

Guzal NURULLAEVA,
independent researcher
University of Public safety of the Republic of Uzbekistan
E-mail: nurullaevag@inbox.ru
Tel: +998994713091

Under the review docent of TSOU Sh.Tuychibaeva

DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING FOREIGN LANGUAGE

Annotation

This article describes the process of developing the foreign language professional and communicative competence of students at the stage of higher education. The author gives an example of a methodology of using situations in foreign language classes to develop students' business communication skills in order to increase their motivation. The analysis of methods allowing to form the ability of students to use foreign language as a tool for communication and information exchange is also carried out.

Key words: communicative model of teaching foreign language communication, motivation of communicative orientation, ways of activating communicative skills, professionally oriented education.

CHET TILINI O'QITISH JARAYONIDA PROFESIONAL-KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

Annotasiya

Ushbu maqolada oliy ta'lim bosqichida chet tilida professional-kommunikativ kompetensiyasini rivojlantirish jarayoni bayon etilgan. Muallif talabalarning ish muloqot ko'nikmalarini rivojlantirish uchun chet tili mashg'ulotlarida vaziyatdan foydalanish metodikasini misol tariqasida ularning motivatsiyasini oshirish maqsadida keltirgan. Shuningdek, chet tilidan muloqot va axborot almashinuvi instrumenti sifatida foydalanish qobiliyatlarini shakllantirishga imkon beruvchi uslublar tahlil qilingan.

Kalit so'zlar: chet tilida muloqot qilishni o'qitish kummutikativ modeli, kommunikativ yo'nalish motivatsiyasi, kommunikativ ko'nikmalarni faollashtirish usullari, professional yo'naltirilgan ta'lim.

РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация

Данная статья описывает процесс развития иноязычной профессионально-коммуникативной компетенции обучающихся на этапе высшего образования. Автор приводит пример методики использования ситуаций на занятиях по иностранному языку для развития навыков делового общения студентов с целью повышения их мотивации. Также проведен анализ методов, позволяющих формировать способность обучающихся использовать иностранный язык как инструмент общения и обмена информацией.

Ключевые слова: коммуникативная модель обучения иноязычному общению, мотивация коммуникативной направленности, способы активизации коммуникативных навыков, профессионально-ориентированное обучение.

Introduction. Due to the rapid development of society and the rapid pace of its informatization, significant amount of foreign language information related to the professional activities of specialists in various industries is emerging. In this regard, it seems relevant for a future specialist to be able to analyze a large amount of foreign language information, adequately evaluate it, determine the areas of application, theoretical and practical significance for solving professional tasks.

The growing needs for professionals with a high level of professional communicative competence demands the orientation of foreign language teaching towards the cooperation between professional and language education. At the same time, the highest degree of mastering foreign language is considered to be the formation of a communicative competence, whereas it is important to use it for information exchange. The methodology of communicative teaching, defining the approach of teaching foreign language is based on the recognition of the fact that successful communication requires teaching language "as a communication tool."

Literature review. The scientific and theoretical basis of developing communicative and professionally oriented communicative skill while teaching foreign language are reflected in researches and academic works of I. Zimnyaya, A. Leontev, and V. Skalkina. According to their definition the communicative competence of teaching foreign language is realized through the maximum immersion of students into a language and professional environment at the stage of higher education.

In the sphere of psychology, the pattern of developing foreign language professional and communicative competence causing the rise of motivation in learning foreign language was studied by P. Galperin, V. Davidov, L. Edward and V. Hamilton.

From the methodological prospect the phenomenon of "professional communicative competence" was particularly analyzed and divided into significant didactical components by H. Stern, L. Kharchenkova and U. Rivers.

Research methodology. The need of higher educational institutions to prepare competent specialists who speak professional foreign language, who are able to constantly improve their experience, develop their individuality, including with the help of a foreign language, is the reason for constant researches by scientists, pedagogical experiments by teachers, disputes and discussions about ways to develop students' foreign language communicative competence.

Solving a communicative task with the help of a foreign language, future specialist cannot be content with a set of clichés, but must be able to listen and understand the interlocutor, express his position in a reasoned way, prove or refute a fact, while forming his ideas clearly and logically. He should be able to solve communicative tasks within the framework of his professional competence, using a foreign language as a tool. Such forms of intercultural professional communication as correspondence, business conversation by phone, meetings and press conferences, negotiations and presentations require very serious special training.

Modern trends in the labor market associated with a new look at a successful professional, with the strengthening of the role of communication processes and their integration, put forward new requirements for employees who competently respond to these changes. A foreign language is becoming a necessary tool for solving professional tasks, as well as problems of intercultural communication. The use of language to solve professional tasks imposes special requirements on various areas of foreign language communicative competence [1, p. 59]. Forming an integrative whole, they comprise five areas of competence:

1. Perceptual competence. It is based on the interpretation and emotional expression of personal perception, which is realized in non-verbal communication (for example, in indirect speech).
2. Information competence is the ability to collect and analyze information from various sources, as well as the ability to use the information received in various situations.
3. Discursive competence is associated with the ability to convince and argue a statement, to defend one's own point of view.
4. Managerial competence – the ability to cooperate, to have a productive dialogue with a partner or subordinate.
5. Substitutional competence is the possession of strategies, a set of techniques to avoid conflicts in communication caused by linguistic, cultural and other barriers [3, p.125].

Professional competence cannot be considered in isolation from communicative competence. The formation of the first takes place not in a professional context, but in a general linguistic. Thus, effective foreign language lessons at the stage of higher education should be immersed in a professional context[5]. Especially important is the possibility of designing and organizing the technology of professional activity of a future specialist in situations of foreign language communication (*see table below*).

