



THE MAIN FORMATION OF PROFESSIONAL COMPETENCE OF THE STUDENTS OF TECHNICAL UNIVERSITIES IN THE RUSSIAN LESSONS

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ABSTRACT

One of the strategic goals for the development of the higher education system in the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 is "improving the quality of training highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of the country."

The dynamic transformations that are taking place in modern society in Uzbekistan, the new philosophy of education, the establishment of rational worldview guidelines in the minds of citizens and the renewal of all spheres of human activity in a special way that actualize the problem of improving the quality of training of future technical specialists and encourage educators to search for more effective models of organizing the educational process in high school. At the present stage, the development of technical education is carried out in a socially oriented economy; therefore, in the educational process of a technical university, attention is focused on the selection of disciplines taking into account the promising goal of training a competitive technical specialist.

The main goal in teaching Russian at a technical university is not only mastering linguistic and intercultural communication skills, but also professional communication skills. That is why the foreign language training of future specialists should be aimed at the formation of their communicative competence at the level of professional proficiency. For successful implementation in professional activity, science, modern society, international communication, students of technical universities need to master linguacultural skills that form intercultural foreign language communicative competence, without which it is impossible to implement any type of activity in the intercultural space.

The modern policy of higher education in the new Uzbekistan reflects not only national interests in the field of national education, but also takes into account the educational trends of world development: the transition to an information society, the spread of intercultural relations and international cooperation, the development of the





economy, science and technology and, as a result, an increase in the role of qualified labor and increased competition.

The changes above determine the importance of the factor of sociability, the formation of modern thinking in the younger generation, the need for professional development and mobility, and, consequently, the need for knowledge of foreign languages.

The concept of modernization of Uzbek education proclaims improving the quality of vocational education, which emphasizes that the main goal of vocational education is to train a qualified employee who is competitive in the labor market, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards. The strategy of modern education is aimed at intercultural, communicative, informational and innovative development.

So, in modern conditions, the requirements of society for the formation of foreign language competence among qualified specialists of both humanitarian and technical specialties have significantly increased. Therefore, in accordance with the concept of modernization of domestic education, we conclude that the peculiarity of professional training of students of technical specialties should be in the professional orientation of the formation of foreign language communicative competence of future specialists. Before disclosing this aspect in detail, let us first characterize the concepts of a number of terms listed above.

Based on the definition given by the Big Modern Encyclopedia, competence is a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve. Unlike the term "qualifications", competence includes, in addition to purely professional knowledge and skills, such qualities as initiative, cooperation, the ability to work in a group, communication skills, and the ability to learn, evaluate, think logically, select and use information."

Thus, we can conclude that competence is considered as a complex of competencies determined by such personality qualities, without which it is impossible to carry out effective activities in relation to a certain range of objects and processes.

In turn, communicative competence implies a set of communicative abilities, knowledge, skills and abilities, social and emotional experience of an individual in various types of communication.

As a result of the establishment by employers of modern requirements for university graduates in higher education, the term "professional competence" has become widely used. According to K.V. Shaposhnikov, the category "professional competence" should



be perceived as the readiness and ability of a specialist to make adequate decisions in order to effectively perform professional activities. He characterizes professional competence as a combination of "integrated knowledge, skills and experience, as well as personal qualities that allow a person to effectively design and carry out professional activities in interaction with the outside world."

I.V. Volgin emphasizes that the professional competence of a specialist consists not only of a certain amount of knowledge and experience, but largely of the ability to use the acquired knowledge in the implementation of his professional activities.

From this point of view, foreign language professional competence can be defined as a person's ability to competently and effectively use a foreign (in our case, Russian) language in various communicative situations of professional activity.

In other words, foreign language communicative competence can be considered as a significant and relevant component of the professional competence of a future engineer, since it is the possession of a foreign language and communication skills that contributes to the formation of a highly qualified specialist in the professional field, which is urgently needed today as a result of the modernization of domestic education. In a technical university, teaching the Russian language to students of national groups can be attributed to the category of teaching a special discipline, since it should contribute to the mastery of a foreign language professional communicative competence at a level at which students would be able to solve professional problems in Russian in the process of business communication, using this is all the necessary knowledge, skills and abilities. For the formation of professional communicative competence, it is necessary to ensure the practical orientation of teaching the Russian language, namely, the course of the Russian language should be closely related to a number of special disciplines studied by students in specialized courses.

The development of interdisciplinary coordination, providing for the parallelism of work in the mainstream of different disciplines in the formation of future specialists, should ensure high professional training of trainees. Such an approach to the learning process is possible only with targeted accounting and broad implementation of interdisciplinary coordination, in particular, the connection of the Russian language with special subjects studied by students at the university.

