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RESEARCH ARTICLE

FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF STUDENTS OF ECONOMIC SPECIALTIES (IN THE PROCESS OF LEARNING ENGLISH)

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Abstract

At present, the system of general and vocational education is undergoing fundamental changes, as never before, orient specialists towards creativity in their professional activities. The main goal of modern vocational education is to train a qualified, competent specialist who is ready to work in an increasingly competitive labor market. Modern professional activity imposes special requirements on the communicative training of specialists, which is manifested in the ability to negotiate, conduct a dialogue, correlate linguistic means with the tasks and conditions of learning, take into account social norms of behavior and the communicative expediency of statements.

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Introduction:-

Communicative competence implies compliance with the requirements, attitudes and standards imposed on the future specialist in various areas of his / her activity, including professional one. In the context of training students of non-linguistic (economic) specialties, the task of improving their training in English remains urgent. Indeed, there is no doubt that the English language is a tool for the future profession of specialists in economic management, management, taxes and taxation, etc. An increasing number of people involved in the educational and cognitive process are aware that English functions not only as a subject of study, but also as a means of transmitting special information. In this regard, work on official (authentic) English-language sources is included as a mandatory part of the work programs on the discipline English for students of economic specialties, and also serves as a fundamental principle in the compilation of textbooks and methodological developments.

It is known that the effectiveness of the educational process depends on various factors, in particular, on the use of the most rational teaching methods, on the one hand, and on the availability of appropriate educational-and methodological material that would meet the modern requirements of scientific organization of work, on the other hand. Such an effective way, in our opinion, is to use visual clarity when teaching grammar of a foreign language. In psychology and scientific and methodological literature, you can find a lot of information about visibility. The very concept of "visibility" means such a presentation of educational material that reveals its main features and properties. However, there are different approaches to understanding visual clarity. Some scientists believe that the theory cannot be visual, since it forms an object in the form of images that are generalized using judgments and concepts. But there is also a point of view that any theory can be presented visually. In this case, visibility has two levels: abstract and concrete – that is, abstract visibility at the level of the general, essence, and concrete visibility – at the level of the phenomenon. From the practical side, the second point of view is more acceptable for us, since the learner can understand the language pattern only when he has formed an image of, for example, a specific grammatical phenomenon. And the very type of visibility affects the creation of a specific language image or an

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abstract logical one. Both levels of visibility are necessary, as they can be used depending on the training tasks set. So, when teaching grammar of a foreign language, visibility should reveal the essence of the grammatical phenomenon, when grammatical features become the subject of awareness and assimilation. Different forms of visibility are also used to create different levels of visibility.

Research Methodology:-

The methodological basis of the study was the following methodological general scientific approaches: historical, on the basis of which a historical and pedagogical analysis of the research topic was carried out; system-structural, which provided a theoretical justification for improving the effectiveness of teaching foreign languages to university students based on a communicative methodology; complex, which contributed to identifying the main ways and conditions for improving the effectiveness of the described process and organizing a pedagogical experiment.

Analysis of relevant literature.

Despite the variety of studies on this issue, it seems possible to draw a conclusion that is important for our research. In modern scientific literature, there is a position in relation to cognition as a personal value, which significantly affects the activity of the individual in cognitive activity, which, in turn, is one of the main sources of forming its value orientations. From a theoretical point of view, the problem of personal value relations to cognition is always new, since human education is a continuous process that continues in one form or another throughout an active life. Based on the fundamental works on the theory of values (Jabbarova. A), We consider orientation to cognition as a value in three aspects: as an integrative personal quality, as a process of its formation in special pedagogical conditions, and as a type of activity. Educational activity is the main means of introducing students to the profession, developing their professional and personal qualities through cognition. In the educational process, a student's cognitive activity is a process of ascending from ignorance to knowledge, from random information to a system of cognition. On the basis of the teaching, a transition is made to the knowledge of the whole objective world, to the mastery of scientific truths. The study of the structure of cognitive activity as a special system of meta cognitive procedures and actions has significantly changed and enriched the understanding of the relationship between learning processes and mental development (Kalugina. O.). Now it is possible to more accurately differentiate the plan of development of cognitive actions and especially subject-meaningful mental actions acquired in the process of learning a foreign language.

Main part

The thematic-situational principle is combined with the aspect principle, which is based on four communication skills: listening, reading, speaking, writing, translation into native and foreign languages. The program is focused on the formation of all aspects of foreign language competence – language, speech (discursive) and professional (activity). The latter involves the acquisition of knowledge, skills and abilities in the field of economics.

