



PROBLEMS OF DEVELOPMENT OF FOREIGN LANGUAGE COMPETENCE OF AGRICULTURAL UNIVERSITY

Abdumajidova Rano Rahimjanovna

Language Department
Tashkent state agrarian university,
Uzbekistan
ranoabdumazitova@gmail.com

Rizaeva Dilyayra Shavkatovna

Language Department
Tashkent state agrarian university,
Uzbekistan
drshsss@mail.ru

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<p>Received: December 6th 2021 Accepted: January 6th 2022 Published: February 6th 2022</p>	<p>This article discusses the problems of the development of foreign language competence of an agricultural university. In modern conditions, the training of specialists in demand in the field of instrumentation requires that these competencies and skills be formed and developed in a complex, complementing and strengthening each other, expanding the opportunities of students both in the field of agricultural and in the field of scientific research.</p>

Keywords: competence, foreign language, problems, agrarian institute

One of the most relevant areas for modern education, training in an agricultural university is "Accounting in the agro-industrial complex".

In Tashkent State Agrarian University, bachelors in this field are trained in "Accounting in the agro-industrial complex" by the department, Agro Logistics and Business Faculty, whose graduates will have to further solve the problem of import substitution set for strategically important branches of domestic industry by the government of the Republic of Uzbekistan.

The accounting industry plays a key role in the economic, technological, and military and information development of the country. And they conducted studies indicate that there are favorable conditions for its sustainable growth in the Republic of Uzbekistan today. However, such an important aspect of the implementation of the import substitution policy requires consideration, as a higher degree of development of Western analogues of electronic means and the need for their careful study, which is impossible without good foreign language training of future engineers. We are talking about English as a means of international communication, as well as the level of its development sufficient to read, understand and compile scientific and technical documentation.

Those who have chosen one of the engineering professions will regularly encounter the latest developments in their field and use equipment, the documentation for which is issued in English and is often not translated. In addition, in order to improve their skills and self-education, engineers can be trained with the help of massive open online courses, implemented, in the vast majority, also in English.

If a bachelor decides to continue his studies in a master's degree, and then in a postgraduate course, then his academic load will include reading and writing scientific papers, including in English. He will also have to keep track of the latest discoveries and developments in the relevant scientific field, and, if possible, promote his research to the world scientific community.

Thus, society and economic development trends demand from technical universities not only high-quality professional training of graduates, but also the formation of more complex, professionally-oriented competencies, including, among other things, the ability to communicate in a foreign language.

To understand to what extent the professional and foreign-language aspects of the training of graduates of technical universities are connected, and how this connection is implemented in higher education, we will analyze the relevant professional and federal state educational standards.

First of all, we note that the transition of higher education to a paradigm based on professional standards is connected with the law

In accordance with it, the development of state educational standards of higher education and requirements for the development of basic educational programs is carried out taking into account the available professional

standards for this area of training. Therefore, it is important for the university to ensure the compatibility of all these regulatory documents.

However, there are currently a number of inconsistencies between them:

- the requirements of employers expressed in professional standards may vary in practice from one enterprise to another; the actual training of graduates, corresponding, has not only a practical (production), but also a research nature, and the question remains open about their equivalence and the validity of the division of the bachelor's degree into "academic" and "applied";

- there are certain types of professional activities that do not regulate professional standards: these are, for example, tasks that require an employee to be proactive, have creative skills, and be able to critically assess the situation;

professional standards are designed for different time periods: if the first ones are compiled for about 10 years ahead, which competencies graduates should possess in the future, then the second ones reflect the activities that need to be carried out in the next 3-5 years.

In the field of accounting, the problem of the contumacy of professional standards is only getting worse. So, engineers who have studied in the same specialty can be requested by different organizations. In particular, in future engineers studying in the field of training.

- "Accounting in the agro-industrial complex" invites such enterprises as a factory, an electromechanical plant to work. At the same time, each enterprise makes its own requirements for employees based on different information sources: data from the Ministry of Industry and Trade of the Republic, corporations, corporate standards of enterprises and others.

In order to determine the actual degree of compliance with the competence-oriented learning goals set out in the educational direction "Accounting in the agro-industrial complex" and the requirements of employers formulated in professional standards, the following professional standards were analyzed and compared in the course of our study:

Agro logistics and Business of the faculty "Accounting in the agro-industrial complex" of the department, presents the results of the analysis conducted in the aspect of foreign language training of students, basic knowledge and skills of bachelors, which are specified in the professional standards listed above, as well as competencies aimed at their formation.

The students themselves point to the need to improve the quality of English-language training in terms of its professional orientation. Thus, a survey of second-year undergraduate students of the Instrument-making Faculty was conducted at the Tashkent State Agrarian University - a total of 62 people. The sample consisted equally of students who speak English at the basic (A2-B1) and more advanced (B2-C1) levels. The purpose of the survey was to find out how students evaluate their ability to understand English, as well as written and oral communication skills in English.

At the first stage, students were asked to evaluate on a ten-point scale the general English language skills not related to its use in a professional environment.

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