



THE TECHNOLOGY OF FORMATION OF CAREER-ORIENTED COMMUNICATION COMPETENCES IN THE TRAINING OF FUTURE SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS (AS AN EXAMPLE OF ENGLISH LANGUAGE TEACHING)

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ABSTRACT

This article discusses the formation of career-oriented communication competences in the training of future specialists at higher education institutions, with a specific focus on English language teaching. It discusses the importance of effective communication skills in professional settings and the role of English as a global language. The paper analyzes various pedagogical strategies and methods that can be employed to enhance communication competences among students. Additionally, it highlights the significance of integrating real-world scenarios and practical experiences into the curriculum to better prepare students for their future careers. The findings aim to provide insights into improving educational practices for developing essential communication skills.

KEYWORDS

Career-oriented communication competences, higher education, English language teaching, pedagogical strategies, effective communication, professional settings, curriculum integration, practical experiences.

INTRODUCTION

Modern global development trends in the field of economics, culture, science, education and sports have an intensive impact on the promotion of a foreign language, making it a tool capable of not only

transmitting knowledge and skills, but also creating professional and communication skills, multicultural worldview, and implementing speech behavior in various situations. Today, English is becoming an attribute of many professions in various areas of



professional activity. Consequently, English is the main foreign language in many non-linguistic higher education institutions. However, an effective speech process in professional situations implies not only knowledge of language materials and speech activity, but also knowledge of customs, traditions, and national characteristics of representatives of other countries. Therefore, more and more attention is paid to studying the methods of forming professionally oriented linguistic competence in students of non-linguistic universities.

METHODS

Within the framework of the legislation of the Republic of Uzbekistan and state standards, the systems of continuous education in foreign languages have been developed taking into account some provisions of the CEFR in our country. CEFR (Common European Framework of Reference) is a generally recognized international system within which a student's language abilities are explained and assessed in the same way (2020). However, CEFR is not limited to assessing and determining the level of language proficiency, it also concerns teaching and learning. Within the CEFR, teaching and learning are based on the formation and development of communicative language competence. Communicative language competence helps to carry out activities using language tools. Although the concept of communicative competence is widely used, it has had the greatest impact on education, especially on language teaching and testing (Ridell, 2018). Today, communicative language competence is characterized as the acquisition of all types of speech activity and the basics of oral and written speech culture, mastering the skills and abilities of using language in various areas and communication situations (Glushchenko and Velichko, 2016). Litvinko (2009) defines communicative competence in teaching a foreign language as a set of

knowledge about the language system and its units, their construction and functioning in speech, about the ways of formulating thoughts in the studied language and understanding the judgments of others, about the national and cultural characteristics of native speakers of the studied language, about the specifics of various types of discourses; this is the ability of a person learning a language to communicate in various types of speech activity in accordance with the communicative tasks being solved, to understand, interpret and generate coherent statements. And, within the framework of this competence, four competences are taught during classes: linguistic competence (knowledge of lexical units, morphology, syntax, phonology), sociolinguistic competence (relevance of the statement in relation to the context, situation), pragmatic/discursive competence (ability to communicate and maintain a conversation according to the development of the communicative situation; ability to form coherent texts and connect ideas consistently, and knowledge of genres) and strategic competence (strategies for avoiding communicative problems). Each competence plays its role in creating effective foreign language communicative competence [2].

RESULTS AND DISCUSSION

The student's speech skills and correct use of language show how well the student has linguistic competence. This competence is considered the main component of communicative competence. According to Pyrkova (2014), linguistic competence also implies the expression of ideas about the structure of a foreign language, various changes in the language, the role of language in human life and society, a sense of respect and love for a foreign language. Also, linguistic competence includes knowledge of the history of foreign language science and its outstanding representatives. Linguistic competence has a positive



effect on the cognitive culture of the student's personality, develops logical thinking, imagination, self-analysis skills, self-assessment, and reflective thinking (Pyrkova, 2014). Yudina (2021) notes that linguistic competence cannot exist outside of speech competence and outside of professional competence. As a component of communicative competence, linguistic competence serves as a starting point for the formation and development of other professional skills and abilities.

