



**FORMATION OF PROFESSIONAL COMPETENCE OF  
FUTURE SPECIALISTS IN ENGLISH LANGUAGE  
COURSES IN TECHNICAL HIGHER EDUCATION  
INSTITUTIONS**

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**ABSTRACT**

*This scientific article examines the principles of developing an effective methodology for the formation of professional competence of future professionals in English language classes in technical higher education institutions.*

In order to transition to the education system in Uzbekistan, we need to directly transfer the content of foreign language science programs to a form and content that meets the requirements of international standards, in short, to improve the content of science programs.

Today, the study of foreign language vocabulary is a necessary part of the harmonious development of a mining specialist, because teaching a foreign language activates both cognitive and mental processes. As an integral part of professional erudition, the knowledge gained in the process of learning a foreign language expands the opportunities for graduates of technical higher education institutions to carry out professional activities. The process of modernization of education and the introduction of a multi-level system, the further development of international relations in the economic,

political, scientific and cultural spheres allow future professionals to develop the goals and objectives of foreign language teaching.

All of the above is aimed at developing the lexical competence of students of non-philological education in the field of professional (professional) education in a foreign language, in particular, students of mining.

For a long time, it was believed that the main aspect of learning a foreign language was grammar, and as a result, the dictionary played the role of "lexical units" when it came to mastering the lexical unit. Therefore, insufficient knowledge of the vocabulary of the language being taught is recognized by the teacher and the student. The objectivity of this problem is to ensure the fluency of student speech - the main problem of foreign language teaching in technical higher education institutions. The



level of development of lexical competence of a graduate of a non-philological higher education institution is determined by many factors. A key factor to be considered in this study is the development of the professional vocabulary of a foreign language and bringing it to a communicative level is an important integral part of it.

The main goal of communication is to understand the oral speech of the person learning the language, to be able to express their thoughts in writing, to master the language in practice. The term "communicative competence" has emerged as a result of advancing the goal of new education.

The concept of the communicative method was first formed by BV Belyaev. He argues that "communicativeness" should be viewed as a science in the category of methodology. It is very important that learners have all the competencies. Jack C. Richards, a leading scholar of communicative language teaching, said that language teaching has undergone many changes over the past 50 years and required new approaches to communicative language teaching methodology and syllabus construction.

Communicative competence is the ability of students to master the purpose of communication in everyday, academic, cultural, social life in foreign language speech. If the student has good communicative competence, he / she will be able to communicate directly with language speakers on language norms.

In the modern scientific literature, the list of competencies is supplemented by socio-cultural competence. Here we are talking about professional, subject and a

number of other competencies. Along with the term competence, the term "competence" is widely used in various literatures. In the Russian dictionary "Competence" means to be aware of events, problems, to have a certain reputation. According to the Uzbek pedagogical scientist M. Ochilov: "to act on the basis of competence and knowledge, to know the facts." U. Inoyatov studies "competence" as the ability to adapt knowledge and methods to the situation, and in this activity as the ability to critically observe, make the right decision, reasonably deny false evidence, to apply effective results in practice. In our opinion, competence is the full mastery of knowledge in the specialty in accordance with the requirements of the qualification and the requirements of the program, the ability to draw conclusions from various speech situations, the full use of theoretical knowledge in practice.

Adherence to the norms of oral and written communication, communication, communication, initiative, cooperation with other people in the community, learning other languages in society and, on this basis, awareness of world science, culture and art. "Knowledge, skills, qualifications, values, other personal qualities, the appearance of positive results in activities," he describes. The main purpose of teaching a foreign language at all stages of education in our country is to form a communicative competence in a foreign language in order to work in everyday, scientific and professional fields in a multicultural world. Competence in the STS of the Republic of Uzbekistan is defined as a set of knowledge, skills, qualifications and personal qualities



necessary for professional activity in the relevant field.

Competence - the ability to demonstrate the ability to apply knowledge, skills and abilities to achieve the desired results. Foreign language communicative competence is the ability to apply the knowledge, skills and abilities acquired in the studied foreign language in the process of communication.

Like other languages, the role of communicative competence in learning and teaching English as a foreign language is very important. According to the English Methodist Sergio Tobon, competence is a set of characteristics that an individual possesses and allows him to develop effectively in specific conditions.

In the study of English as a foreign language, communicative competence involves the performance of communicative tasks in various areas, including in the process of professional (professional) communication, through the language means of the individual. Communicative competence includes concepts such as speech, linguistics, and sociolinguistics.

Dell James's study of communicative competence states that communicative competence has emerged as a clear, distinctive, and social-historical concept consistent with linguistic competence. According to Dell James, the pragmatics of language that results from socio-cultural perspectives are communicative processes. Umberto Eco divides semantic pragmatics into text, subject-related types of communication to communicate meaningfully and effectively. According to the purpose of our research, the professional (professional) communicative competence in English of students of non-

philological higher education institutions, in particular mining, will be developed and improved on the basis of vocabulary.

The science of lexicology studies a number of issues such as the change of word meaning, the expansion and contraction of word meaning, the types of words according to their form and semantic relations, their territorial and social strata, the emergence of new words. In order to delve deeper into the topic, it is first necessary to dwell on the interpretations given to the lexicon in the linguistic literature, since any methodological direction is based on linguistic theories. According to the results of the study and analysis of the field literature, the development of oral speech through vocabulary is considered as one of the least studied areas.

The central object of research is communicative activity, and the purpose of teaching is to focus on the acquisition of lexical-based communicative competence in various forms of speech for communication. Understanding the modern form of communicative competence is very complex and cannot be limited to a single theory. The ultimate goal of language learning and teaching is for students to acquire communicative competence. With the exception of a large number of professionals who are fluent in a foreign language, most students acquire communicative competence at the level of a foreign language learner. Although they do not have difficulty expressing their thoughts in new situations, unlike language speakers, they do not understand natural speech as much. This is why foreigners who interact with us significantly adapt the structure of their speech to us. The



variability of communicative competence is  
that the social communicative activity of

two foreign-speaking individuals is not the  
same.

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