



Problems Of The Formation Of Professional Competence Of Students Of A Technical University In The Study Of Foreign Languages And Ways To Solve Them

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ABSTRACT

The article is devoted to the problem of the formation of professional competence of students of a technical university in the process of studying the Russian language, considers the conditions under which this pedagogical process will be effective.

KEYWORDS

Professional And Communicative Competence, Professionally Significant Communication Skills, Professionally-Oriented Approach.

INTRODUCTION

As part of the implementation of the "Strategy of Actions for the Further Development of the Republic of Uzbekistan for 2017–2021", several regulatory and legal documents on the reform of higher education were adopted. In particular, it should be specially noted the Decree of the President of the Republic of Uzbekistan dated April 20, 2017, No. PP-2909 "On measures for the further development of the higher education system", No. PP-3775 dated June 5, 2018 "On additional measures to

improve the quality of education in higher education institutions and ensuring their active participation in the ongoing large-scale reforms in the country ", as well as the Presidential Decree No. UP-5847 of October 8, 2019" On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030 ".

The goal of higher education in the Republic of Uzbekistan is to educate professionals with developed communicative competence,

capable of acting in a business situation, professional growth and mobility in the context of informatization of society and the development of new science-intensive technologies. The problem of forming the communicative competence of a future engineer in the process of higher education is one of the most important in increasing the level of his professional competence.

A specialist with higher education needs to know a foreign language since in the context of the globalization of the economy, a foreign language is turning into one of the main production factors. “A specialist without knowledge of a foreign language is not a qualified, not a full-fledged specialist, even if he has technical knowledge” [1]. This article is about the Russian language.

The result of language learning is “the formation of practical skills of oral (speaking), writing, listening and understanding, reading, the ability to apply these skills to express their thoughts, understand the content and meaning of a text, perceived by ear or by eye, - in general for solving what is called communicative tasks in methodology and psychology”[2].

MAIN PART

Teaching foreign languages in Uzbekistan is going through a difficult period of restructuring, revision of goals, objectives, methods, materials, etc. The main task of teaching foreign languages is teaching the language as a real and full-fledged means of communication. Teaching a foreign language at a technical university should be communicatively oriented and professionally oriented, therefore, its tasks are determined by the communicative and cognitive needs of specialists of the corresponding profile. The formation of the professional competence of

students studying a foreign language at a technical university occurs under certain conditions and the influence of various factors. Based on the principles of the organization of the educational process, which constitute the essence of the communicative approach to teaching foreign languages (personality-oriented communication, role-based organization of educational material and the educational process, collective interaction, taking into account the context of professional activity), as the main factors of pedagogical influence on the success of this process, we identified the following:

- Professional orientation of the content aspect of teaching a foreign language;
- Humanistic communication style;
- Orientation towards culture as a professional value.

We consider the professional orientation of the content aspect of teaching the Russian language to be a significant factor in the formation of communicative competence in students of a technical university, since mastering a foreign language, in this case, is personally significant and stimulates the cognitive activity of students.

The orientation of the subject curriculum, its forms and content to the future professional activity of the student provides a motivational basis for the educational process. The needs of trainees are largely determined by their future profession. The context of professional activity triggers the motivation mechanism and contributes to the effectiveness of the learning process. If training has a professional focus, it will be effective.

We believe that taking into account professional interests in teaching the Russian language contributes to the creation of motivation for its study, which in this case is

based on the awareness of the goal of mastering the Russian language. The use of pedagogical technologies of contextual learning ensures the student's inclusion in the development of professional activity as part of human culture, "and thereby not only a simple reproduction of already known social experience is achieved, but also its expanded reproduction, enrichment due to the creative development of the personality of a future specialist" [3-5].

Mastering the Russian language provides an increase in active information on the speciality, and the study of the Russian language becomes motivated both in terms of general education and in terms of future professional activities of students. Therefore, the practical orientation is significant in our pedagogical work when teaching the Russian language. When a lesson in the Russian language is oriented towards future professional activity, the content of education is enriched with personally significant meanings. The teacher emphasizes the problematization of the educational process, instilling a value attitude towards the chosen profession, oneself as a unique personality, capable of overcoming difficulties in mastering the language. The more the content of education in the Russian language is filled with personally significant meanings for the student, taking into account the needs of the student, the more stimulated his value attitude to the subject of study, cognitive interest. As one of the main ways to intensify the work on the formation of professional orientation, we consider the correspondence of the content of teaching in major subjects to the content of teaching in the Russian language.

This allows you to create situations in the classroom that are close to the real conditions of professional communication, to use role-playing and business games in the educational

process. Integration of professional activity and the Russian language makes it possible to use various blocks of skills in special subjects and the Russian language in the context of a specific problem [4-7].

