

## Implementation of Practice-Oriented Training as the Basis of Developing Students' Communicative Competence

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**Abstract:** The successful implementation of the functions of practice-oriented learning in the system of vocational education requires the study of the theoretical and methodological basis, which is the most important attribute of any pedagogical system. The author of the article proposes to use interdisciplinary, contextual, modular approaches in the educational process to solve this problem, and also substantiates the need to consider them in unity. In addition, we showed a practice-oriented approach not only in solving a problem using the example of a specialized discipline, but also showed the possibility of implementation of practice-oriented training as the basis of developing students' communicative competence.

**Keywords:** practice-oriented technologies, practice-oriented learning, professional competence, communicative competence.

### Introduction

The modern labor market requires specialists of a new formation who are able to find constructive solutions to problems, who are ready to solve problems in non-standard conditions and who are able to flexibly use the acquired knowledge in their professional activities. The labor market requires practitioners, primarily competent specialists. In this regard, the training of a qualified specialist of the appropriate level and profile in higher education requires a revision of the educational trajectory, conditions and organization of the educational process. Today, training should acquire a practice-oriented content, which will ensure the formation of the professional competence of a future specialist. One of the main requirements for the methodological analysis of any pedagogical problem is the study of a theoretical and methodological approach to the problem. The approach in modern research acts as a way of cognition and transformation of reality, i.e., it performs methodological functions, linking theoretical constructions of various levels with practical actions to implement the tasks set. We share the opinions of O. Yu. Afanasyeva, E. Yu. Nikitina and others that the approach is the theoretical and methodological basis of pedagogical research, which has certain regularities and features [1].

The theoretical and methodological basis is the most important attribute of a practice-oriented pedagogical system, providing a solution to a number of problems, including streamlining the conceptual and terminological field of science, identifying its patterns and principles, determining the prospects for the development of the direction under study and, in connection with this, pedagogical science in general. We have analyzed the currently existing approaches to the implementation of practice-oriented pedagogical technologies in the system of vocational education. Some scientists consider acmeological, integrative, competency-based, holistic and systematic approaches as a theoretical and methodological basis for studying the process of developing the professional competence of a specialist in a practice-oriented educational environment, revealing the versatility, multi-level, multi-conditionality of professional competence of a specialist. Other researchers offer activity-competent, context-competent, personal approaches to practice-

oriented learning. Of course, each of them is able to realize the professionally applied orientation of the educational process, selecting as the initial foundations all the best in the declared direction.

### Methods and Analysis

In order to determine the methodological requirements for the study of the problem of implementing practice-oriented pedagogical technologies in the system of vocational education, we analyzed the levels of methodology and their specifics. The general scientific level, which explores concepts that affect all or most of the scientific disciplines, made it possible to investigate the named problem at the interdisciplinary level from the point of view of general patterns of development, to identify the deep foundations of its development and to reveal the mechanisms of action, taking into account the dynamics of significant intrasystem connections. The concrete scientific level made it possible to describe the principles of research and procedures used in a particular scientific discipline. The methodological and technological level describes the methods and procedure for establishing the interaction of all subjects that are in open and equal relationships to achieve the predicted final results. The presented characteristics of the named levels of methodology allow us to talk about their deep internal unity, interconnection, complementarity, complementarity, the presence in them of ideas that are productive in terms of optimally solving the problems of pedagogical management. The comprehension of such an approach to the study of the problem under study made it possible to choose not one, but the synthesis of several previously known theoretical and methodological approaches, i.e., to create a new configuration that made it possible to introduce the necessary rigor of tasks, their solutions and determine the methodological foundation for reasonable forecasting. The analysis of scientific literature, the generalization of pedagogical experience, and our own experimental data allow us to say that the solution of the designated scientific problem can be successfully implemented if the synthesis of interdisciplinary, contextual and modular approaches acts as a theoretical and methodological basis for the implementation of practice-oriented learning in the system of vocational education, which is determined by the characteristics of the educational process in institutions of vocational education. In our opinion, the interdisciplinary approach ensures the acquisition of integrative theoretical and practical knowledge and skills in the specialty necessary for the future specialist to successfully carry out further professional activities; the contextual approach contributes to the formation of general and professional competencies; modular approach provides dynamism, flexibility of the educational program. While choosing these approaches, we took into account their compliance with the federal educational standards for vocational education, the main educational programs for primary, secondary and higher vocational education.

The implementation of practice-oriented learning in the system of professional education within the framework of the contextual approach involves the consistent modeling of the professional activity of a future specialist from the side of its subject-technological (subject context) and social (social context) components in the study of general educational, general professional and special disciplines. In the process of teaching special disciplines, real professional situations and fragments of production, the relations of people employed in it are recreated. Thus, the students are given the contours of their professional work. The unit of work of the teacher and the student is the situation in all its subject and social ambiguity and inconsistency.