In our opinion, to implement such an approach, it is necessary, firstly, to rely on special subjects studied in parallel, for example, in the 1st semester of the first year, and to highlight the lexical and grammatical material that is common to several basic academic disciplines, and then put it in a textbook on the Russian language, and



thereby ensure its repeated repetition not only in the lessons of the Russian language, but also in lectures and seminars in special disciplines. In this case, we mean a horizontal, synchronous slice of the tongue.

Secondly, take into account the continuity in the study of special disciplines and interdisciplinary coordination in the diachronic cut, i.e. to establish the continuity of the lexical and grammatical material in the academic disciplines of subsequent courses. Thus, the identification of the most common lexical and grammatical material in both synchronous and diachronic sections of the language makes it possible to select relevant lexical and grammatical material that can be included in educational materials and used to form the skills and abilities needed by a future specialist.

Knowledge of the Russian language, thus, becomes one of the means of acquiring, replenishing and processing educational and scientific information of special knowledge during the period of study at a university, as well as improving special knowledge in the process of practical activity.

The lack of textbooks and teaching aids for students of technical universities, taking into account the profile of the future specialty and reflecting the real communicative needs of this contingent, significantly reduces the quality and level of training of students and thereby slows down the process of mastering the language of the specialty. Therefore, at present, interdisciplinary coordination in teaching the Russian language is carried out in two directions:

- 1) the creation of professionally oriented textbooks and teaching aids, in which the account of the specialty of future engineers is clearly traced both at the lexical-grammatical and semantic-syntactic levels;
- 2) creation of branch bilingual dictionaries. Similar work is already being actively carried out at the departments of the Russian language in non-philological universities of Uzbekistan, for example, at the Tashkent State Law Institute, the Financial Institute, Tash MI, such work has begun at FerPI and many others. This testifies to the promise and importance of such research for the development of the theory and practice of teaching Russian as a foreign language.

To achieve the above in a technical university for the formation of professional competence, it is necessary to take into account a number of features of teaching the Russian language.

So, for example, according to the new program drawn up by the National University of Uzbekistan, based on the results of studying the Russian language, students of



technical specialties should know: 1) the linguistic structure of the studied language (phonetics, grammar, vocabulary); 2) the specifics of scientific and technical literature; 3) the rules for compiling the main types of text compressions (abstract, abstract); 4) the structure of messages, reports, presentations; 5) the rules for drawing up a resume, business correspondence; 6) business etiquette.

Also, as a result of studying the Russian language, students should be proficient in:

- 1) a conversational module, namely, to be able to conduct a dialogue in everyday, professional and business communications; carry out monologue statements on professional topics (messages, reports, presentations);
- 2) the listening module, namely, to be able to perceive by ear the content of oral statements in a foreign language, pronounced at the usual pace on cultural and professional topics; fix useful information in the listening process;
- 3) a reading and understanding module, namely, to be able to fully understand the content of original professionally oriented texts using a dictionary; understand the general content of original professionally oriented texts without using a dictionary;
- 4) a writing module, namely, to be able to compose various types of academic writing in Russian.

In order to effectively form the above knowledge and skills among students of technical universities, teachers should use the following types of practical classes in the process of teaching Russian:

1. Classes aimed at mastering the knowledge of the structure of the language, that is, mastering the basic elements of the language: phonetic, lexical and grammatical on the examples of professionally oriented literature. To master the lexical element, students need to study the most used scientific, technical and general scientific vocabulary, common phraseological units, word formation rules, the concepts of synonymy, antonymy and homonymy, as well as know abbreviations, international words and be able to correctly read symbols and formulas, that is, master all lexical means, typical for oral and written speech in situations of professional communication.
2. Classes aimed at mastering the skills of professional foreign language communication. Such classes are aimed at developing students' speech skills in the field of professional communication. Classes on mastering communicative activity are divided into two types: classes on mastering receptive types of speech activity and classes on mastering productive types of speech activity.



In classes on the development of written language, written tasks in grammar and vocabulary should be used, which form language competence, as well as tasks that form the communicative skills of students in writing, for example: tasks for drawing up a plan for the material read, a compressed presentation of the content of the original text in writing, written preparation of reports in the specialty of students of technical universities.

The speaking process presupposes that students have a prepared and unprepared monologue speech (the ability to make messages, reports, presentations in a foreign language), as well as possession of dialogic speech in regional, professional, business and everyday situations.

Students of technical universities must master all types of reading: introductory, viewing, search and study, as well as be able to use the skills of contextual guessing when reading the original scientific and technical literature and be able to work with it. Interpretation and translation from a foreign language into a native language can also be used by a teacher as a means of developing reading skills, as well as a method of monitoring the accuracy and completeness of reading comprehension.

