



FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS IN THE PROFESSIONAL DOMAIN: MODULAR TRAINING AND METHODS OF DEVELOPMENT

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<https://doi.org/10.5281/zenodo.5839659>

ARTICLE INFO

Received: 01st January 2022

Accepted: 05th January 2022

Online: 10th January 2022

KEY WORDS

professional competence-based approach; foreign-language communicative competence; foreign language; linguistic competence; professional vocabulary; pedagogical taxonomy; modular training.

ABSTRACT

The analysis shows that modern technologies of teaching a foreign language are student-centered technologies, of which the most promising is modular training, which incorporates the implementation of communicative, integrative and competent approaches using professional vocabulary and pedagogical taxonomy. This determines the relevance of the problem under study, which consists of the need to develop the communicative competence of students in a foreign language in the professional discourse in non-language higher educational institutions on the basis of modular training. The modular training involves the development of integrative modules based on various linguistic elements through a pedagogical taxonomy. A comparative study and critical analysis of scientific sources related to the problem being solved, analysis of state standards, qualification requirements, educational and normative documents, educational and methodical literature, questionnaires, synthesis, assessment, expert assessment testing, pedagogical experiment, mathematical and statistical methods of development and received data are given in this article.

I. INTRODUCTION

Globalization is a process of worldwide economic, political and cultural integration and unification. The main consequence of this is the global division of labor, migration throughout the planet of capital, human and industrial resources, standardization of legislation, economic and technological processes, as well as the convergence of cultures of different countries. This is an objective process that covers all spheres of life in the information society. The processes of globalization accelerated in the second half of the 20th

century, which was facilitated by the fantastic achievements of scientific and technological progress, which infinitely increased the possibilities of transport and communication. This contributed to the intensification of international trade, international relations, and an increase in the number of transnational companies. For example, in 1995 the World Trade Organization was organized, which currently includes over 150 countries.

These objective processes of development of the world community make



imperative the need for the knowledge of a foreign language.

This objectivity, for example, is formed in one of the five key competences adopted by the Council of Europe [12]:

- "competences related to the mastery of oral and written communication, which are especially important for work and social life, with an emphasis on the fact that those people who do not master them are at risk of social exclusion. In the same context of communication, mastering more than one language is becoming increasingly important".

In this regard, the Council of Europe has approved the "Common European Framework of Reference for Languages: Study, Teaching, and Assessment".

Consequently, communicative competence in a foreign language in a professional domain becomes an integral structure-forming component of the professional activity of a specialist with higher education.

Communicative competence in a foreign language in a professional domain of a future specialist with a higher education is a personal psychological new growth formed by disciplines of the subject, psychological and pedagogical block, basic and variable parts of the professional cycle, supplemented by specialized courses of research and professional orientation in the process of higher foreign language education. It includes long-term readiness and the ability to conduct professional and research activities in a foreign language along with the cognitive and behavioral aspects in the unity and interconnection of the communicative and professional components in its structure.

Communicative competence in a foreign language in a professional domain allows university graduates:

- to conduct business communication with foreign experts in the logic of the modern scientific worldview, taking into account professional characteristics, national values and norms of behavior in the context of globalization;

- to create a positive attitude in professionally-oriented foreign language communication;

- to choose successfully appropriate situations of professionally oriented communication through methods of verbal and non-verbal communication;

- to participate effectively in solving scientific research problems of general importance.

The studies of the category "Communicative competence in a foreign language in a professional domain" and its components are devoted to the work of many scientists, including I.L. Bim (1977), Widdowson H. (1978), E.N. Solovova (2013), N. Chomsky (1972), D. Hymes (1981), L. V. Makar (2000), B.G. Ananyev (1968), O. Yu. Iskandarova (1999), L.T. Akhmedova (2005), F. M. Rashidova (2017), J.J. Zhalolova (2012) and others.

