



## ACTIVITY AND COMMUNICATION ASPECTS OF RUSSIAN-SPEAKING COMPETENCE OF A FUTURE SPECIALIST IN AGRARIAN UNIVERSITY

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<b>Received:</b> December 4 <sup>th</sup> 2021 <b>Accepted:</b> January 6 <sup>th</sup> 2022 <b>Published:</b> February 13 <sup>th</sup> 2022	The article deals with the activities and communicative aspects of the Russian-speaking competence of a future specialist in an agricultural university. We define the "professional competence" of a specialist as a set of basic and special competencies, the possession of which is mandatory for the performance of professional activities in agriculture.

**Keywords:** communicative, aspects, competencies, agriculture, Russian language

The main goal of vocational education is to prepare a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social and professional mobility.

The problem of developing the professional competence of students of an agricultural university is due to the objective need to train highly qualified specialists, the changed economic conditions, taking into account the labor market and the development of international relations.

According to research, within the framework of professional training of specialists, it is advisable to single out the concept of "professional competence". Thus, the concept of "professional competence" is a complex concept, consisting of a set of competencies, each of which includes a set of competencies. The formation of professional competence occurs through the direct content of education, and through professional skills and abilities that are formed in the process of mastering the basics of the profession.

As part of our study, we define the "professional competence" of a specialist as a set of basic and special competencies, the possession of which is mandatory for the performance of professional activities in agriculture.

An analysis of a number of provisions that have developed within the framework of the competence-based approach, despite ongoing discussions about the content of a number of key concepts, shows the expediency of highlighting the activity aspect of the competence-based approach as a theoretical and methodological basis for research related to the professional training of specialists, in particular, with the language training of students in specialties, demanded by the modern labor market.

At present, the requirements imposed by employers on university graduates, including non-linguistic specialties, have changed due to the expansion of international cooperation in the framework of economic and political globalization. In addition to a high professional level, a modern specialist with a higher education must also have a sufficiently high level of language competence for further professional activity.

The development of international relations of the state and their qualitative change, the internationalization of all spheres of public life make the Russian languages really in demand in the practical and intellectual activity of a person. All these dynamic phenomena accentuate the place of the subject "Russian language" in the system of higher professional education. Knowledge of a foreign language is becoming the most important requirement for specialists in a market economy and in the context of globalization. In accordance with the concept of modernization of Russian education, the issues of communicative teaching of the Russian language, focused on achieving practical results, are of particular importance. The discipline "Russian language", as part of the mandatory, is included in the State educational standards of the system of higher professional education. Its goal is the formation and development of foreign language competence of a future specialist - a participant in professional communication in a foreign language in the field of science, technology, production and education. The acquisition of foreign language competence by students consists in mastering communication in a foreign language, which allows using it both to meet professional needs, implement personal business contacts, and further professional self-education and self-improvement.

Russian-speaking competence in this case is part of the basic competencies of professional competence and is considered by us as a relatively independent result of the professional training of a future specialist and means knowledge of the Russian language, at a functional level. The development of Russian-speaking competence contributes to the solution of the following professional tasks of an engineer: the ability to correctly and reasonably formulate one's thoughts in writing in Russian; the ability to

conduct a conversation-dialogue of a general and professional nature in Russian; knowledge of the Russian language in order to be able to obtain information from foreign sources; striving for self-development, improvement of one's qualifications.

According to the new requirements for the professional training of engineers in national groups, we have determined that Russian-speaking competence is a means not only for communication, but also a means for performing professional activities. The analysis of studies showed that the problems of the formation and development of communicative competence in the process of teaching a language are devoted to the work of many domestic and foreign scientists. However, despite many publications, many aspects of this problem have not received due consideration. Among them, the following can be distinguished: a fuzzy definition of the concepts of "Russian-speaking competence" and "Russian-speaking communicative competence", the component composition of Russian-speaking competence, the features of its formation, the definition of criteria and indicators of its formation.

The reasons for the uncertainty of interpretations of communicative competence by Russian speakers include both the multidimensionality of the category under consideration and the peculiarities of the translation of this term into Russian: the English combination "communicative competence" is interpreted by researchers as "communicative competence" and as "communicative competence". Moreover, the vagueness of the boundaries of the term leads to the presence of numerous definitions.

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