Experience as a teacher of the Russian language allows us to conclude that for a student's conscious attitude to mastering the Russian language, the learning objectives must meet the interests and needs of students. A teacher of the Russian language, using various forms of organizing training sessions (round table, business game, automated training system, project defence, etc.), encourages the activation of the student's personal position, stimulates the search, further interest in the subject, and provides an opportunity for individual self-expression.

The next significant factor in the formation of students' communicative competence, we consider the humanistic style of communication, based on respect for the individual, trust, empathy, valuelessness and unconditional acceptance of the student's personality, stimulating freedom of expression. The attitude to the subject, the moral and psychological climate in the group, ultimately the effectiveness of the process of forming the student's communicative competence largely depends on the style of pedagogical communication. Foreign language requires an individual approach to the student, taking into account his interests, language abilities, which is possible only with the purposeful cooperation of a teacher and a student based on principles of understanding, pedagogical support of the educational process.

The style of pedagogical communication, based on trust, without evaluativeness and unconditional acceptance of the student's personality, contributes to freedom of

expression, creative development of thought. In such a relationship, the teacher acts as a “coordinator, director” (A. A. Leontiev) of pedagogical interaction. Communication between the teacher and the student must be built in such a way as to turn educational communication into an informal personal one, to connect the training of the educational material with the context of real communication. Professional activity occupies an important place in a person's life, but life cannot be limited only to the performance of production functions. Professional development is always associated with a high level of culture and the ability to build interpersonal relationships, which means that culture is an important factor in the creation, improvement of the essence of a person. Therefore, we consider the orientation of the educational process to culture as the professional value of students of a technical university as the next important factor in the formation of communicative competence. The upbringing of a highly qualified professional in the field of technology, capable of adequately reacting to the current situation on the labour market, should begin with the upbringing of a “man of culture”. "A person of culture is always the cumulative result of professional training and personal work on oneself ..." [5-11]. A foreign language is a part of the culture and plays an important role in the formation of an individual, the education of his moral qualities, the formation of professional competence. Any profession is a part of world culture and develops in accordance with world experience, integrating into the system of cultural and industrial relations of any particular country. The experience of conducting practical classes shows that each student in his own way feels his belonging to the profession, expressing it in accordance with his goals, interests, prospects, cultural level.

For the successful implementation of activities in the field of international relations, in addition to knowing the Russian language, it is necessary to have an idea of the country, its culture, traditions, customs, the system of values adopted in society, the cultural stereotype of society, the system of role expectations. Mastering a foreign language code, which allows for successful intercultural professional interaction, presupposes the mastery of “professionally significant concepts of foreign culture, which determine the specifics of social and business behaviour” [12-19]. Cultural knowledge about a foreign language society forms "perceptual readiness" (T. N. Astafurova) for effective intercultural communication and, consequently, for international professional cooperation. In this regard, we consider the culture of the country a professional value for specialists in the field of world engineering. All factors are interrelated, interdependent and affect the effectiveness of the formation of communicative competence among students of a technical university in the process of learning the Russian language.

The effectiveness of the influence of the considered factors of pedagogical influence on the process of formation of professional and communicative competence among students of a technical university in the process of studying the Russian language provides for the observance of the following conditions:

- Enrichment of the meanings of the content of education in the Russian language;
- Development of professionally significant communication skills;
- Introduction to business etiquette as an element of the culture of the country of the target language.

As our research has shown, an important condition that increases the effectiveness of

the formation of professional competence of students of a technical university can be considered the enrichment of the meanings of the content of education in the Russian language, which makes it possible to turn the mastery of the Russian language into a creative, personally significant process that stimulates the cognitive activity of students by solving cognitive developmental problems. ... With personality-oriented teaching of the Russian language, the main content and the process of education are maximally comprehended, meaningful for students. Students learn what is important for them personally, makes sense for them [17-19]. This also applies to the teacher of the Russian language, for whom the programs become an approximate final guideline while maintaining the ability to choose a specific path in accordance with the preferences of their own and the students. In this case, teaching the Russian language turns into an exciting process of discovering and searching for your own cultural personality image, in which all participants are active, and which will contribute to the development of the communicative competence of the participants in this process.

In the study of any topic, we emphasize the subjective personal sense. Such cognition is always cognition of oneself, the discovery of the world in oneself and through oneself. A thoughtful and motivated choice of topics studied by students ("Business meeting", "How to negotiate", "How to get a job", "How to write a resume", etc.) contributes to the acquisition of personal knowledge by students - the most profound, lasting and valuable for them ... The thematic organization of teaching a foreign language allows you to strengthen interdisciplinary connections. The focus is on the integral process of becoming a professional, the formation of communicative

competence as an important component of a professional.

The next important condition for the formation of communicative competence among students of a technical university is the development of professionally significant communication skills. Tendencies in teaching the Russian language as a means of communication are manifested in the communicative orientation of the goals, content, principles and methods of teaching.