II. METHODOLOGY AND METHODOLOGICAL FOUNDATIONS.

For the first time, a modular learning system was mentioned at the UNESCO World Conference in Tokyo in 1972. Though it is based on a 'module', however, there are many definitions of the concept of 'module', and the most important ones are the following:

- it is a training package, covering the conceptual unit of educational material and



prescribed actions for students (J. Russell, founder of modular learning);

- it is an autonomous, independent educational unit designed to achieve certain clearly defined aims by students (M. Goldschmid);

The theoretical basis of modular training is formed by the following basic generalized principles:

- *The principle of the activity* approach means the formation of the module in accordance with the content of the professional activity of the future specialist;

- *The principle of parity* means, the subject is the subjective nature of the interaction between the teacher and the student in the educational process;

- *The principle of systemic quantization*, means the compression of information based on the enlargement of didactic units, the presentation of the compact content of the module, highlighting the scientific nature of the educational material, and in a certain system, facilitating perception;

- *The principle of motivation*, means the formation of educational material that promotes the stimulation of educational and cognitive activities and creativity of the student, introduction of problematic and historical elements of the module;

- *The principle of modularity* is manifested in the possibility of presenting the content either in full, or in a reduced, or in an in-depth version, along with the variability of methods, forms of mastering the content of the module and the graded development from simple-to-complex for each of the modules for the educational discipline as a whole, with the possibility of systematic updating of the educational material;

- *The principle of problematicity*, means the introduction of problem situations (selection of a hypothesis, justification and solution of the problem) and the practical orientation of the classes;

- *The principle of cognitive visibility* means that visibility should perform not only illustrative, but also cognitive function, i.e. it implies the use of computer technology, drawings and flowcharts in color. Currently, the most common technologies of modular education in higher education are: subject-activity and system-activity approach [20].

As we can see, all the above are based on an activity approach, i.e., the learning process is focused on the sequential mastering of the elements of professional activity by the student in accordance with the content of the modular educational program. On the basis of these approaches, various concepts of training specialists are being developed. Teaching a foreign language, in accordance with the curriculum, is based on the following approaches: competence-based approach; integrative approach; student-centered approach; and a communication-oriented approach.

An integrative approach - involves the development of communicative competence in a foreign language, professional competence, social competence based on the integration of knowledge, skills, abilities and experience acquired in the study of special, general professional and social educational disciplines.

The competence-based approach is the orientation of teaching a foreign language to the future professional activity of students in order to achieve certain results of mastering important



competencies necessary for professional, social, and cultural activities.

The development of modules based on integrative and competence-based approaches for teaching a foreign language is the most difficult didactic task, since it includes many interrelated components of a specific character. The technology of creating such modules can be considered as a separate concept of *“Integrative modules for enhancing communicative competence of students in a foreign language in their professional domain”*.

III. METHODOLOGY OF FORMATION OF EDUCATIONAL MATERIALS OF INTEGRATIVE MODULES

The main principle of teaching a foreign language is “Foreign language for specific purposes (ESP)”. In this context, the standard and the program define the competencies that a student must master in the process of learning a foreign language. The target orientation of teaching a foreign language in non-language universities is the formation of foreign language professional communicative competence of students.

The development of technology for the development of communicative competence in a foreign language in the professional domain, on the basis of the above-mentioned components, is an urgent scientific necessity. On this basis, the goal of research in this dissertation has been determined as the scientific substantiation for increasing the effectiveness for the development of communicative competence in a foreign language in a professional domain by using modular training.

The types of competencies began to increase in the scientific literature with the

development of the theory and practice of competence-based approach in higher education. In the light of the development of the practices in the competency-based approach in higher education, J. Raven presented a list of 37 competencies within the framework of the European project for the implementation of the competence-based approach in higher vocational education. Here, 85 properties were identified, and a group of scientists from the German Institute for Research in Education found 654 properties in German literature titles. This vector of development could lead to the deprivation of the very idea of a competence-based approach.

