



EFFECTIVE FACTORS FOR TEACHING FOREIGN LANGUAGE DURING PROFESSIONAL ORIENTATION

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Abstract: In this article discusses effective factors and ways for teaching foreign language skills during professional orientation in a foreign language level of B2 students. Professional communication skills among students of non-philological higher educational institutions in the process of teaching foreign languages

Keywords: *competent approach, language skills, personal qualities, professional competence, speech, sociocultural, and pragmatic competencies.*

INTRODUCTION

In a globalized world modern learning environment should be aimed at developing personal intellectual abilities, critical thinking skills, communication skills essential for understanding cultural diversity, cooperation with representatives of various multinational organizations.

In the context of globalization, there has been a need to improve the types of speech activities of students of non-philological specializations of higher education institutions, to introduce advanced teaching methods using new materials, scientifically substantiating foreign language skills from the perspective of a competency-based approach, and to integrate pedagogical and information and communication technologies.

The activation of the competent approach to education in world pedagogy has made the development of communicative competence in the formation of professional competence of future specialists in higher education, as well as the improvement of their professional speech in the process of preparing students for professional activity, one of the urgent tasks. In order for today's specialist to be



competent and competitive, meeting international standards, it is important for him to be able to communicate effectively in his work. In the process of providing qualified specialists in different countries of the world, attention is paid to the requirements for employees in these areas, in particular, their ability to work on behalf of the state with citizens of the country and abroad, communicate with a wide range of segments of the population, maintain official documents in the state language, and directly participate in the circulation of electronic documents.

From this point of view, organization of language education in non-philological higher education areas in a career-oriented way, development of professional communication competence of future specialists acquires important scientific and practical importance.

Great attention is paid to the teaching of foreign languages in our republic. Foreign language teaching has been established in all educational institutions, and students and all categories of language learners are provided with modern educational literature. Qualified foreign language teachers are being trained in a number of universities and pedagogical institutes. However, the expansion of our republic's cooperation with foreign countries in various fields requires every specialist to master a foreign language perfectly and be able to communicate directly with foreign colleagues.

METHODOLOGY

Generalizing them, we came to the following conclusion when interpreting these concepts, which are actively used in the educational process today: “Competence” is the effective application of personal qualities and knowledge, skills and qualifications in the process of activity in a certain field; “competence” is the existing and possible emergence of ability to perform a certain activity.

A competent approach to education involves teaching students to effectively use the acquired competencies in various situations in personal, professional and



social life. In this case, special attention is paid to the ability to use the relevant knowledge, skills, and qualifications when faced with unexpected, uncertain, new, and problematic situations. Therefore, in the process of teaching each subject, competencies are formed based on its content and characteristics. Professional competence is manifested only in a specialist directly performing a certain activity, but its initial conditions, basis, foundation, and specific aspects are formed and developed in the process of professional education. In particular, in order to communicate effectively using information, it is necessary to be able to explain one's thoughts to others at the necessary level, understand the opinions of others, and engage in discussions, which requires the formation of the communicative competence of the future specialist. This explains the inclusion of communicative competence in the composition of basic competencies.

In our country, in recent years, attention has been paid to the teaching of foreign languages using information and communication technologies, and a number of reforms are being implemented. “Educating a highly educated and intellectually developed generation, creating a reserve of competent scientific pedagogical personnel in higher educational institutions”¹ was set as a priority task. Based on foreign experience, the normative framework and material and technical base for organizing foreign language teaching, developing linguistic and sociolinguistic competencies in students have been created. Important tasks have been identified, such as clarifying the methodology, system, and foundations of linguodidactic support for developing competencies in teaching English in educational institutions, and conducting scientific research in areas that strengthen reproductive and receptive skills.

Various aspects of the formation of professional communication skills among students of non-philological higher educational institutions in the process of teaching foreign languages (English, German, French, Russian) have been extensively

¹ O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar Strategiyasi to‘g‘risidagi” 2017 yil 7 fevraldagi PF-4947 sonli farmoni.



studied by Russian scientists A.P. Petrova (1999), L.V. Makar (2000), L.V. Yukhnenko (2000), M.V. Dementieva (2001), Yu.V. Lopatina (2005), O.Yu. Ivanova (2005). The term “competence” was first used in linguistics in the 50s and 60s of the 20th century and meant a person’s ability to perform a certain activity. In the definitions of the concepts of “competence” and “competence” given by N.Chomsky, J.Raven, A.Zimnyaya, F.Delamare and J.Winterton, H.Meyer and A.Klapper, A.Khutorskoy and others, competence is interpreted as the behavior and behavior required in a certain activity, and competence is the level of compliance with this requirement, that is, the final result of demonstrating competence. O.A. Koysinov, U. Begimkulov, X.A. Mamatkulov, D.A. Mustafaeva have made significant contributions to professional competence².

RESULTS AND DISCUSSION

Communicative competence encompasses many aspects such as the ability to communicate with people in society in one's native language, the official language of the country in which one lives, and foreign languages, the ability to express one's thoughts clearly and clearly both orally and in writing, the ability to formulate a question logically and correctly, the ability to answer a question logically, the ability to adapt to the situation, the ability to follow the culture of communication in the process of communication, the ability to defend one's point of view while respecting the opinion of the interlocutor, the ability to convince the interlocutor, the ability to manage one's emotions in conflict situations, and the ability to make effective decisions in resolving problems and disagreements. This leads to the conclusion that communicative competence in language education is formed through linguistic, speech, sociocultural, and pragmatic competencies.

² Қўйсинов О.А. Компетентли ёндашув асосида бўлажак ўқитувчиларнинг касбий-педагогик ижодкорлигини ривожлантириш технологиялари-Т-2019-237 б, Begimkulov U.Sh. “Pedagogik ta’lim jarayonlarini axborotlashtirishni tashkil etish va boshqarish nazariyasi va amaliyoti”: Ped.fan.doktori diss.,- 2007.-305 б; Маматкулов Х. А.-Педагогларда хорижий тиллар бўйича касбий компетентликни ривожлантиришнинг ахборот-методик таъминотини такомиллаштириш -Т-2017-, Мустафоева Д.А.Ихтисослик фан ўқитувчиларининг касбий компетентлигини ривожлантириш (ихтисослик фани ўқитувчиларининг малака ошириш курслари мисолида) -2020-207 б;



- the need to improve the general competence of students, taking into account the speech and grammatical difficulties that arise in teaching and learning a foreign language;
- the limited use of interactive technologies in the educational process and education system in the formation of "types of speech activity", and the existing ones are quite outdated and in need of updating;
- The lack of interactive methods in teaching foreign language, a boring routine; this leads to a lack of focus on the concept of interaction between teacher and student, and in practice demonstrates the occurrence of a disconnect and etc.
- the teacher's failure to improve the process of communication or conversation (speech) that directs the student to develop his intellectual and creative abilities, self-development, and self-education;

CONCLUSION

A competent approach requires the organization of language education in an organic way with the student's specialization. As is known, the competence of technical engineers, economists, business and marketing employees is mainly reflected in the process of exercising control, and the competence of their employees is reflected in conducting explanatory work with legal entities and individuals, in the correct execution of working documents. This sets the requirements for conducting professional dialogue at a high level. At the same time, the competence of employees of these areas implies prompt and effective action in the event of conflict situations, the prevention of such situations and the ability to correctly resolve them in the process of professional dialogue.

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