Formation of Professional Communicative Competence in University Students through the Use of Innovative Technologies

Musaeva Amina Karamatovna

Assistant, Asian international university

---***---

Annotation: We will consider in this article the procedure for using the "FSMU" technology, which will help teach students to think critically in Russian lessons. This technology can be used for the purpose of examining students' subject coloring when addressing a debate, conducting a debate, or strengthening a topic. Because this technology teaches students to defend their opinion, to think freely and to pass their opinion on to others, to argue openly, while analyzing the knowledge acquired by students in the educational process, to the culture of assessing and arguing to what extent they occupy *5+. The implementation of FSMU technology takes place in several stages. In Phase 1, the teacher identifies with the students the subject of the debate, or the problem to be discussed, or the section studied, and provides information to the students in the training session that first each student works individually, then works in small groups, and finally works as a team at the end of the lesson, it is mentioned in the course of the exercise that each student can fully state their opinion freely. In Step 2, each student is handed out papers written in Step 4 of FSMU technology F-state your mind. S-indicate the reason for the statement of your opinion. M-give an example (proof) by proving the reason you specified.

Keywords: professional communicative competence, innovative pedagogical technologies, communicative-active approach, professional speech culture, interdisciplinary integrated approach, case technologies, FSMU technology.

Introduction Creating an effective methodology for the development of professional communicative competence within the framework of university education for a future specialist is an urgent problem of language didactics of higher education.

Methods The implementation of a comprehensive approach through the use of innovative technologies allows for an integrated interdisciplinary approach and interactive teaching methods in the organization of university linguistic education, to expand the field of education of various subjects and to form them professionally, important skills of students are created. Materials and methods, trainings are based on the communicative-active approach aimed at improving students' linguistic and communicative competence, as well as developing their "linguistic sense". The implementation of this integrated approach can develop students' speech skills in a specially stimulated speech situation on specially selected professionally oriented didactic material, which brings students closer to a speech situation that can be a potential opportunity in their future professional activities. The article discusses the practice of using work methods and forms such as linguistic text analysis, business game, FSMU technologies, reflection, training technologies (competency communication training, development of communication skills, training gestures) and others. Increasing the potential of students, moving from the category of listeners to the category of students who think creatively is a necessary condition for increasing professional competencies.

The results of the research show that an interdisciplinary integrated approach combined with various discussions, interactive forms and methods in teaching helps to fully open creativity.

Results Interactive communicative training is an important component of the professional profile of a future specialist. The ability to manage the speech situation of professional communication, to determine the communication strategy and form, communicative tactics of speech behavior, flexible use of the system of

communication techniques to achieve the predicted result are the foundations of communicative knowledge and skills necessary for a specialist in the field of production.

In accordance with the requirements of the state educational standard, third-generation higher education consists in forming the professional communicative competence of the future university graduate focused on the content and purpose of education.

At present, great attention is paid to speech in the organization of the educational process. The initial formation of basic professional knowledge, qualifications and skills is carried out during the period of study at the university. Perfect speaking and writing skills, ability to express one's opinion, good understanding of professional speech situations, the teacher's ability to use oral and written professional speech are one of the main elements of professional training of students. Currently, higher education is focused on applying a competency-based approach to the preparation of bachelors. Professionally tailored training programs set new challenges and new guidelines for employers and higher education teachers.

One of the urgent tasks of modern language didactics of higher education is creativity. Effective methodology of science education is aimed at forming theoretical knowledge and practical skills related to existing approaches.

The practical knowledge of the modern Russian literary language in the professional field related to the implementation of communication mechanisms by increasing the level of students' knowledge is measured by the criterion of reactivity. Taking into account the great importance of developing the professional communicative competence of future graduates, we consider the most effective method to be a professionally oriented teaching method based on the interdisciplinary integration of speech activities with the main professional knowledge of the relationship of the Russian language in speech culture, and we suggest the introduction of special educational subjects by using interactive teaching methods. The need to integrate the subject "Speech culture and the Russian language" with other subjects of the university is recognized by many Methodist scholars and teachers who offer different reasons for using this approach. It is traditional to establish a connection between this science and basic humanities. Followers of this methodological direction (Kuijeva A. A., Sturikova M. V., Teslikova N. N.) believe that the traditional relations of speech sciences with other disciplines are based on their humanitarian component. Thus, communicative competence is related to professional discipline.