In classes focused on the development of communication skills, a Russian language teacher at a technical university should involve original scientific and technical literature as educational texts, in this situation: scientific and technical articles from foreign journals, as well as specialized textbooks for students of technical specialties.

3. Combined classes aimed at the comprehensive mastering of knowledge of the structure of the language, as well as the skills and abilities of communicative activity within the framework of one lesson. In other words, combined classes are aimed at mastering by students' lexical and grammatical knowledge and professionally oriented communication activities, which in turn are the main components of students' professional competence.

4. The rapid development of innovative technologies, which has affected almost all areas of science and production, requires from modern universities professionally oriented training of students and highly qualified specialists in their field, including knowledge of a foreign language in the profile of work. For the effective formation of a foreign language professionally oriented communicative competence of students, technical universities often use an equally important type of practical training as an independent work of students. In foreign language classes, the teacher should allocate a sufficient amount of time for the system of independent work - types of classes aimed



at developing self-control, mutual control and introspection, relying on the use of students' reflection.

The system of independent work of students of technical specialties should include: 1) analytical reading of professionally oriented texts; 2) preparation of oral messages (report, presentation); 3) writing academic letters (abstracts, abstract, abstract); 4) preparation of scientific and technical conferences.

In order to effectively form students' foreign language professionally - oriented communicative competence, university teachers should introduce all forms of education in a comprehensive manner, replacing one type of activity with another, developing all types of communicative activity along with various knowledge about the structure of the language. That is why the most common type of lesson in a technical university is a combined lesson, because it is precisely this, as mentioned above, aimed at mastering by students lexico-grammatical and communicative activities, which in turn contribute to the effective formation of professional foreign language communicative competence among students of technical universities.

To achieve the above modules, knowledge, skills and abilities among students of technical specialties, teachers of the Russian language need to resort to those methods and techniques that will contribute to the effective assimilation of the Russian language with the further application of this knowledge in the professional field. In our opinion, these include: compressed types of work with scientific and technical literature, computer testing and modular training, which has been confirmed by numerous experiments.

As mentioned earlier, the process of teaching the Russian language at a technical university is specific, since most of the educational program in it is devoted to the exact, and not the humanities. It follows that the main task of Russian language teachers at a technical university is to teach students to work with scientific literature in Russian in their specialty and to communicate in Russian in the field of their profession. To achieve this goal, the most effective methods are abstracting and annotation, used in working with texts in the specialty in the classroom of the Russian language. These methods contribute to the formation of foreign language competence in students and, no less important, they teach students to work independently with the text.

That is why teachers of technical universities should pay special attention to the formation of students' skills in abstracting and annotating. In addition, the process of summarizing and annotating contributes to the development of students' skills of



analytical and synthetic processing of information contained in texts, which are so necessary for students of technical universities. These two types of text compression are based on two methods of thinking: analysis and synthesis. Analysis allows you to highlight the most valuable information, that is, to separate the main data from the secondary, and synthesis allows you to combine into a single whole the main information obtained because of the analysis process.

Such types of work with texts in the specialty are used not only to teach students to distinguish the main information from the secondary and to formulate it correctly, but also serve as a means of exchanging information on an international scale, which necessitates the need for future specialists to master compressed types of presentation. An abstract is a complex and generalized presentation of the content of the material. An abstract is the most concise description of the original material in order to report the availability of information on a given problem or topic. In other words, the abstract answers the question of what the primary source says, and the abstract - what exactly it says. It can also reflect the background facts of complex issues. It follows that the abstract cannot replace familiarization with the primary source itself, while the abstract offers the full content of the primary source. From all of the above, we can conclude that summarizing and annotating are two forms of extracting and fixing information when reading foreign language texts, which makes these two compression methods the most important means of teaching a foreign language in technical universities. The principle of summarizing and annotating foreign language professionally oriented literature is based on combining two competencies: professional and foreign language, which helps to increase the level of Russian language proficiency in future specialists and professional growth in general. Consequently, teachers of technical universities need to apply similar types of work with scientific and technical literature in order to improve the process of teaching a foreign language.

Another technique for the formation of foreign language competence of students of technical specialties is the use of tests and computer testing by the teacher. The test is a standardized, often time-limited test designed to obtain an objective assessment of the level of knowledge and assimilation of the material passed.

There are the following types of test control:

- current test control of students' knowledge (checking the quality of knowledge assimilation on the topics of the seminar);



- midterm test control of students' knowledge (carried out at the end of the semester or academic year);
- final test control of students' knowledge (control of residual knowledge of students, which is carried out no later than 6 months from the date of passing the exam);
- training testing or independent work of students (refers to educational testing).