The problem of the development of key competences has arisen, which are applied universally in a variety of situations: “Key professional competences are the ability of specialists to solve problems that arise in front of him/her in the process of a professional career and does not depend on the profession or specialty (invariant in relation to them). Every specialist should master it. They are versatile and applicable in a wide variety of situations” [Musaeva. 21]. The meaning of the core competences is disclosed in the document “Key competences for Europe”, which indicates that it includes the following [Trojan. 27]:

- **learning process**– it implies that competence is the ability to transform knowledge into experience, and experience into activity, to generalize and systematize knowledge; organize his/her own educational process; be able to solve problems of various kinds, take responsibility for his/her own education;

- **the processes of research and search**– implies that competence is the ability to work with various sources of information, with a book, knowledge of the



basics of the scientific organization of labor, planning and implementation of research work;

- **the organization of the thought process**– refers to the ability to see the relationship between phenomena, to carry out the transfer of knowledge, to evaluating the phenomena of reality, and to be able to analyze, synthesize, compare, abstract, generalize, form judgments and inferences;

communication– refers to the presence of skills of speaking in an audience, i.e. the ability to listen and then to speak, and to be able to defend one's point of view, and also to be able to express one's thoughts orally and in writing.

It is important to strive and organize his/her image, that is, to realize the ability to 'introduce himself/herself' while communicating with a group.

- **Cooperation**- refers to the ability to work in a team, to be sociable in order to resolve conflicts, and to conduct a monologue, dialogue, polylogue, to establish contacts;

- **adaptation**- refers to the ability of adaptation to changing conditions, to use information quickly and to master new information in a short time, to implement newly emerging ideas, and to be resistant to difficulties psychologically. The importance of this property increases in the conditions of modern scientific and technological progress, which is characterized by an exponentially growing volume of scientific and technical information, along with the emergence of new sciences at the junction of the known acceleration of the speed of transmission and information processing.

- **professional practical activities** – include the drawing up of competent programs and projects related to one's professional activities, to take

responsibility, to be able to organize one's own work, and to model one's professional activities.

IV. DISCUSSION

On the basis of the integration of the fundamental provisions of the competence-based approach, pedagogical technology and modular training, the methodology of teaching a foreign language, we have developed the principles for the development of communicative competence of students in a foreign language in their respective professional non-language domains of higher educational institutions, which serve as the theoretical basis for the development of integrative modules for teaching a foreign language. These include:

1. The principle of the competence-based approach
2. 2. The principle of an integrative approach
3. 3. The principle of motivation
4. 4. The principle of reliance on professional vocabulary
5. 5. The scientific principle
6. 6. The principle of purposefulness
7. 7. The principle of the modular-linguistic approach
8. 8. The principle of the development of the student's personal qualities

The text material of the module is prepared in accordance with modern scientific achievements in the subject of the module. For example: Module III. "Development of consciousness and interpersonal relationships". Text material of the module 'Consciousness: Modern interpretation and features':

Consciousness, this is the highest level of psychic development inherent in



man as a social and historical entity, consisting in a categorical - value reflection of reality, self-regulation by man of his behavior on the basis of human experience. The functioning of consciousness occurs in the form of a continuous stream of interconnected, associated mental images that are formed as a result of the active, active interaction of a person with the external environment.

Students write an ESSAY based on the educational material of independent education.

The composition of the integrative modules developed on the basis of the prepared educational material is given in the working curriculum for the discipline 'Foreign language', in tabular form (Appendix ...), Containing the following data:

- (i) the name of the module, the allotted academic hours for practical exercises and independent education.
- (ii) lexical competences, including:
 - * professional vocabulary (basic concepts);
 - * categories of educational goals of basic concepts.
- (iii) speech competences: the level of mastering professional vocabulary.

(iv) grammatical competence: the name of the analyzed text educational material of the module.