One of the main principles of building an English language program is the modular principle. The development of modules in the discipline allows you to monitor the level of knowledge acquisition and development of skills. This principle promotes a more responsible attitude of students to learning and serves as a mobilizing factor. The program consists of several modules. Their complex is a single whole and is aimed at achieving the final goals. The structure of the module identifies three main blocks: the block containing the material for the study; training block; controlling (M. F. Khakimova). The first block is the main one, since the material in it is structured into information elements in the form of texts, tables, and diagrams that clearly reflect the entire volume of the presented material and the internal logical connections of the module. It also includes a dictionary of basic terminological words and phrases aimed at the necessary level of assimilation (recognition, reproduction, creative application). In the future, it is planned to use audio and video materials. Specific difficulties of the English language make it advisable to include tasks for improving phonetic skills. The second block consists of training exercises and tasks that promote the development of subject, professional and general educational skills, as well as communication and practical tasks and methodological recommendations for their use. It is important that the choice of types of activity exercises should be quite wide, as they should correspond to different levels of knowledge of students.

Purposeful work on the implementation of the linguo-cultural aspect contributes to increasing interest in the language and creates positive motivation for mastering language tools and acquiring economic information. The economic approach makes a certain contribution to the formation of various types of student competence

Currently, higher education faces a complex of problems and tasks that include: the development of axiological attitudes of the individual by enriching it with universal and national-specific values of its own and other cultures; strengthening the humanities - the general cultural content of education associated with a broad understanding of the phenomena of human life, a polyphonic worldview and involving harmony of knowledge, feelings, creative actions. It is necessary to expand the specialist's communicative range through interaction with representatives of other cultures and improve the quality of training based on integrative professional competencies. These problems, refracted through the context of globalization and cultural dynamics, suggest the formation of a modern specialist's ability to navigate in the global professional space. One of the means to achieve this goal is cross-cultural communication (IC) - the interaction of representatives of different cultures.

It should be remembered that the value potential of cognitive activity increases if deep, stable motives are formed, and the psychological characteristics of junior students are taken into account. It is noteworthy that all types of cognitive motives become meaning-forming. The acquisition of knowledge becomes important for students, so they show considerable interest in the acquired knowledge and how to implement it in life situations. Both social and cognitive motives are enriched with personal meaning. In this regard, students increase their effectiveness, awareness, and independence. Among the many profile general education and special educational disciplines, a foreign language occupies a special place. The peculiarity lies in the fact that in the course of studying it, students not only acquire knowledge of the basics of science, but also form skills and abilities to use a foreign language as a means of communication, a means of obtaining new and useful information.

The choice of a particular economic training technology is determined by a number of reasons: the age characteristics of students, specific learning goals, and differences in languages. Under economic professional training technology, we understand a set of professional methods and techniques that have an algorithm of actions and allow us to trace the process from goal to result in professionally oriented foreign language teaching. The third component of the economic professional environment is economic organizational interaction. Understanding economic organizational interaction as a set of elements that interact and interact with each other to create a purposeful pedagogical influence on the development of cognitive independence of the individual when learning a foreign language, we assign a significant place to the disclosure of the axiological potential of the individual and creative initiative for conducting cognitive activities, activity and search. Independent extraction of knowledge and its qualitative assimilation, summing up and analyzing the results of progress in the assimilation of knowledge, the development of skills are provided by subject activities based on training technology. Cognitive development occurs in the course of logical and exploratory creative processes and has a net effect in reproductive and productive processes. The totality of tasks and tasks should not be random; they should represent systems depending on the goals and scope of the problems being studied. These systems consist of sequential training procedures (exercises built using certain psychological-and pedagogical knowledge about the process of mastering knowledge by the student).

It is important not only the search process, but also the moment when its results are presented, since there is an assessment of oneself against the background of others and the evaluation of the results of the subject's activity by others. At this stage, the need for self-esteem and respect by others is met, which leads to the realization of the need for self-realization. The process of reflection is important for setting new goals and designing future activities. Learning a language in a university environment consists not only of understanding grammar, reading and translating specialized texts, but also of getting in touch with the culture of the countries of the language being studied. Sometimes the needs of students determine the task. Students often express a desire to study songs in a foreign language that have become popular. Since it is not always possible to accurately reproduce the lyrics of a song by ear due to the peculiarities of the genre, students can be asked to find the words of the song they like on the global network. Sometimes students provide the lyrics of not only one song, but also several others from the repertoire of the artist they are interested in. Thus, the search task defined by the students themselves contributes, firstly, to increasing the motivation for learning a foreign language, and secondly, to designing search activities, selecting and evaluating information sources in the economic sphere.

