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Optimizing the Process of Developing Communication Skills in Prospective Engineers by Applying Analytical Thinking

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Abstract: As a result of a detailed analysis of scientific sources, it was concluded that the terms "competence" and "communicative competence" are often interpreted similarly, have many commonalities, but the concept of "competence" has a broader meaning. In this dissertation research, the term "competence" is considered as a set of knowledge, skills, competences and personal motives aimed at solving standard and non-standard theoretical and practical problems within any activity. By competence we mean that a person has the appropriate powers; this is a systematic unit of the level of knowledge, experience, behavioral skills and ability to act that fully corresponds to the requirements of a certain professional activity.

Keywords: Communicative competence, interaction, activity.

Introduction: N.V. Solomina defines the considered concept as a complex form that can incorporate simpler types of competences, namely: linguistic, speech, subject, cultural, pragmatic, lexicographic, sociolinguistic, etc. [7].

Researcher O.S.Zorina states that having communicative competence means the ability to know communication algorithms, set them up, and thereby effectively manage the communication process. The transformation of knowledge about these parameters into the ability to apply them in practice is an important personal quality, regardless of the chosen professional activity [1].

Local researcher A.T.Nurmanov is the leading factor of effective communicative competence, which means the result of the interaction of subjects, taking into account the achievement of mutual understanding between them, ensuring their personal and creative development, taking into account their appropriate use, methods of communication suitable for a particular situation. [6].

Communicative competence, A.S. Nikulina, is an integrative quality of a person that reflects the level of formation of interpersonal interaction experience obtained as a result of a person's conscious choice of an individual communicative strategy to achieve personal important goals [2].

Psychologist and teacher A.G. Asmolov said that communicative competence helps a person to realize himself successfully as a subject of his process, has a positive effect on the establishment and maintenance of benevolent relations in co-creation and cooperation, and encourages effective solving of self-management problems. process and contribute to the stable dynamics of communicative activity through the successful exchange of semantic relations between communicants, values that predetermine the self-development, self-creation and self-determination of a person [5].

T.N.Shcherbakova determines communicative competence with a positive experience in an interactive space due to the convenient or "easy" feature [8]. The psychologist pays special attention to the importance of communicative competence in the educational process, which he considers to be the main condition for the successful interaction and cooperation of students.

Below we refer to the existing definitions of the concept of "communicative competence" within the professional activity of a teacher.

Researcher N.L. According to Gimpel, the teacher's communicative competence is an integral part of his professional competence, which reflects the level of pedagogical orientation, is based on professional communicative knowledge, skills, abilities and attitudes and is formed in a specially organized social environment. [4].

Local researchers M.B. Urazova and S.S. Magdieva refers to communicative competence as the most important and required competencies of a modern teacher and the ability to effectively interact with other people through it [10],

Researcher H.A. Yolbarsova states that communicative competence refers to the system of personal qualities of future engineers based on readiness for

professional, thinking and empathy [9].

N.D. Desyaeva stated that the development of communicative competence in future engineers is to develop their skills to solve professional problems with the help of speech activity [11].

In our opinion, V.I. Teslenko's opinion cannot be denied. Teslenko says that it is a communicative competence that provides the teacher with the ability to listen and access various forms of communication, participate in collective discussion and problem solving, join the community of professionals, establish effective cooperation and collaboration with students, colleagues, parents. [4]. Observation and analysis of the educational process in some pedagogical higher educational institutions showed that the communicative and speech skills of students are far from the level required for graduates of higher educational institutions according to the requirements of the time and State educational standards. This is especially true for students in the undergraduate course 60111700 - English in foreign language groups. Often, students who enter this course do not know enough English at first, which negatively affects the further development of their professional skills. Another problem arises from this: due to poor vocabulary, students neglect English and often switch to their mother tongue, thus depriving themselves of primary language practice. Such students feel insecure in the classroom, they spend a long time looking for the appropriate word for a certain communicative situation, they are afraid to enter with classmates, contact the teacher. The psychological factor also plays an important role here. Often a student has the right information, but is afraid to pronounce it in public. Therefore, it is very important for future engineers to pay attention not only to mastering the cycle of compulsory professional education, but also to actively develop speech, thinking, and increase communicative competence.

Communicative competence activity is an important component of professional compatibility of specialists. If we talk about the teacher's specialty, then communicative competence is the basis of his professional direction.

Conducting targeted work on improving the communicative competence of future engineers includes determining the content and structure of this concept. Researchers recognize that it is a complex multicomponent whole that includes a number of individual competencies. In the didactic literature that we are studying, there are different parts of communicative competence, their number varies from three to seven. Thus, in the 1980s, British scientists M.

Kaneil and M. Swain identified four important components of success [12].

1. Grammatical component - knowledge of vocabulary, morphology, syntax, semantic rules, intonation principles, pronunciation.
2. The socio-cultural component is the application of the most appropriate statements for a given social and cultural environment.
3. The discursive component is the consistent use of language knowledge to continue.
4. The strategic component is the ability to compensate for the imperfect acquisition of grammatical and sociological rules in order to achieve communicative goals.

According to Savignon, communicative competence includes grammatical competence, speech competence (speech competence), speech strategy competence, and socio-cultural competence [13].

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