The forms of test items are also distinguished: - closed form (selection of one or more correct answers from a number of proposed options);

- open form (student's independent answer without the proposed options);
- establishing compliance;
- establishing the correct sequence.

The advantage of test control over other types of pedagogical technologies is that it allows you to check a much larger amount of material and thereby gives the teacher a more complete picture of the knowledge of the test-takers, and increases the objectivity of assessing students' knowledge.

In recent years, the use of computer testing as a means of teaching and control has been widely used. Computer testing teaches students to work independently, self-control and systematization of knowledge, helps them master the computer and disciplines them. Training testing using a computer performs not so much a controlling function as a teaching function, it helps students to better assimilate the material, memorize vocabulary, and consolidate individual topics or modules. In addition, computer testing is an effective means of preparing for a test or exam.

All of the above advantages of test control explains their extreme popularity in educational institutions. The specificity of foreign language training of future specialists is to expand their technological field, introducing into it non-traditional monitoring technologies, modeling and design technologies, case technologies, creatively oriented technologies that allow to form both professional culture and linguistic competence.

Traditional teaching in most cases boils down to the transfer of information from teacher to student, and then to its reproduction. Now independence is considered as one of the most important personal qualities necessary for the formation of self-educational competence. Self-education is an integral part of the professional competence of a specialist. Therefore, modern pedagogical technologies should contribute to the development of the student's skills of independent acquisition of knowledge. One of such technologies that can solve these problems and make the



transition to a new, changed learning process is, according to experts, modular training.

The term "module", which came to pedagogy from computer science, is international. There are many derivatives with the word "module": modular technology, modular method, modular approach, and modular program, block-modular and modular-rating technology. However, in all these cases, we are talking about a methodology based on the development of training modules for a particular course. With regard to the definition of the concept of "module", there is a great variety.

Summarizing, it is possible to consider a training or educational module as a logically complete, autonomous unit of the content of an academic discipline, including information and activity aspects, the assimilation of which should be completed by an appropriate form of control of knowledge, skills and abilities formed as a result of the learners' mastery of this module. Today, modular technology has become widespread in our country, and first, this is due to the accession of Uzbekistan to the Bologna Declaration and compliance with its basic principles in relation to the field of higher professional education. One of the areas of reform is the internationalization of higher education, which implies an increase in the academic mobility of students and teachers. Now students, being enrolled in one university, have the opportunity to go to study for one or several semesters to another university or to another country. In this regard, training based on autonomous modules that can be selected depending on individual needs becomes especially relevant. In addition, the internationalization of education has resulted in an increased interest in learning a foreign language as a means of communication.

Depending on the main approaches to the construction of modules, the following types of training modules are distinguished:

- a content module, which is understood as a whole training course, for example, the module "Russian language in the professional sphere";
- a thematic module, which deals with a separate topic, for example, "In the subscriber department of the power grid", "Interview when applying for a job";
- modules by types of speech activity, that is, a training block aimed at teaching writing, listening, reading and speaking, for example, "Teaching the basics of business correspondence";
- Aspect module, in which the purpose of the work is to teach various aspects of the language (vocabulary, grammar, phonetics), for example, "In-depth study of grammar by students of technical specialties";



- a level module is a module in which the complexity of the educational material correlates with the level of training of students, for example, "Conversational Russian for beginners".

With modular training, each student has the opportunity and the right, to a certain extent, to independently build an individual training plan and choose the modules that interest him. However, this principle cannot be applied to all training courses, some of which should remain compulsory, namely the basic course.

Traditional pedagogical technologies to this day dominate the higher education of Uzbekistan, providing students with knowledge, skills and abilities. However, in the 21st century, education is in a fundamentally different situation, and its main goal is not the assimilation of the knowledge system by students, as before, but the formation of knowledge and, on this basis, the training of competent specialists (bachelors, masters). The effective-target basis of education has changed; therefore, it is necessary to find pedagogical technologies adequate to these goals and results. However, this does not imply a rejection of traditional pedagogical methods. It is necessary to combine the principles of continuity of tradition and innovation. So, from all of the above, we come to the conclusion that today the training of students of technical universities in the field of studying the Russian language reflects all the modern requirements imposed by society on graduates and focuses on the formation of highly qualified specialists in professional activities and professional foreign language communications. Based on the analysis of the work programs of technical universities in the discipline "Russian language" and the work of teachers, we conclude that the main goal of modern technical universities is to master the Russian language by students, which allows them to communicate freely at a professional and business level, as well as to further improve their knowledge of the Russian language. in the process of professional activity and, conversely, obtaining new knowledge in the specialty and improving professional skills through the use of the Russian language.

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