



FORMATION OF COMMUNICATIVE COMPETENCE IN THE STUDY OF ENGLISH BY STUDENTS OF A NON-LINGUISTIC UNIVERSITY

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ABSTRACT: - This article discusses the formation of communicative competence in the study of English by students of a non-linguistic university. Within the framework of the competence-based approach, specialists in the field of foreign languages consider various competencies, including such as subject, communicative, activity, developing; but communicative competence is always singled out as the main one, since it is this competence that is the basis for the development of all other competencies. In an integrated communicative approach, created on the basis of deep theoretical and practical developments, special attention is paid to the communicative orientation of education.

KEYWORDS: Communicative competence, study of English, non-linguistic university, competence-based approach, field of foreign languages, activity, developing.

INTRODUCTION

In the early 1990s, a linguistic situation developed on the European continent in which English acquired a dominant position. This was facilitated not only by the stable economic development of Great Britain, which operates

in the markets of Europe, Asia, Australia and New Zealand, but also by the successful promotion of the United States of America to the European markets in connection with the collapse of the Soviet Union and the opening

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of borders for American manufacturers in the post-Soviet space.

The need to develop competencies in the field of foreign languages, in particular English, is not new and unexpected. In the 60s of the last century, the Council of Europe took a number of measures aimed at developing a program to intensify the teaching of foreign languages on the European continent.

THE MAIN FINDINGS AND RESULTS

The ongoing activities were aimed at creating a system for teaching foreign languages not only to students of higher educational institutions, but also to adult students who are faced with the problems of communicating in a foreign language in the course of their activities in foreign markets for goods and services. As a result of this, a concept appeared that paid special attention to the formation and development of the ability to communicate in a foreign language in the context of student-centered learning. In the same years, a number of projects were carried out, the purpose of which was the formation of a system of communicative education. In an integrated communicative approach, created on the basis of deep theoretical and practical developments, special attention is paid to the communicative orientation of education.

Language competence, which is included in the concept of communicative competence and represents the possession of a system of information about the language being studied (by its levels vocabulary, word composition and word formation, morphology, syntax of a simple and complex sentence, the basics of text style), is especially important today, because in a world of growing global integration and the development of international relations, the ability to establish contacts without intermediaries leads to

strengthening the position of companies and increase their profits. This leads to the conclusion that, while preparing specialists in the field of management, marketing and economics, universities should pay special attention to training in the field of foreign languages and the formation of students' language competence for subsequent active participation in international and foreign economic activity.

The transition of higher educational institutions to a two-level system of education according to the federal state educational standards of higher professional education of the third generation is clearly outlined the need for the formation of trainees' competencies, including language ones. Graduate of the direction of training "Management" with a qualification (degree) of a bachelor must have, in accordance with the standard, both general cultural competencies (GCC) and professional competencies (PC).

General cultural competencies include the following:

- knowledge of world culture and willingness to rely on them in their personal and general cultural development;
- knowledge and understanding of the laws of development of nature, society and thinking and the ability to operate with this knowledge in professional activities;
- the ability to take an active civic position;
- the ability to analyze and evaluate historical events and processes, etc.

Within the framework of the competence-based approach, specialists in the field of foreign languages consider various competencies, including such as subject, communicative, activity, developing; but communicative competence is always singled

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out as the main one, since it is this competence that is the basis for the development of all other competencies. The concept of “communicative competence” comes from the Latin word “competere” (to achieve, to conform). Communicative competence means the ability to solve communication problems that are relevant for students from everyday educational, industrial and cultural life, the ability to use the facts of language and speech to achieve the goals of communication. This is the ability of a person to realize language competence in various conditions of speech communication.

Having come to the conclusion that the formation of communicative competence is the most important, a few years ago, at the Institute of International Management and Education of the Uzbekistan State Agrarian University, we began an experiment to train specialists in the field of management and personnel management, able to integrate into the international educational and industrial space. The purpose of this experiment is the formation of communicative competence in the field of English, which allows graduates to use English both in professional and everyday communication. The principles underlying this experiment are the following:

- introduction of the principle of creating homogeneous groups;
- introduction of a communicative methodology for teaching English;
- training in business English, starting from the 1st course;
- the use of project work in the process of teaching English.
- Since students in a homogeneous group have approximately the same level of training and development, an atmosphere of emancipation, mutual understanding, real communication and confidence in

their knowledge is formed in the group, which leads to a high level of assimilation of the studied material and, consequently, the formation of communicative competence.

- When implementing the communicative method, we focus on the following characteristics of this method, considering them the most important:
- the teacher invites students to use the language in communication situations;
- language is presented according to function, not form;
- the student learns to use the language adequately in a particular social context;
- the student learns to “take risks” in the use of the language, while mistakes are considered as a natural result of learning;
- the student learns to read, speak, understand and write at the same time.
- Business English in the learning process acts as a complex system consisting of:
- from the language (vocabulary, grammar, pronunciation, syntax, etc.);
- content (marketing, management, finance, economics, etc.);
- communication skills (presentations, business correspondence, telephone conversations, etc.);
- intercultural communication.

