Formation of Students' Communicative Competencies Based on the Integration of Foreign Languages and Natural Science

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Abstract

Determining the learning context involves understanding the factors influencing it (physical parameters, teaching aids, participants, type of language course, time factor. The formulation of expectations by the teacher helps to reflect on their own pedagogical activities in teaching a foreign language. Suggested components (language: linguistic skills, topics / situations, competencies, content; situations: assignments, speaking, reading, writing, listening, communicative functions, genre; learning process and learner: emotional goals, interpersonal skills, learning strategies; social context : sociolinguistic, sociocultural, sociopolitical skills) allow the teacher to conceptualize the content of teaching a foreign language. Diagnostics of the needs and needs of students is a systematic, constant process of collecting information about the needs, preferences, interests of students, their interpretation and generalization for subsequent inclusion in the goal-setting process. The forms of collecting information are letters to the teacher, brainstorming, oral interviews, anonymous feedback, questionnaires, group discussions, conferences, etc.

Key words: Learning, language, information, students, context.

1. Introduction

The essence of professional language education is to form students’ readiness for upcoming professional activities in intercultural interaction. A student - the future specialist, a graduate of a humanitarian university, is especially important awareness of the need to develop and improve professional competencies on the profile, as well as in the process of studying a foreign language, the need to apply methods and funds in professional activities, the formation of motives Russia's accession to the Bologna process, the universalization of the European educational system creates a powerful motivation for students of Russian universities, as they will see the real opportunity to apply knowledge gained in the classroom in a particular life situation. It is logical to assume that this will be taught in the classroom in a foreign language, that is, in the course of training to form the necessary competencies in accordance with the requirements of GEF VPO. Such a task can be implemented using a competence approach in training in foreign languages, which allows you to turn a modern student from the passive element of the educational system in an active participant in the educational process, where he learns to form its worldview, comprehending the accumulated man The concept of "foreign language professional communicative competence" is considered as the ability of the future graduate of the university to operate in the mode of a secondary linguistic personality in a professionally directed situation of communicating with specialists from other countries, readiness for the implementation of intercultural professional interaction in. The concept of “competence” is defined as the intellectually and personally determined human ability to practice, and “competence” is defined as a meaningful component of this ability in the form of knowledge, skills, and abilities. According to I.A. In winter, competence is always a relevant manifestation of competence.

The competence-based approach in teaching foreign languages involves the formation of three main competencies in students: linguistic, communicative and intercultural.

Linguistic (or linguistic) competence involves the possession of system of information about the target language according to its levels: phonetics, vocabulary, word composition and word formation, morphology, syntax of simple and complex sentences, the basics of text stylistics. A student has linguistic
create a new, mutual respect, tolerance for cultural differences and in international affairs. The formation of students' proficiency that will allow, firstly, to intercultural competence. This competence presupposes the achievement of such a level of language over other people who are representatives of their cultures. In this regard, students of a foreign language need not only have a rich vocabulary and decent pronunciation, to know foreign grammar well, but also to form intercultural competence. This competence presupposes the achievement of such a level of language proficiency that will allow, firstly, to flexibly respond to all sorts of unforeseen turns during a conversation;
secondly, to determine an adequate line of speech behavior; thirdly, to unmistakably select specific means from a vast arsenal; and, finally, fourthly, to use these means in accordance with the proposed situation.

In our opinion, all the activities of teachers of the Department of Foreign Languages on teaching, in particular, English, contributes to the formation and development of a number of competencies in students, which underlie the formation of a communicative foreign language professionally oriented competence of a future professional. Having the above competence helps the student:

1) feel like a subject of the cultural and historical process;
2) to have knowledge in various fields of science, literature and art, social and political processes of the modern world, to expand their horizons;
3) understand the laws of the development of culture as a process for the creation, preservation and transmission of universal values;
4) navigate the traditions, morals, customs, realities, spiritual values not only of their own people, but also of other nations;
5) be able to communicate in the modern world in a foreign language.

The development of a foreign language professional communicative competence in the context of the use of the latest technologies and methods will allow a future specialist in a humanitarian university to:

1) carry out intercultural professionally oriented communication as a secondary linguistic personality with a high level of foreign language competence;
2) interact with the bearers of another culture, taking into account the modern view of the humanities, scientific worldview, professional characteristics, national values, norms and ideas;
3) create a positive attitude for communicants in professionally oriented communication in a foreign language;
4) choose communicatively expedient ways of verbal and non-verbal behavior based on knowledge about the science and culture of other peoples within the framework of the polylogue of cultures;
5) to maintain national self-identification in the context of international integration and mobility.

References