It is traditional to use a certain professionalism

Directed didactic material from educational textbooks or specific techniques that can be used in a specific stimulated speech are top cases. Such an approach, in our opinion, is not comprehensive and does not help to successfully form the professional communicative competence of the future university graduate.

It is necessary to approach this procedure, first of all, according to the specific features of his future professional activity, according to his direction. This approach provides additional motivation to study science, and provides a practice-oriented approach. The most effective methods of interdisciplinary integration of subjects are realized through the use of speech culture, and the potential for interactive methods of teaching in the organization of the educational process is considered.

Formation of professional communicative competence of students: in this case, as a result of the interaction of several educational disciplines, a combination of foundations results in the complex formation of knowledge and skills in these disciplines. At the same time, promising interdisciplinary connections are being made: this, in turn, includes the process in education based on the professional orientation of students, taking into account speech actions and speech material, depending on the topic and situations. In addition to real integrated classes, lectures and seminars with integrated elements are held. As unifying elements, teachers introduce students to theoretical

information of professional importance. It works well to have the teacher or classmates (with informative statements_) organize lessons that integrate different subjects.

Communicative competence differs from communicative abilities (qualities that can be taught through the practice of using the means and methods of achieving goals existing in the culture), it allows a person to independently use the means and methods of achieving communicative abilities, and the goals imply the existence of qualities that allow creation.

It should be noted that there are a number of necessary conditions for the formation of communicative competence in communicating with peers.

Communicative competence is based on premises, the main of which are age-related developmental characteristics (mental development characteristics, communication characteristics with adults and peers) and intellectual characteristics. The most important and studied conditions for the formation of the communicative competence of students are considered to be the characteristics of the development of the tone in communication with peers:

participation in all components of educational activities;

establish positive and effective communication with the caller;

to educate the independence of behavior and independence of cognitive processes;

centering, development of role-playing skills, i.e. reflection.

It should be noted that communicative competence is formed only in the process of real interaction with peers, joint activity. From the point of view of foreign and local researchers, communicative competence is manifested in the ability to manage the real communication process and take into account the characteristics (desires, feelings) of others. Tasks aimed at the analysis of behavior, characteristics of activity and other possible speech situations in the future are widely used for the implementation of partial integration on the basis of professional activity and various types of secondary texts (oral and written) created on this basis. Professionally oriented texts are available. Using them in the lesson enriches the speech. Students with professionally defined language tools also allow to enter the educational system to understand the key and overcome the main problems related to future specialization as an object of communicative implementation. Both of these aspects are the formation of very important professional communicative competence, since professionalism is the main focus in the methodology of the teaching course.

Interactive forms and methods of education include the following:

Change of active and interactive forms of education, use of multimedia technologies during classes dedicated to computer stimulation professional speech situations; business and speech games (creating speech situations for professionals in formal business communication); analysis of concrete situations (abstract student analysis of speeches); trainings (in terms of verification of tests taken during training); skills course, expert master classes (analysis of expert recommendations from the point of view);

teaching from the point of view of their use in business rhetoric helps to fully reveal the creative potential of students, to go beyond the category. It is necessary to include students in the category of creative thinking students for the purpose of improving their professional skills.

These forms and methods include the following tasks:

problem-based and situational learning using cases, business games and linguistic skills.

FSMU technology. This technology teaches listeners to defend their opinions, to think freely and to convince others of their opinion, to openly argue, to analyze acquired knowledge, to evaluate the extent to which they have

acquired it, and to train listeners in the culture of debate. This technology is implemented by asking the listeners to clearly and concisely express their thoughts on paper, stating their supporting or refuting arguments.

