



THE ROLE OF LANGUAGE KNOWLEDGE IN PROFESSIONAL COMPETENCE OF STUDENTS

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Annotation

The article discusses the advantages of a graduate of a higher educational institution who is fluent in a foreign language. The problematic aspects of the professional training of university students studying a foreign language are studied. It is based on non-traditional forms and methods of combining classroom and extracurricular activities that contribute to the formation of professional and communicative competence in a foreign language.

Keywords: professional training, communicative competence, foreign language, non-traditional forms of education, integration.

Introduction

The socio-political and economic changes in each country and the conditions created for the development of society determine, first of all, the need to qualitatively change the education system, especially the higher education system. In this regard, the task of optimizing the professional training of the future specialist should become a key task. In recent years, the issues of vocational training, retraining and professional development of a large part of the population around the world have become an urgent task. This is directly related to the rapidly evolving information technology and information exchange space in its place.

The integration of the Republic of Uzbekistan into the international economic and educational community will increase the demand for foreign language specialists. In addition, at the present stage, knowledge of a foreign language not only allows future professionals to communicate with foreign partners without an interpreter, but also provides ways to develop promising cooperation. Based on these requirements, new recommendations (CEFR) have been developed and put into practice in the country to meet the European Standards for Language Assessment of Foreign Language Teachers.

One of the main tasks of modern higher education today is to train a competitive, qualified, independent-minded specialist who can make dynamic decisions at a high





professional level and quickly adapt to various tasks of professional communication in a multicultural space.

Clearly, in the context of globalization taking place all over the world, it is impossible to carry out modern business contacts without knowing foreign languages. In this regard, it is natural that today the status of foreign languages will change. It has become an effective factor in socio-economic, scientific-technical and general cultural development, a means of oral and written communication between different peoples and cultures, an important tool for developing students' intellectual abilities and professional potential.

In turn, the education system also requires new approaches in training future professionals who are ready to work in a multilingual space and meet all modern requirements. In our opinion, the most important of these approaches in this regard are: ability to form interpersonal relationships at the communicative level; the ability to argue and draw conclusions by listening and listening to the interlocutor; ability to focus on basic and important information; ability to use information technology tools at a high level.

It is logical to add to this the approach of knowing and being able to use a foreign language. In modern conditions, a qualified specialist cannot take full advantage of the opportunities created without knowing foreign languages. A good knowledge of a foreign language, along with increasing the professional demand of university graduates, facilitates the level of its employment and contributes to their professional growth. Nowadays, knowledge of a foreign language is not only an indicator of a specialist's cultural development, but also one of the necessary conditions for his effective professional activity. However, in the context of higher education reform, there are contradictions between the traditional approach to teaching foreign languages to students and the professional and personal development of future professionals, which involves optimally adapting not only to local enterprises but also to work abroad.

The traditional study of lexical and grammatical material in higher education is not able to train and absorb the future specialist to use a foreign language independently in real situations of professional communication. The problem of improving the forms and methods of teaching that develop students' creative thinking, their cognitive activity, the ability to apply the acquired knowledge in practice is now a real problem, the solution of which allows professional communication to create situations as close as possible to real situations.

Non-traditional forms of foreign language lessons help to develop students' cognitive activity, which in turn helps them adapt to real professional activities.





Students will have the opportunity to contribute to the formation and development of professional and communicative competence in a foreign language. In our opinion, the communicative competence of a foreign language is a certain level of knowledge of a foreign language formed in the process of person-centered learning, the main purpose of which is to communicate freely with representatives of other languages in all types of speech activities. The most complete communication role in a foreign language can be manifested in games, competitions, discussions, etc. Recently, such forms of training: seminars, quizzes, KVN, press conferences, discussions, etc. have become widespread.

The above forms of training help to expand and deepen knowledge, skills and abilities in the acquisition of professional and communicative activities in a foreign language, stimulate students' interest in learning science, serve for the full development of the individual

Systematic use of integrated forms of work in foreign language classes helps to:

- Formation of cognitive activity;
- Independence of students;
- Development of creative thinking;
- Expanding and deepening knowledge, skills and abilities to master communicative activities in a foreign language;
- Stimulating students' interest in learning a foreign language;
- Comprehensive development of students' personalities;
- Formation of professional communication skills in a foreign language;
- Occupation of the profession.

In other words, professional activity modeled through play becomes the core of the internal organization, around which students' knowledge of language acquisition is gathered and strengthened. There is an activity-based objectification of any area of human reality, rather than a mechanical collection of data, which predetermines the activity of the game, models the subject and social content of future professional activity of professionals, defines its context.

The communicative competence of a specialist in a foreign language is most effectively formed in the unity of students' classroom and extracurricular activities based on the use of the following forms of work in the process of teaching a foreign language: professional skills competitions, practical conferences, scholarly competitions, debates, tournaments and more.

The integration of classroom and extracurricular activities is fully consistent with the trend towards summarizing problem elements, searching for research, using resources for independent work of students, creating conditions for creativity, mainly





informative active forms and methods of teaching. This will allow students to increase their level of practical knowledge of a foreign language, more fully realize the functions of a foreign language as a means of communication, develop language skills, expand receptive and active vocabulary.

In organizing different forms of audience, the teacher must remember and take into account the basic principles of working in a foreign language: the principle of connection with life, the principle of communicative activity, the principle of individualization of learning, the principle of situationality, novelty, the principle of interdisciplinary relations. Adherence to the above principles will allow students to achieve efficiency in the process of forming communicative competence in a foreign language.

Training of highly qualified personnel in the Republic of Uzbekistan is one of the priorities of state policy. The government attaches great importance to the training of future professionals in foreign languages. Resolution of the President of the Republic "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" From 2022/2023 academic year task is set. [1.].

According to the expert, "The ultimate goal of teaching foreign languages is to learn to move freely in a foreign language environment and to respond adequately to different situations, ie communication" [2., 22.].

Thus, all of the above points allow us to conclude that the integration of in-class and out-of-classroom classes in foreign languages in higher education institutions will help:

- 1) increase the cognitive activity of students in the process of learning a foreign language;
- 2) activation of students' speaking activities in a foreign language;
- 3) increase students' interest in learning a foreign language;
- 4) development and improvement of students' communicative activity in a foreign language.

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