Learning a foreign language in economics is a process that involves not only forming an idea of the language as a system, but also acquiring the ability to effectively apply it in practice. Therefore, taking into account the results of modern scientific research, we can state with confidence that the basis of teaching foreign languages should be applied the communicative method, the method of developing critical thinking, the personal-activity approach, as well as the intensification of this process in non-linguistic universities. As you know, a foreign language for students

of non-linguistic specialties is both a goal and a means. As a means, students use a foreign language to write term papers, theses, or just to expand their horizons. Implementing the principle of communication, active forms of learning are the most effective and an effective condition for mastering a foreign language, and, above all, such types of speech activities as reading and speaking. It should be noted that students who have entered the university do not have the minimum skills of speech culture, are afraid of public speeches, do not know how to express their thoughts in oral and written speech, do not know the tactics of distancing, do not understand the relationship between literary norms and the implementation of language tools in various types of speech that correspond to certain areas of human activity. But when considering the issues of speech culture, one should not limit oneself only to the framework of studying this phenomenon among students, since the teacher's speech culture is also the most important component of his professional qualities. After all, the main task in the work of a university teacher is the ability to interest, captivate with a story or explanation, to convey their attitude to the material. The professional culture of a university teacher acquired on the basis of speech culture, which includes professional and pedagogical communication as an integral part, is realized in the form of the ability and willingness to form the speech culture of students. A university teacher should develop the habit of students to monitor their speech, improve their speech culture. The most important task of the teacher is to teach students to speak differently, depending on the purpose of the statement and the addressee, that is, to teach them how to use speech according to the circumstances.

All exercises and tasks interact and form a system, ensuring repeatability and, as a result, a strong assimilation of special vocabulary. The content and objectives of project assignments should be discussed in more detail. Such tasks have a number of undeniable advantages, although they are not always easy to complete. Working on drafting projects as a form of classroom practice helps students get to know each other better and develops their speech skills on professional topics. This type of work can also be considered as an incentive, a source of increasing the student's interest in the material being studied, as it brings variety to the stereotype of the lesson. It should be borne in mind that it is possible to increase the effectiveness of project work if the teacher performs not so much controlling as guiding and supporting functions, as well as if students are given the opportunity to improve the project within a series of classes. Projects that are structured for maximum efficiency involve a combination of all the above factors plus the most thorough development of all stages, containing a sufficient degree of difficulty (some degree of challenge). Such projects are multidimensional and are based on a number of prerequisites for successful implementation. Just a few things to note:

- focusing students' attention on vital and therefore interesting topics and problems;
- dialogue between the student-author and the teacher with a sufficient degree of independence and independence of the former;
- focus on using all the skills involved and then focus on performance.

The use of the design method creates a sense of identity in the student's learning experience of future professional activities, improves basic and specialized knowledge of English, increases the ability to think critically and creatively. The third block, monitoring, contains diagnostic tests, questionnaires, and review exercises aimed at self-assessment and assessment of knowledge and acquired skills. Tasks of different levels of complexity can be used as forms of intermediate certification in the funded system. Such a section as grammar is based on program material and is limited to phenomena that are characteristic of the literature on this specialty. In the classroom, bilingual teaching is carried out with the dominance of the language being studied. The functioning of the English language as a means of transmitting information, and not just a subject of study, changes the attitude of students to the discipline, increasing the importance of its communicative aspect. Foreign language competence, which expresses the result of higher professional education, in contrast to the totality of knowledge, skills, and abilities, ensures the readiness of a university graduate of various specialties to really use the acquired knowledge in accordance with the increasing requirements of society and the professional environment. Priority directions in the cognition of foreign-language reality are determined by the value relations of the individual, and the formation of ways of foreign-language professionally significant activities lays the foundation for the development of foreign-language competencies. Foreign language competence involves, along with the assimilation of knowledge, the development of methods of foreign language activity that are value-oriented. Foreign language reality and the student's personality, as a subject of the educational process, represent system formations, the interaction between which is carried out on the basis of value orientations. The measure of this interaction is foreign-language competence as a system-value new formation of the individual, synthesizing foreign-language and special professional knowledge, skills and value relations, which contributes to personal and professional self-determination. Despite the constant interest of scientists in various aspects of professional development of a person, a student, there is reason to believe that in the theory and practice of higher professional education there are still insufficiently studied issues among them, the foreign

