

## FORMATION OF ENGLISH COMPETENCE IN AGRICULTURAL UNIVERSITY STUDENTS

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**Annotatsiya:** The article discusses the formation of English-speaking competence among students of agricultural universities. Currently, it is the basis of teaching foreign languages. This approach to teaching English in a non-linguistic university is primarily characterized by the orientation of learning; the possibility of choosing an individual educational strategy; development of potentially significant qualities of each student; formation of professional competencies; focus on the demand for the profession in society.

**Kalit so'zlar:** Approach, English-speaking competence, intercultural communication, communication, professionally oriented communication.

**Kirish:** The integration of Uzbekistan into the world educational space and the increasing importance of international cooperation in the professional sphere require a sufficiently high level of foreign language proficiency from university graduates. In modern realities, a specialist is in demand who is able to cooperate with people from other countries, who knows how to build foreign language oral and written communication in various situations, because all this allows him to become a full participant in intercultural communication in the global community and increase his competitiveness in the labor market.

Intercultural competence implies knowledge of a foreign language culture, which contributes to understanding the peculiarities of the worldview of other nations [4], which have national norms of behavior and rules that are different from Russian society. Competence also includes personal qualities. A modern specialist should be able to take the initiative, demonstrate independence, engage in creative personal development, strive to improve professional skills, and also show respect for other cultures and be tolerant of the traditions and customs of other peoples [3].

No less important for a successful specialist is social competence, which includes professional competence and the competence of interpersonal relations. In the modern labor market, one of the most important components of a successful career is a high professional level. Therefore, teaching English should be profile-oriented.

The competence of interpersonal relations is also associated with professional competence, since collective activity, including project activities, allows you to learn how to work in a team, communicate with other specialists, and also develop rules of professional behavior, including in conflict situations.

Unlike traditional approaches in teaching competence, it focuses on the activity of the content of education and places the basis of learning not on teaching, but on active learning, the most important feature of which is the possession of various techniques, as well as developed abilities for self-organization, self-management, time management, self-learning and self-development. [7].

Since any professional activity involves interaction with people, each specialist must master communicative competence, which is a whole conglomerate of competencies that are comprehensively mastered throughout the entire period of study at a university.

In the language training of future specialists, it must be taken into account that the study of foreign languages is a sequential process, involving the development of the next level based on the previous one. However, there are basic methodological techniques, therefore, regardless of the goals that the teacher sets for himself, working on the text involves three main stages.

Let's go into detail at each stage. The purpose of the first preparatory stage is the development of the lexical and grammatical material contained in the text without presenting the text itself. At this stage of work, a certain set of vocabulary is authorized based on the grammatical material already covered. At the basic level of language training, this will be enough, at a more advanced level, the subsequent development of new grammatical structures based on the newly automated lexical material is possible. This stage is of great importance and should not be omitted, even if there are no unknown lexical units in the text, since you can always find such lexical material that is either very important for oral speech or is poorly remembered due to the interference of languages.

Thus, when learning English, the approach to preparing a future engineer involves the integration of socio-communicative, educational, general scientific, value-semantic, pragmatic, general cultural or universal competencies through the development of students' ability to independently solve problems in different types and fields of activity, using social experience, which includes their own knowledge, and practically learned skills and abilities. The introduction of such training helps to develop creative thinking and attract students' interest in important issues in their subsequent professional activities. The implementation of the approach in close cooperation with future employers, the scientific and methodological content of training specialists and motivating students to a good level of their professional activity helps to increase the effectiveness of training in vocational education.

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