We pay special attention to the organization of project work. The project method as a pedagogical technology includes a target orientation; scientific ideas on which the system of actions of the teacher and student is based; evaluation criteria and a qualitatively new product. The project method attracted the attention of Russian teachers as early as the beginning of the 20th century. Much attention was paid to him by S.T. Shatsky, V. Petrova, N.K. Krupskaya, B.V. Ignatiev and others. The project implies a task that is presented to students for implementation, as

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a rule, at the end of the study of a particular topic. Its implementation makes students feel that a foreign language is not the goal of learning, but a means of communication. In the process of working on a project in the classroom, a real situation of activity is created.

1. Excursion Projects - this is when students are sent to enterprises in order to find out how work is organized in one of the management processes, such as marketing activities or advertising activities, followed by a presentation of the project in class. This type of projects is actively used in the process of classroom work, as well as in preparation for the defense of bachelor's and master's degrees in English in the areas of training "Management", "Personnel Management", "Professional Training".

2. Hand Projects - projects when bachelors and undergraduates do specific things themselves, such as drawings, embroideries or panels for the countries of the language being studied, which are later used to decorate foreign language classrooms.

3. In game projects (Play Projects), bachelors and undergraduates perform playing roles. The university traditionally holds the holidays "Halloween", "New Year", "Christmas" and others. No less interesting and useful for the professional development of future managers are textbooks published at the university and constantly used in storytelling projects when conducting professionally oriented role-playing and business games. These include such professionally-oriented teaching aids as "Learning business English", "Strategic management", "Marketing", which also received Inform register certificates and serve to form professional competencies.

4. Projects of storytelling (Story Projects) are stories of students and undergraduates about various cases of life, singing songs in a foreign language, listening to stories from CDs or cassettes, followed by their summary.

The high efficiency of the communicative teaching methodology has been confirmed by practice. English has become one of the most interesting subjects for students. The annual monitoring of the quality of education, carried out by the leadership of the institute as part of the quality management system, shows that from 65 to 75% of first and graduate students consider English the most interesting and necessary subject for their future work. The number of students entering the Institute of International Management and Education for education in the field of international management, logistics, personnel management, as well as in the field of a foreign language, English, is increasing every year.

The number of those students who undergo industrial practice and internships abroad is growing, some of them are employed in international and foreign companies. Minor difficulties in adapting to the international educational and industrial environment are explained by the fact that the learning process at the university gives students a good knowledge of this environment:

- a number of subjects, such as regional studies, foreign economic activity, English for professional purposes, are taught in English;
- the problems of foreign business and the conditions for adaptation in the foreign labor market are studied independently and discussed at student research conferences in English;
- meetings and conversations are held annually with professors of foreign universities

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from Germany, Slovenia, China, Mongolia, the USA, etc.;

- interesting material for students is presented by bachelors and masters of foreign universities who come to the university through the AIESEC organization.

It is well known that independent work is work performed individually, without the help of a teacher, with materials that the student selects independently (self-access materials), depending on personal goals, motivation and interest. However, not all students understand their personal responsibility for the quality of the performance of those tasks that they perform outside the classroom. Many refer to this formally, in order for the task to be credited by the teacher. An example of this attitude is the once-popular system of handing in homework in “thousands of printed characters” with huge lists of translated words. As a result, with a huge amount of work done, the majority of graduates could neither speak English nor perform high-quality translations. In order for independent work to be effective, students must clearly understand its usefulness for successful career building and practical use of acquired knowledge in the future professional activity. This pragmatic approach determines the feasibility conducting at the beginning of the English course with an indication of those skills and abilities that will be in demand by students in the future.

The language portfolio, depending on the desire and capabilities of both students and teachers, can have either paper or virtual form. A paper version in the form of a folder with completed written work with comments and assessments of the teacher, reports on the implementation of various activities to improve language skills (watching films in English, preparation of presentations,

participation in international projects, etc.) will be more visual and convenient for assessing and analyzing progress. The content of the student's language portfolio should be all tests during the course of study and the completed planned independent work, divided into headings (tests, written work, individual reading, etc.) indicating the deadlines and evaluation of the teacher. Constant student self-assessment is important for understanding their strengths and weaknesses, choosing the right strategy for completing tasks.

All types of language activities should in the future become those tools that, even after graduation from the university, will help independently maintain and improve their language competence. The language portfolio should contain a list of useful sources: online versions of professional magazines in English with audio and video interviews with specialists, websites with training programs with audio files, express tests, video lessons, addresses of shops and libraries with literature in English, information about adapted literature with audio CDs, etc.

CONCLUSION

A general list for all students can be compiled by teachers of the department, and then supplemented by each student individually in dependent on professional interests. Thus, self-study reduces the path to achieving the student's short-term and long-term goals in learning English, and the self-study portfolio may remain with students as a recommendation for further improvement and implementation of the principle lifelong learning.

In short, we would like to emphasize that the foreign policy and diplomacy of Mirza Babur's state in general and in a broad sense has a

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greater regional scope, influence and importance than the international politics and diplomacy in the literal sense, financial and organizational foundations, which Sahibgiron Amir Temur began to organize. and its guarantees could not rise to the level of creating worldly, universal great, noble goals and values. The main reason for this is that a great ruler, statesman and diplomat like Babur, who was passionate about establishing such secular politics and diplomacy, did not have enough time to live, he died very early, prematurely. Although his descendants, the Baburites, could not carry out the foreign policy and diplomacy typical of a great statesman at the level of Babur, but for more than 300 years, the state, society, civilization, science, and culture of the Baburites in India had a peaceful and gradual development, legendary fame, and prosperity. they were able to provide political conditions and diplomatic guarantees.

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