Professionally-oriented competence

Professionally-oriented competence is one of the components of linguistic competence and means mastery of professional vocabulary and the ability to apply it in different circumstances and cases of professional communication. Therefore, lexical competence plays an important role in the formation of professionally-oriented linguistic competence. Students should be able to correctly apply vocabulary for acceptable communication in a certain area, express opinions, understand professionally-oriented texts and scientific and technical literature. It is necessary, in order to form professionally-oriented lexical competence, to take into account the authenticity and novelty of texts when preparing materials for classroom lessons, organizing and checking independent work and introducing reflective writing. It is especially important that professionally-oriented foreign language linguistic competence, being one of the main characteristics of a specialist, indicates how professionally this specialist can use his knowledge of the language, skills and abilities to do his job, solve problems and tasks of a professional nature. Professionalism and competence are considered to be an interrelated combination of characteristics of a person as an individual and as a professional.

Development of professionally oriented linguistic competence

Formation and development of professionally oriented linguistic competence requires the introduction of effective methods, techniques and technologies for teaching foreign languages. Galskova [4] suggests the following conditions for the introduction of various language exercises in foreign language classes in non-linguistic universities: a clear goal setting in foreign language speech activity; social and professional focus of the activity; students' satisfaction with the solution of specific problems; the development of students' ability to creatively approach a particular problem or solution; a favorable psychological climate in the team during the learning process. These conditions can clearly visualize for students what the task is before them and what the learning outcomes may be, which can naturally stimulate students' motivation to participate in the exercises.

Role-playing is another useful tool that allows students to apply not only their abilities but also to learn to understand the task at hand in practice. Some of the general roles that can be used can be related to various topics that students will work on in the classroom. For example, if students choose the topic of "Mobile Phones" and discuss a more specific topic of "The Most Popular Brands of Mobile Phones Among Young People," they can imitate the actions of people associated with such a field, such as mobile phone manufacturers, developers, sellers, buyers, and others. Role-playing can help students better understand the knowledge they have acquired, develop communication skills, and enrich their vocabulary, thereby teaching them a foreign language for professional purposes.



Oral presentations are very effective as many students enjoy speaking and practicing their speaking skills. Students are given a variety of topics from which they can choose their own topic for the presentation. They then read relevant literature, narrow down the topic and study it in depth, which can increase their interest and motivation. Students also have the opportunity to show their creativity as they will need to choose and use various presentation tools including PowerPoint slides, flip charts and even videos. They can create their own designs of visual materials, thereby arousing the interest of their audience. Impromptu speech (a method of speaking with little or no preparation aimed at developing spontaneous fluency) allows us to focus mainly on students learning to express their opinions in a foreign language, answer questions and participate in class discussions. For example, when we teach a new topic, we can use this approach for the whole group, encouraging students to speak spontaneously on a certain topic. This method gradually develops students' ability to express their opinions freely, listen to each other's opinions on the topic, and organize ideas to come to appropriate conclusions. Although students are engaged in the process of individual learning (thinking and answering the question individually), they learn from each other, since in order to avoid repeating ideas, they must listen to their peers' opinions, which helps develop listening skills and improve their understanding of various concepts related to the new topic.

CONCLUSION

In conclusion, we can emphasize that linguistic competence, being the main part of communicative competence, means the correct use of language expressing and interpreting various concepts, ideas, opinions and emotions for effective communication and writing. Professionally oriented linguistic competence implies that a student can use the

acquired knowledge of the language, lexical and grammatical skills and abilities to construct correct oral and written statements in a certain area, have a sufficiently good command of scientific and technical terms and vocabulary in the specialty. Naturally, for the formation and development of professionally oriented linguistic competence, it is necessary to introduce a set of tasks and exercises embodying speech skills, language material, social and cultural elements and the ability to use language in different social contexts. The use of authentic texts in the classroom, computer programs aimed at developing lexical and grammatical competencies, classroom methods of an interactive approach such as case studies, role-playing games, oral presentations and spontaneous speeches can help develop students' professionally oriented linguistic competence by teaching them the correct choice of words based on social and cultural contexts.

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