Basic communication situations (examples)	Professional situations (examples)
Introducing yourself (name, place of residence, profession, interests, etc.)	Introducing yourself (name, position, company, place of work, etc.)
Vacation planning (transport, route plan, accommodation, excursions)	Business trip planning (base, vehicle, travel route, accommodation, dates, partners)
Telephone conversation (greeting, introduction, expression of desire, news transmission)	Telephone conversations (greeting, introduction of oneself and the company, expression of desire, communication support, news transmission, recording the results of conversation)
Casual clothing (clothing, color, individual cases where one or another type of clothing is appropriate)	Work clothes (dress code, rules, individual cases where one or another type of dress code is appropriate)

The professionally oriented characteristic is the focus of teaching foreign language at higher educational institution. Specialized education includes a general education course and involves advanced learning in accordance with a specialized area. Based on all of the above, students successfully have completed the course should:

- have an idea of the applied meaning of foreign language and its impact on success in their professional activities;
- possess bilingual equivalents of professional terminology;
- work confidently with professionally oriented foreign language information, and be able to work with educational and cognitive authentic literature to expand professional horizons;
- have the skills to work in computer networks to search and exchange professional information in foreign language;
- confidently use foreign language as a tool of oral and written interaction in the format of international seminars and conferences.

Foreign language professional communication skills do not come naturally; these skills need to be developed and maintained, constantly practicing, which should be carried out by foreign language teachers.

Analysis and results. At the same time, all pedagogical conditions for the formation of foreign-language communicative competence of future specialists can be combined into the following groups: content-target conditions; methodological and instrumental conditions; control and evaluation conditions:

Content-oriented is the purposeful selection and structuring of theoretical knowledge and skills that determine the formation of foreign language communicative competence in the process of professionally oriented learning.

Methodological and instrumental are methods including the "immersion" of students in situations as close as possible to the real conditions of professional activity, allowing them to acquire knowledge and skills of foreign language communicative competence in a motivated and conscious manner; the use of integrated methods, forms of organization and means of professionally oriented learning in the educational process at all stages of the formation of foreign language communicative competence of students.

Control and evaluation tool is comprehensive diagnostics, including control, verification, accumulation of statistical data, their analysis, identification of trend dynamics; compliance with the logical sequence of control, allowing for the elimination of gaps in achieving intermediate goals; the application of a reasonable system of criteria, including: motivational, meaningful, activity.

The motivational criterion is the presence of motivation that encourages to increase the level of foreign-language professionally oriented communicative competence; the desire for self-development, for career growth; the desire to develop professional interests. The indicator of this criterion is the degree of expression of motives for learning foreign language within the framework of professionally oriented communicative competence.

The *content criterion* is knowledge of a foreign language and foreign language competence in the professional field, which are presented in an inseparable unity, comprehensively. The system of knowledge and interests of a person forms a horizon, on the basis of information knowledge (its indicator is the thesaurus of personality). The indicator of this criterion is the level of proficiency in a foreign language; level of proficiency in forms, types of foreign language communicative activity; the level of understanding the professionally oriented material.

The *activity criterion* is a set of skills and abilities that allow students to actualize their speech experience and adequately use their knowledge of foreign language professionally oriented communicative competence. An indicator of this criterion is the ability to use words and phrases in accordance with the norms of a foreign language; the ability to conduct a dialogue and monologue; the ability to conduct a discussion, organize a conversation based on professional situations. There are language situations in which communication is usually very standard.

A future specialist in the professional implementation of a foreign language needs to be thoughtful, have the ability to empathize, have the ability to adapt his behavior, make correct predictions, and explain correctly. Openness and willingness to accept new information and the ability to apply it indicate the adequacy of the use of knowledge of foreign language professionally oriented communicative competence and ensure the achievement of effective communication between representatives of different cultures in the professional field [2, p.200].

The formation of students' foreign language communicative competence in the process of professionally oriented learning in foreign language lessons can be quite effective under the condition of:

- considering the formation of foreign language competence as a complex multi-level education, including social and linguistic components;
- including optimal pedagogical conditions in the educational process;
- use a set of verbal and non-verbal means of carrying out foreign language communication;
- developing criteria for analysis and control to determine the level of formation of foreign language communicative competence of students at different stages of professionally oriented foreign language at the stage of higher education.

Pedagogical conditions for the formation of foreign language communicative competence in the process of professionally oriented teaching of foreign language to university students as a set of methods, forms and means of teaching should be represented by:

- a system of practical and extracurricular activities;
- methodological manuals and recommendations for teachers and students, a system of foreign language speech exercises in various types of speech activity aimed at the formation of foreign language communicative competence in the process of professionally oriented learning;
- audio and video recordings that help to organize trainings and workshops on educational foreign language communication of students.

Conclusion. When teaching foreign language at higher educational institution, the focus should be on the consistent and systematic development of all components of students' communicative competence in the process of mastering various strategies of speaking, reading, listening and writing. At the same time, teaching a foreign language should be aimed at learning foreign language as a means of international communication, through the formation and development of basic communicative skills in the main types of speech activity. Thus, any professionally oriented lesson in foreign language, besides the fact of targeting to primarily language teaching, will also prepare specialists for the field of work in general. At the same time, the focus will be on integrated professional foreign language communicative competence. The professionally oriented lesson will also develop communication skills that are not specifically focused on a specific field of application, but serve as a strategy for choosing the context of professional activity.

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