

ACTIVITY AND COMMUNICATIVE ASPECTS OF COMPETENCE APPROACH AS THE BASIS FOR FORMING THE FOREIGN SPECIALIST FOR FOREIGN LANGUAGE COMPETENCE

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ABSTRACT

The problem of developing the professional competence of university students is due to the objective need to train highly qualified specialists who are able to work in new, changing economic conditions, taking into account the labor market and the development of international relations.

Keywords: Communicative, competence, foreign language competence, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Obviously, the main goal of vocational education is to prepare a qualified worker of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

According to the research of G.V. Gorlanov, A.K. Markova, A.V. Khutorsky and others, it is advisable to single out the concept of "professional competence" in the framework of professional training of specialists. Consider how it is understood by different authors (table 5).

Thus, the concept of "professional competence" is a complex concept, consisting of many competencies, each of which includes many competencies. The authors are united in the fact that the formation of professional competency occurs through the direct content of education, and through professional skills, skills that are formed in the process of mastering the basics of the profession.

In the framework of our study, we define the "professional competence" of a specialist as a combination of basic and special competencies, the possession of which is mandatory for the professional activity of an engineer.

The analysis of a number of provisions that have developed within the framework of the competency-based approach, despite ongoing discussions on the content of a number of key concepts, shows the feasibility of highlighting the activity aspect of the competency-based approach as a theoretical and methodological basis for research related to the professional training of specialists, in particular, language training of students in the field, popular modern labor market.

Currently, the requirements set by employers for graduates of Russian universities, including non-linguistic specialties, have changed due to the expansion of international cooperation in the framework of economic and political globalization. In addition to a high professional level,

a modern specialist with higher education should also have a sufficiently high level of language competence for further professional activities.

The development of international relations of the state and their qualitative change, the internationalization of all spheres of public life make foreign languages really relevant in the practical and intellectual activities of man. All these dynamic phenomena emphasize the place of the subject “foreign language” in the system of higher professional education. Knowledge of a foreign language becomes an essential requirement for specialists in a market economy and in the context of globalization.

In accordance with the concept of modernization of Russian education, the issues of communicative teaching of a foreign language, focused on achieving practical results, acquire special significance. The discipline "Foreign language", within the framework of the compulsory, is included in the State educational standards of the higher education system. Its goal is the formation and development of foreign language competence of a future specialist - a participant in professional communication in a foreign language in the field of science, technology, production and education. The acquisition of foreign language competence by students consists in mastering communication in a foreign language, which allows it to be used to satisfy professional needs, realize personal business contacts, and further professional self-education and self-improvement.

Foreign language competence in this case is part of the basic competencies of professional competence and is considered by us as a relatively independent result of the training of a future specialist and means knowledge of a foreign language at a functional level. The development of foreign language competence contributes to the solution of the following professional tasks of an engineer: the ability to correctly and reasonably formulate his thoughts in writing in a foreign language; the ability to conduct a conversation in a foreign language-dialogue of a general and professional nature; knowledge of a foreign language in order to be able to obtain information from foreign sources; striving for self-development, improvement of one's skills and mastery.

According to the new requirements for the professional training of engineers in a non-linguistic university, we determined that foreign-language competence is not only a means of communication (communicative competence), but also a means to carry out professional activities.

An analysis of the studies showed that the work of many domestic and foreign scientists (I.L. Bim, M.N. Vyatyutnev, N.I. Gez, P. Dwayne, I.A. Zimnyaya, M. Kanal, E.I. Passov, D. Raven, S. Savignon, V.V. Safonova, Svein, D. Hymes, and others). However, despite many publications, many aspects of this problem have not received due consideration. Among them, the following can be distinguished: a fuzzy definition of the concepts of “foreign language competence” and “foreign language communicative competence”, the component composition of foreign language competence, the features of its formation, the definition of criteria and indicators of its formation.

The reasons for the ambiguity in the interpretation of foreign language communicative competence include both the multidimensional nature of the category in question and the peculiarities of the translation of this term into Russian: the English combination of “communicative competence” is interpreted by the researchers as “communicative competence” and as “communicative competence”. Moreover, the vagueness of the boundaries of the term leads to the presence of numerous definitions (table 6).

An analysis of the above definitions and a number of studies (O. I. Matyash, M. Osborne, D. Pearson, etc.) gives the right to speak of communicative competence as the basis of modern professionalism and an

integral result of the training of a human citizen specialist of the 21st century. In the course of our study, it is the allocation of communicative competence as a component of professional competence that gives the right to highlight the communicative aspect of the competency-based approach.

In the scientific works of I. A. Zimnyaya, A. K. Markova, A. N. Khomsky, A. V. Khutorsky, the concept of “foreign language competence” is considered in the context of “foreign language communicative competence”. Due to the fact that Russian education has been moving to new state standards in recent years, higher education is required to improve the training of a specialist who is competent not only professionally, but also communicatively.

The terms “communicative” and “competence” were first used together by the American linguist D. Hymes (1965), and in Russian literature by I.A. Winter. This concept was developed by D. Hymes as an alternative to the then concepts of “ideal communicant” and

“Linguistic competence” in the theory of structural linguistics (proposed by N. Chomsky). The essence of the concept of “ideal communicant” was the correct, competent, unmistakable use of the language. This concept served as an indicator of the perfection of the communicant, his linguistic competence. Pointing out the insufficiency of the concepts of “ideal communicant” and “linguistic competence” by situational conditioning, D. Hymes introduced the concept of “communicative competence”. From the point of view of D. Hymes, a communicant should possess not just linguistic competence, but he needs to know how this or that language is used by other representatives of the linguistic community. The author’s idea is that for full communication it’s not enough just to own grammar and vocabulary, but also to know the social conditions of their use [2, p. 269-293].

In domestic linguodidactics, the term “communicative competence” was introduced by M. N. Vyatyutnev, distinguishing two types of competencies — linguistic and communicative. The first was understood by him as “acquired intuitive knowledge of a small number of rules that underlie the construction of deep language structures that are transformed into various utterances during communication”. The second was interpreted as “the choice and implementation of verbal behavior programs depending on a person’s ability to navigate in a communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that students have before the conversation, as well as during the conversation in the process of mutual adaptation ”[4, p. 38].

The analysis of the studies showed that there is no consensus in the interpretation of the concepts of “foreign language competence”, “foreign language competence” and “foreign language communicative competence”, and often they are used as synonyms. There is also no consensus on their structures. All authors are united in only one opinion, recognizing the multicomponent nature of their structure.

This is because the category of “communicative competence” is an interdisciplinary concept. It reflects the achievements of various areas of linguistics, pedagogy, psychology, philosophy and other sciences. Consider some of the interpretations and structure of the concept in the following.

The given examples prove the idea that today there is no consensus in the interpretation of the concepts of “foreign language competence”, “foreign language competence” and “foreign language communicative competence” and that there is no consensus on their structures. All authors agree in the same opinion, recognizing the multicomponent structure of the concept.

In the framework of our study, we consider the concept of “foreign language competence of an engineering specialist.” Foreign language competence is considered by us as a relatively independent result of the professional training of a future specialist and means knowledge of a

foreign language at a functional level. It determines the level of knowledge of a foreign language and the ability to apply existing knowledge in practice.

Foreign language competence is considered by us as part of the professional competence of a future specialist. The acquisition of foreign language competence by students is to master communication in a foreign language, which allows it to be used to meet professional needs, realize personal business contacts and further professional self-education and self-improvement, as well as in solving professional problems.

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