The goal of training at a technical university should be considered not language and not just speech activity - speaking, reading, listening, writing, but the specified types of speech activity as a means of communication, in other words, the goal of teaching the Russian language is to acquire communicative competence, which "does not involve learning as much to the system of the language as to the practical mastery of a foreign language" [7].

Based on the nature of the future professional activities of graduates, we consider the main task of teaching the Russian language to be not only the practical mastery of the Russian language but also the development of professionally significant communication skills and skills in students (participation in negotiations, conducting presentations, conducting business correspondence, etc.) ensuring the effective use of the Russian language in the field of professional communication. This is achieved by applying a communicatively oriented, professionally-oriented approach to teaching the Russian language. This approach ensures the development of students' ability to practically use the Russian language, to correlate its units, forms and structural organizations with the communicative functions they perform. Communicativeness presupposes the speech

orientation of the educational process, which lies “not so much in the fact that a practical speech goal is pursued, but in the fact that the path to this goal is the very practical use of the language. The practical orientation is not only a goal but also a means, where both are dialectically interdependent ”[8]. In engineering, language is a medium for the exchange of business information, so it is necessary to develop certain business skills in students. In the process of developing students' communicative competence when studying the Russian language, it is necessary to use various forms of active learning (discussions, round tables, conferences, excursions, business games) to develop business interaction skills. Thus, with a communicatively oriented professionally-oriented approach to teaching the Russian language, the focus of teaching shifts from memorizing vocabulary and grammar to the implementation of communicative intentions. A communicatively oriented professionally-oriented approach to teaching the Russian language contributes to the development of professionally significant communication skills, which is an important condition for the formation of communicative competence. This means that the ultimate goal of learning is language acquisition as a means of communication.

Of professional and communicative competence among students of a technical university in the process of studying the Russian language, we consider the introduction to business etiquette as an element of the culture of the country of the target language. An integral part of the professional culture of an engineer and an important factor in achieving business success is the ability to communicate with people. The choice of language means also affects the effectiveness of communication. In this case, it

is necessary to focus on the interlocutor, the situation, the formality or informality of the situation. In business communication, everything is important: what we say and how. Therefore, it is very important in the classroom to teach students both communication techniques, and the correct choice of language means. Trainees, as a rule, do not experience great difficulty in mastering terminology and professional texts. As the author's experience and the results of a survey of students show, the greatest difficulties are caused by the interpersonal, interactive aspect of professional communication: how to make a presentation in order to interest a partner; how to write a request or sales letter to be sure to receive a response or order; how to extract as much information as possible from a telephone conversation/letter or read (hear) between the lines while participating in negotiations or signing a contract. Knowledge of the rules and regulations of business etiquette, strategies and tactics of business communication is especially important in intercultural business interaction.

To ensure practical language proficiency as a means of business communication and the formation of students' communicative competence, the process of learning the Russian language must become a means of introducing students to the norms of business etiquette of the country of the target language, acquaintance with the realities of modern life of native speakers.

Classes in the Russian language provide ample opportunities for introducing students to the culture of the country of the studied language through foreign language texts. Using audio and video materials, the teacher can develop the interest and imagination of students, the ability to critically reflect on what he saw and heard, break down the barriers of misunderstanding and mistrust of other

nations. Working with audio and video texts convinces students that the Russian language is an integral part of the life and culture of a given country, fosters self-respect and eliminates social stereotypes, makes it possible to understand and develop non-verbal communication skills, which is very important in business communication.

In Russian language classes, it is necessary to emphasize the importance and usefulness of knowledge of the national characteristics of business communication, which cannot be effective without taking into account cultural differences in behaviour.

Students should be drawn to the fact that compliance with the rules of business etiquette and the ability to behave culturally are especially important when working with representatives of a different culture.

By joining this knowledge, the student raises his general cultural level, chooses his image following the cultural traditions of the country, draws conclusions about his intellectual, personal, physical and other capabilities, decides on their development. The pedagogical process, aimed at obtaining and reflexive perception of cultural knowledge, raises the intellectual level of students, introduces them to culture, stimulates the desire for professional growth, and contributes to the formation of communicative competence.

The pedagogical influence on the process of forming professional and communicative competence, in our opinion, is due to:

- Professional orientation of the content aspect of teaching the Russian language;
- A humanistic style of communication;
- Orientation towards culture as a professional value.

- The success of the above factors is ensured under the following conditions:
- Enrichment of the meanings of the content of education in the Russian language;
- Development of professionally significant communication skills;
- Familiarizing students with business etiquette as an element of the culture of the country of the target language.

CONCLUSION

As a result of our experimental work, we concluded that the Russian language can act as a means of forming professional and communicative competence and contribute to the education of a professional. Communicative competence as an important component of professional competence is of great importance for a future engineer since the successful solution of professional problems requires knowledge of national and foreign culture, the ability to listen, and the ability to conduct a discussion. In the process of teaching the Russian language, it is necessary to use innovative methods and techniques that activate students' activities and contribute to the formation of professional and communicative competence.

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