems. The genre-centric approach to professionally oriented FL teaching proposed by I. A. Huseynova allows, based on the development of system-forming genres and genre systems of varieties of institutional discourse [4], to specify the requirements for the selection of textual material as a component of the content of language teaching for special purposes.

The new conditions of the information educational environment put forward as priority issues of the so-called e-learning, the creation and widespread introduction of electronic learning tools. These issues require special consideration in a systemic way: managed and autonomous learning of FL, distance learning programs and the ratio of distance and blended learning, the use of traditional and electronic textbooks, etc.

CONCLUSION

The implementation of the personal-activity-based competence-based approach, which is embedded in the latest generation of educational standards, requires that when developing a fund of assessment tools, it is necessary to provide conditions for testing and evaluating the student's holistic subject and personal development. From our point of view, such conditions are created using contextual modeling technologies that

implement the concept of a “social learning model”. This approach to testing and evaluating FL skills makes it possible to use such productive forms (as opposed to reproductive tests) as solving professionally oriented problems of various types, case analysis, business game, and project assignments as evaluation tools. The effectiveness of these forms of testing and assessing the quality of mastering FL is confirmed by the practical experience of using them to test the interrelated components of intercultural professional communicative competence and a holistic assessment of the general cultural and social competencies of a student of a non-linguistic university [1; 15].

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