V. THE ANALYSIS AND INTERPRETATION OF RESULTS

Experimental studies of the effectiveness of the implementation of integrative modules in teaching a foreign language

Experimental studies of the effectiveness of the implementation of integrative modules in the educational process were carried out in the period 2019 - 2020. at the Samarkand State University, Bukhara State University, at the Navoi State Pedagogical Institute.

The experiment involved 403 students, including 211 students in the experimental and 192 students in the control groups (Table).

At the same time, the criteria for assessing the effectiveness of integrative modules for the development of foreign language professional communicative competence of students are taken (Table):

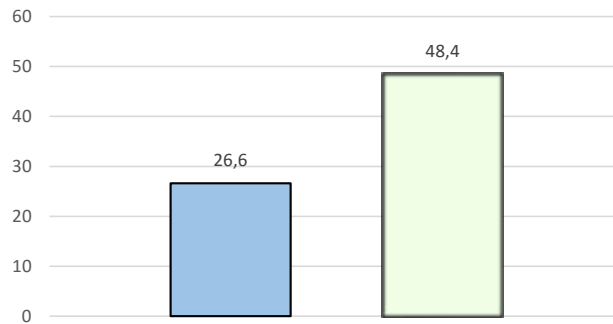
Generalized static data of experimental results carried out at Samarkand State University, Bukhara State University and Navoi State Pedagogical Institute

Degree	Control group			Experimental group		
	Number of students - 192			Number of students - 211		
	y_i	m_{y_i}	P_{y_i}	x_i	m_{x_i}	P_{x_i}
Low	3	55	28,6	3	26	12,3
Average	4	86	44,8	4	83	39,3

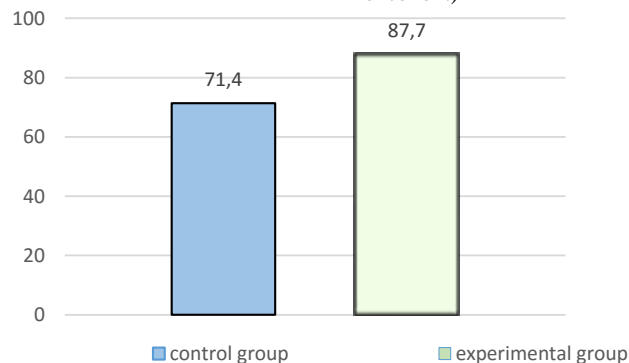


High	5	51	26,6	5	102	48,3
Total		192	100,0		211	100,0

A. The proportion of the number of students with a productive level of knowledge assimilation (excellent)



B. The proportion of the number of students with a productive and reproductive level of assimilation of knowledge (good and excellent)



Histogram of the results of the experimental study of the effectiveness of the implementation in the educational process of integrative modules for the development of foreign language professional communicative competence of students

The processing of the obtained experimental data was carried out using the calculation of the Student's criterion.

According to this criterion, the critical point of 95% is $t_{kp} = 1.96$ statistical value is greater than this.

$$T = 3.31 > 1.97 = t_{kp}$$

This testifies to the reliability of the results of experimental studies.

From the presented results of the experimental study, it follows that the

number of students with a productive level of assimilation of knowledge, which characterizes their creativity, when teaching a foreign language on the basis of integrative modules, increases from 26.6% to 48.4%, that is, by 21.8%. At the same time, the number of students with a productive and reproductive level of knowledge as a whole increases by 16.3%, from 71.4 to 87.7%.

VI. CONCLUSION



Based on the results of the research carried out, the following conclusions can be drawn:

The advantages of integrative modules include: optimal planning of individual work and independent education of students; the possibility of implementing differentiated training; implementation of a competency-based approach; setting refined learning objectives; ensuring the individualization of training, activation, independence, maximum implementation and development of the student's ability;

assessment of learning outcomes at the level of required actions;

The effectiveness of the development and implementation of integrative modules is influenced by the level of competent training of foreign language teachers in the relevant direction of education. A methodology for the formation of such readiness has been developed and proposed. One of the main provisions of this methodology is the profiling of foreign language teachers in the areas of education;

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