



CHARACTERISTICS OF PROFESSIONAL ORIENTED INTERVIEW COMPETENCE FORMATION OF FUTURE VILLAGE ECONOMIC EMPLOYEES

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Abstract:

Our task in this article is to consider the pedagogical support of the formation of professional communicative competence among students of higher educational institutions in the field of agriculture during the process of learning a foreign language.

Keywords: agriculture, professional orientation, communication competence, formation, characteristic

Today, the purpose of higher education is not only to transfer knowledge, but "to prepare citizens who can think independently and see good opportunities for effective communication in cultural differences."

The purpose of higher education is to train specialists with advanced communication skills for professional growth and mobility in business conditions in information society and development of new high technologies. The problem of developing communication competence of the future agronomist during higher education is the key to improving his professional skills.

For a highly educated specialist, the need to know a foreign language arises, especially in the period of interstate relations. In the context of the globalization of the economy, in the process of interdependence of information flows, the foreign language becomes the main factor of production. It becomes a universal tool of professional, industrial life, and it is impossible to do without it. "A specialist who does not know a foreign language is not qualified, even if he has technical knowledge, he is not a full-fledged specialist."

Today, our students - future managers, experts in the field of international relations - must know at least one, preferably two foreign languages.

A.A. Leontev considers the process of learning a foreign language as "the ability to actualize and realize one's personality, to cultivate creativity and to make independent decisions in the field of life, activity, relationships, and the formation of an active personal position."





In order to build a statement of speech in a foreign language, it is necessary to analyze situations, goals, conditions, etc., to address the interlocutor, it is necessary to take into account information about the interlocutor's age, social status, formal or informality of the conversation. These speech operations help to develop communication competence. Communication competence is considered in pedagogical literature as a criterion of readiness for successful professional activity in all its functions: communicative (as a means of receiving and transmitting information); interactive (as a culture of interaction); perceptive (entering and understanding the interlocutor's inner world).

The final result of language learning is "the practical skills of speaking, writing, listening and understanding, finally, reading - the ability to use these skills to express one's thoughts, to understand the content and meaning of a text received by ear or eye, in general - to decide what is in methodology and psychology are called communicative tasks. In other words, the final result of learning a foreign language is the development of communicative competence. Teaching people to communicate is a difficult task, made even more difficult by the fact that communication is not just a verbal process. Its effectiveness depends on many factors: knowledge of the language, communication conditions and culture, rules of etiquette, knowledge of non-verbal forms of communication, etc.

Studying the experience of teaching a foreign language in agricultural higher educational institutions, as well as the author's practical experience as a teacher, led us to the conclusion that the main focus in teaching foreign languages to students is on the accumulation of knowledge, that is, vocabulary enrichment and grammar training.

Grammatical skills are necessary for language acquisition, but teaching based only on memorization is currently widespread in non-linguistic higher education institutions, which, unfortunately, does not develop students' creative activity, does not imply the development of their communication competence. With this approach, the level of motivation will be low, because the student will not be able to apply the acquired knowledge in his future professional activity.

As you know, practical lessons are conducted according to the same scheme: introduction and homework control, explanation of new grammatical material, strengthening vocabulary, giving homework. Such classes do not lead to free speech communication and increase the communication competence of students. The main task of teaching foreign languages is to teach the language as a real and complete means of communication.

Radical changes in the social life of our country, penetration into the world





community have turned the language into a real means of communication in various forms. Currently, the goal of foreign language teaching at the higher school level is to develop communicative competence in everyday and professional communication.

In recent years, the industry of Mmloqot has become more complex. Widespread and developed management, commercial, legal spheres of economic, professional activity, which makes the acquisition of skills of professional culture as an important component of professional intercultural communication to future professionals.

The characteristics of social cooperation that have changed under the influence of time have also revealed new components of the content of training, including the acquisition of new professional "roles": the organizer of a joint venture, a distributor of a foreign company, a manager who knows how to negotiate with representatives and conclude contracts, cultural and linguistic community and others.

In connection with the expansion of intercultural professional relations, society's need for specialists of various profiles who know foreign languages is increasing. However, mastering the code of a foreign language, which allows for successful intercultural professional interaction, "includes the mastering of professionally significant concepts of a foreign culture that determine the specific characteristics of social culture, and business behavior is determined by the influence of historical traditions and customs, lifestyle, etc.

Linguistic-social-psychological and cultural knowledge about the foreign-language society creates a broad context of intercultural communication, forms perceptual readiness for effective intercultural business communication and, as a result, international professional cooperation.

Based on the social order of society, business communication in a foreign language is one of the most important components of the training content of non-philological specialists. The foreign language course of the higher education institution is designed to be communicatively oriented and professional, and its tasks are determined by the communicative and cognitive needs of the specialists of the relevant profile.

Thus, learning a foreign language at a higher educational institution should be considered as the acquisition of communication competence, the ability to associate language tools with the tasks and conditions of communication, taking into account the norms of social behavior and the communicative purpose of the statement.

The following principles of humanistic pedagogy should be relied upon in the organization of the educational process aimed at the development of professionally oriented communication competence: compatibility of nature, compatibility of culture, compatibility of society, compatibility of freedom.

The founders of the principle of harmony with nature Ya.A.Komensky, J.J. Rousseau,





A. Disterweg, L. N. Tolstoy announced the special importance of man as an element of nature with his individual physical and mental characteristics. The modern understanding of human nature as a "bio-psycho-social-cultural-ethno-natural-cosmic being" enriches the interpretation of the principle of naturalness, which means the need to take into account the complexity of human nature and requires the teacher to be sensitive to pedagogical influence.

In learning a foreign language, the educational and educational process should be based on the student's personal experience and build an educational space that has a personal meaning for students, leads to research and independent learning.

In the logic of our research, the principle of cultural compatibility formed by classical pedagogy is important, according to which the student's learning and development should proceed in the context of culture.

The modern interpretation of this principle is related to the concept of cultural intensity of education (that is, the entire educational process is highly saturated with various elements of culture - N.B. Krylova). Cultural compatibility is the principle that education should be in accordance with the modern culture and its characteristics and requirements, focusing not only on cognitive, but also on cultural, spiritual, moral values, as announced by traditional education.

Modeling of real communication situations taken from the context of history, culture and professional activity, the perception that reflects them will help students to be active during classes and in the process of their preparation, as well as to develop interest and participation in research.

The principle of multicultural education determines that the content of education should be adapted to the different cultures of the society, which helps the students' cultural self-determination and cultural identification. He defines the requirement of building an educational environment as multicultural, communication and cooperation of cultures without any superiority.

The principle of social conformity reflects the idea of the role of education in the social reproduction of a person who corresponds to society's ideas about the "ideal" member of society as a successor and creator of spiritual and moral values.

L.N. According to Kulikova, the educational process, taking into account the social environment, has a "formative" effect on the conscious and unconscious level, is interpreted as determining the harmony of the individual, based on the determination of his relationship with society and self-awareness. Strengthening the influence of the social environment on the young generation, education creates optimal conditions for successful development and helps to form the experience of conscious self-determination for the self-development of a person, the development of his various





social relationships.

Thus, this principle determines the adaptation of the educational process as a special category of young people who are organizationally united by the higher education institution and have professional training, taking into account the characteristics of students as a social group.

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