Recreation of the subject and social contexts of professional activity is carried out to a greater extent through the implementation of imitative learning technologies. The specificity of the simulation technology is not activity as such, but modeling in the educational process of various kinds of relationships and conditions of real life. Simulation models allow you to correlate educational information with professional situations and problems, use it as practical guidelines for the professional activity of a future specialist. This approach ensures the formation of cognitive and professional motives of trainees, the productive activity of their thinking and behavior.

## Discussions

The methodological regulator of the implementation of a practice-oriented educational process is a modular approach. The methodological basis for constructing the modular approach technology is the general theory of fundamental systems (P.K. Anokhin, L. Bertalanffy, etc.), according to which the entire continuum of human mental activity, the dominant motivation of which is the formulation and solution of a personally significant problem, can be divided into " quanta. The principles of system quantization of problemat�city and modularity underlie the functional systems of human psychological activity, expressed by various sign systems (linguistic, symbolic, graphic, etc.). At the same time, the principle of system quantization constitutes a methodological fragment of the theory of compression of educational information [1].

The principle of modularity is the basis of the modular learning method. The ideas of modular education originate in the works of foreign scientists as K. Kurch, G. Owens, J. Russell, B. F. Skinner. The interest of researchers in modular learning is determined by the desire to achieve a variety of goals. Some scientists pointed out the need to give the student the opportunity to work at a pace convenient for him, to determine his strengths and weaknesses, to choose a method of teaching suitable for a particular person; others integrate different methods and forms of learning. Relevant for our study are the goals of establishing interdisciplinary links and solving problems of interaction between academic disciplines achieved as a result of the use of modular training, the formation of a high level of preparedness of students to professional activities.

The module is defined by us as a relatively independent part of the training course. Its content is interdisciplinary in nature and includes a specially selected set of educational elements, the study of which ensures the formation of stable knowledge among trainees, the development of skills and abilities to solve service and professional tasks on their basis, mastering effective methods and techniques for carrying out educational and cognitive activities in the process of implementation practice-oriented technologies. In the context of our study, the module has the following main characteristics: situational nature, achieved through the formation of the structural elements of the module based on situations of professional activity of future specialists; interdisciplinary nature, due to the integration of various academic disciplines, types and forms of education; independence and integrity; flexibility and dynamism, allowing you to change the content of educational material, taking into account the social order, vary the complexity, volume of material, the sequence of its study, the system of control and evaluation.

The modular approach to the implementation of practice-oriented learning makes it possible to overcome fragmentation by creating a coherent visual program and problematic presentation of content in the module. It should be noted the high manufacturability of modular training, which is determined by the structuring of the content of training, a clear sequence of presentation of all elements of the didactic system (goals, content, methods of managing the educational process) in the form of a modular program.

It should be noted that the modular approach changes the teacher's behavior model: when implementing practice-oriented pedagogical technologies, the advisory and coordinating function of the teacher is strengthened in relation to the information-controlling one.

Summarizing the above, we come to the conclusion that the synthesis of interdisciplinary, contextual and modular approaches should be considered as a new theoretical and methodological basis for the implementation of practice-oriented learning in the system of vocational education, which:

- a) considers the trainee as an active, creative and self-developing person, able to maximize his abilities to solve professional problems;
- b) takes into account the social order of society and the needs of the individual;

- c) is an interconnected process of subject-subject relations between a teacher and a student, which ensures the purposeful formation of general and professional competencies, mastering the ability to carry out interpersonal communication;
- d) is implemented through the implementation of interdisciplinary connections and a clear sequence of presentation of all elements of the didactic system, designing a set of subject and social and personal competencies to be formed and developed in the process of professional education.

The main problem of low professional competence of graduates and their lack of competitiveness is the lack of practice in solving problems in the field of future professional activity. When organizing specialist training and shaping the content of education, emphasis should be placed on the principles of dialogism and practice orientation. This will allow future specialists to develop dialogical communication skills, a tolerant attitude towards the opinions and views of colleagues, the ability to isolate a problem from a general situation, choose the best solution, predict and analyze the results, which meets the criteria of professional competence of a specialist. The implementation of these principles should be based on:

- real professional tasks, the complexity of which increases from course to course;
- specificity of professional activity of specialists, who work individually, in small groups and large teams;
- integration of knowledge, methods of various fields of science and practices. A practice-oriented approach to learning in an educational institution should be applied by the teaching staff from the first days of training and further contribute to the gradual formation of professional competencies of the student's personality

### Conclusions

Thus, it should be noted that in order to satisfy the need of society for competent specialists, it is necessary to build the learning process so that students receive the knowledge that they will actually need in a real professional environment. It is important to note that, despite the significant shortcomings of the traditional form of education, obtaining deep theoretical knowledge is also important, the main thing is not to apply this or that form of training all the time. It must be remembered that only with a competent alternation of various forms, methods, technologies of the educational process, the implementation of practice-oriented learning as the basis of developing students' communicative competence will give an effective result.

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