F – express your opinion.

C - give reasons for your statement of opinion.

M - Give an example that explains the reason given.

U - Summarize your opinion.

In FSMU technology, a question is asked on the topic. The environment of FSMU technology and their mission are explained to the students. Set a specific time for completing the task, for example 15-20 minutes. Each student is required to complete the assignment personally. Monitors students' activities, answers their questions, directs, gives advice. Identifies students who are writing correct judgments or opinions during the observation period. After collecting the answers, he reads the opinions of the students who were found to be relatively correct during the observation period, makes additions and gives complete information on the question. This technology can be used to solve controversial issues, conduct debates, or at the end of a training seminar (in order to find out the opinions of the audience about the training seminar) or after learning a section based on the curriculum.

Conclusion. Information resources and databases are actively used during the training: electronic multimedia education, nicknames, educational video courses; "contextual" teaching method and "experience-based" teaching method, reflection to strengthen the skills of creating a professional statement highly professional texts are used and analyzed in detail, mistakes (speech) made by students in the process of various types of works and oral writing are corrected; method of linguistic analysis of professional speech texts; design-technologies organized to teach team work on the complex solution of practical issues scientific tasks (case technologies) (for example, in the course of studying the "teamwork communication" block, the team discussion method is used to solve problematic problems).

From all of the above, we can conclude that it is professionally oriented Training based on the integration of speech culture and communicative competence with basic subjects, professional courses using innovative teaching technologies – one it is considered one of the promising directions of teaching methodology of this university subject.

The discipline of speech culture and communicative competence helps to solve the problem more successfully, serves one of its important goals - the formation of professional communicative dialogue, in turn, the improvement of the skills of the future specialist.

Reference

1. Vaganova O. N. Use of case technologies for formation of students' professional competences in training sessions on special subjects // Scientific and methodical electronic journal "Konceptsiya". 2016. T. 21. pp. 65–68.

   URL: http://e-koncept.ru/2016/56346.htm (access date: 05/10/2018).

2. Koreneva A.V. Professionally oriented education in the course "Russian language and speech culture" as a condition for improving the quality of speech preparation of specialists // Samara scientific bulletin. 2015 year. No. 1(10). Pages 86–90. URL:

3. Kudzhieva O. A. Improving communicative competence of university students by eliminating subject isolation // Science and society in the era of technology and communications: International materials. scientific-practical conference 2016 year.

Pages 330–336. URL: https://elibrary.ru/item.asp?id=26033272 (access date: 05/10/2018).

4. Nikonova N.V. Methodological aspects of teaching the Russian language in business documents at a non-linguistic university // Scientific readings of V Lu. Modern scientific knowledge: theory and practice: international proceedings. scientific conference 2017. pp. 96–100. URL:

   https://elibrary.ru/item.asp?id=29804378 (access date: 05/10/2018).

5. Patrusheva L. S. Role-playing and business games in classes on speech culture and business communication // East European Scientific Bulletin. 2016 year. No. 1 (5). Pages 97–98. URL: https://elibrary.ru/item.asp?id=27496707 (access date: 05/10/2018).

6. Sturikova M.V. Communicative competence: to the problem of its formation in language sciences at the university of professional pedagogy // Modern scientific research and innovations. 2017. No. 1. URL: http://web.snauka.ru/issues/2017/01/77117 (access date: 05/10/2018).

7. Musayeva, A. (2023). MADANIYATSHUNOSLIK YONDASHUVI ASOSIDA TALABA-YOSHLARNING KOMMUNIKATIV KOMPETENSIYALARINI RIVOJLANTIRISH. Science and innovation, 2(Special Issue 9), 97-99.

8. Караматовна, М. А. (2023). ФОРМИРОВАНИЕ В ЯЗЫКОЗНАНИИ ТЕОРИИ СЕМАНТИЧЕСКОГО ПОЛЯ.