

METHODS OF FORMING THE PROFESSIONAL COMMUNICATIVE FACILITY OF THE STUDENTS OF THE FIELD OF EDUCATION IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article is about the effectiveness of learning a foreign language using the communicative methodology to organize the process of formation of professional communicative competence together with the criteria for the formation of professional communicative competence.

KEYWORDS: *Demonstration, Explanation And Interpretation Of Teaching Situations, Practical Application And Organization Of Exercises And Educational Material In Speech, Learning A Foreign Language, Video Film, Voice Recording, Multimedia, Modeling.*

INTRODUCTION

It should be noted that the system of teaching foreign languages (in higher education institutions not specializing in linguistics) has taken a long and complicated path in its formation and historical development. No one doubts the need to learn foreign languages in higher education institutions in Uzbekistan at the present time. In addition, joining the world community sets a new goal for the education system of Uzbekistan - the identity of students who perceive themselves not only as representatives of a certain culture, but also as world citizens, subjects of cultural multilingualism, who realize their importance and responsibility in the global universal processes taking place in Uzbekistan and the world as a whole. Formation the analysis of theoretical researches allows to determine the factor-oriented approach, whose essence has gained relevance with the idea of continuity of education as "lifelong" education as the only requirements of this kind.

Among the cases testifying to the demand of foreign languages in the world, the following can be mentioned: 1) globalization of integrated social processes; 2) interstate integration in the field of education; 3) opening the way to experience and knowledge of the world, a huge wealth of information, to receive quality education in the country and abroad. Knowledge of languages in the socio-political, agricultural and other fields of Uzbekistan's development becomes a necessary component of a person's personal and professional life, the requirements of the state and society for the results of linguistic and cultural training should be expressed in the ability to use the languages studied in real intercultural communication.

At present, the task of multilingualism, that is, that everyone knows at least two languages and actively uses one of them, is put forward in the educational system of Uzbekistan. For example, along with agronomist, English, German, French and Italian are among the most widely studied

languages in our country. It is these languages that currently determine the language policy of each country.

Uzbekistan's higher education operates in new conditions characterized by globalization, new communication technologies, English and German as the language of international communication, growing competition and commercialization. In this regard, the importance of learning foreign languages in education, their professional functions in the labor market as a whole increased, which led to an increase in the inclination to learn them.

In such conditions, the educational policy of higher education institutions should be aimed at solving the training of competitive specialists who are socially protected by the quality of their education and professional activity opportunities, and who are personally prepared to work in constantly changing conditions.

A foreign language is one of the main means of educating the personality of learners with a universal mindset. Research in the field of sociocultural studies clearly shows that it is with the tools of the studied international language that it is possible to help students to form bilingual socio-cultural competence, which includes the formation of tolerance, tolerance, impartiality towards representatives of other countries and cultures (V.V. Safonova, P.V. Sisoiev, M. Byram, M. Fleming, S. Kramsch). While learning a foreign language and foreign language culture, students have the opportunity to expand their socio-cultural space and culturally self-awareness, that is, to understand themselves as cultural-historical subjects in the spectrum of cultures of both the mother tongue and the country of the studied languages. At the same time, the educational and educational importance of learning foreign languages does not decrease. These requirements are reflected in the conscious-practical or conscious-active style.

Conscious acquisition of a foreign language as a means of communication implies the understanding of language phenomena and the use of lexical, phonetic and grammatical material in speech in accordance with the communication situation, acquisition of practical knowledge as a basis for self-control and self-correction. This is achieved by intelligently combining theory and practice.

Insufficient attention to theory leads to lack of thoroughness of skills, lack of confidence in the correctness of speech, lengthening of the time to master the material, and a decrease in the overall educational value of learning a foreign language. Nevertheless, it is necessary to strengthen the intuitive-imitative methods of work that help to create a language of the elements of consciousness.

The practical (communicative) direction of teaching a foreign language requires the formation of skills for extracting information from written and oral sources, i.e. reading literature on various (political, scientific-popular, agronomy) topics freely enough, understanding oral messages on the subjects of the curriculum, and being able to speak in the language being studied. . These tasks can be achieved by fulfilling the following conditions:

1. Interrelated, parallel, but at the same time differentiated teaching of listening, speaking, reading and writing types of speech activity. In this case, translation is an auxiliary type of speech activity, and it is not specially taught in the conditions of higher education institutions that do not specialize in linguistics. They refer to it for determining the meaning (semanticization), monitoring knowledge, skills and competences and, without abusing it, in bilingual exercises.

2. Formation of lexical, phonetic and grammatical skills as a basis for the development of speech skills.

3. Step-by-step mastering of language material, performing actions and actions with it in speech, as well as the patterns of linguistic symbols reflected in the symbols of hearing, speaking, tactile, visual and hand movements (letters, sounds, morphemes, words, word forms, phrases, sentences structure models, pronunciations). It is carried out through language and speech exercises, to a greater extent through speech exercises; where the focus is on monolingual exercises.

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