language competence of university students as an educational result. Before teaching theory and practice in this regard, questions arise as to what should be the content of vocational education in terms of its value of understanding students, what are the pedagogical conditions of formation of the system-the value of goal-setting in the context of the development of foreign language competence; what are the pedagogical mechanisms of axiological understanding of the real foreign-language of reality, what is the role of pedagogical interaction "teacher-student" in the development of foreign language competence of students of the University. The current ideas in pedagogy about the informational essence of education for students of non-linguistic specialties, about the mechanisms of assimilation of knowledge, the development of skills and abilities as fundamental components of the educational result, have caused a number of contradictions that prevent active mastery of a foreign language and the development of foreign-language competence as a measure of axiological understanding of foreign-language reality. Ignoring the role of the axiological aspect in the content of education, insufficient development of pedagogical conditions for the formation of system-value goal-setting, as well as the lack of orientation to the development of objects, communication skills include simultaneously knowledge of language and culture, therefore, teaching a foreign language as a means of communication should be accompanied by studying the culture and world of this language. When teaching foreign languages, special attention should be paid to the attitude towards the individual in different cultures, the differences between collectivist and individualistic cultures.

The use of English in the classroom significantly increases the amount of study time, during which communication skills are improved and professionally-oriented information is obtained. In connection with the latter, training in problem-based search reading is of paramount importance. Tasks of this kind are activated already in the pre-text stage of working on the information source. Its special feature is that students start working with information without opening the text yet. Further, an energetic search is organized, aimed at activating mental activity: who will quickly find and read out the main facts of the text by semantic milestones, the understanding of which will make up the meaning of the text; question-and-answer tasks. By reading out and discussing key points, students quickly and effectively understand the essence of what they read. Then, at the post -text stage, the information is refined and expanded. Experience shows that students are happy to search for missing facts, fill out problem tables or solve crosswords on the topic of the text. As a result, students ' interest in the text increases. The widespread use of the problem-based search method of reading creates prerequisites for the active assimilation of language and professional knowledge and the solid formation of information use skills. The logical conclusion of the professional text is the oral and written transmission of the text content in various ways: paraphrasing, compression, including annotation and abstracting. The main pedagogical task in implementing the methodological method of communication and pragmatics in the organization of the educational process is to create pedagogical conditions in the educational and extracurricular sphere for the value rethinking of foreign-language country-specific material by the student's personality. Among the forms of organizing the educational process in the aspect of implementing communication skills and pragmatics as a methodological method for developing foreign language competence, the program includes : - conducting classroom lectures and practical classes in the following disciplines "Economy", "Management"; - conducting extracurricular activities related to the development of students ' cultural competence in the aspect of learning foreign languages (press conferences with representatives of consulates, embassies, universities of the USA, Germany, Great Britain, meetings, debates, discussions, round tables with native speakers-teachers and students); - organization of competitions for the best illustrations, objects of artistic creativity for literary works, foreign-language works, national holidays; - organization of thematic classes dedicated to creativity. either poet, artist, writer, or work of a distinguished historian, philosopher, scientist, politician and the country of studied language; - the involvement of the media in the global Internet, connected with culture, history, politics of the country (ies) of the target language with the use of foreign information visit the website relevant to foreign libraries, museums, universities, etc. Communication and pragmatics indicate the practical aspects of development of foreign language competence of students in the context of Dialogic educational model. The formation of a foreign language's cognitive potential at the expense of systemic knowledge about the language is carried out by introducing the individual to knowledge about the communicative and pragmatic orientation of language units. So, these above-mentioned methodological techniques, as well as favorable conditions under which foreign language training takes place, lead students to achieve the main goal, to develop foreign language competence.

In our opinion, translation into native and foreign languages remains useful and irreplaceable not only as a learning tool, but also as a targeted professional skill. The knowledge and skills acquired in the course of studying English will make it easier for graduates of economic specialties to work professionally, including working with original English-language literature, as well as communicating with native – language specialists.

Analysis And Results:-

The development of models of processes and mechanisms for managing educational activities makes it possible to continuously improve the learning process of students in order to achieve the current level of knowledge and competence formation by ensuring the quality of the educational process itself, as well as more efficient use of existing personnel, material and technical resources. technical, informational, and financial capabilities of an educational organization. compensatory competence strategies are not an advantage of learning a foreign language exclusively, since they are widely used in the native language as well. Consequently, a foreign language teacher can draw on existing experience in order to further develop the necessary skills. Thus, in terms of learning a foreign language in a non-linguistic university, methods of compensatory competence should become an integral part of educational methods, which in turn will have a positive dynamics in the process of intensifying and facilitating the acquisition of a foreign language. By describing the processes of educational activities, determining performance indicators and the effectiveness of its processes, owners of processes and management structures of educational organizations receive an integrated technology for implementing and monitoring all activities of the educational process.

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