



CONCEPT, SPECIFICITY, FEATURES OF FORMATION OF FOREIGN LANGUAGE COMPETENCE IN AGRARIAN UNIVERSITY

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Article history:	Abstract:
Received: 4 th December 2021 Accepted: 6 th January 2022 Published: 12 th February 2022	The article discusses the concept, specifics, and features of the formation of foreign language competence in an agricultural university. With the introduction of a competent approach in an agricultural university, pedagogical science considers the training, education and development of students as a process of forming their competencies.
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Under the competent approach, according to the definition, it is customary to understand "a priority orientation towards the goals-vectors of education: learning, self-determination, self-actualization, socialization and development of individuality." Given the ambiguity of the concept of "competence", let's clarify it in relation to our work.

According to experts, the concept of "competence" is introduced in order to strengthen social dialogue and cooperation between higher education and the labor market, which, as shown earlier, have quite a few discrepancies. To eliminate them, a competency tool is introduced into the educational process - as a learning outcome that can be objectively assessed. And the dialogue of educational organizations with employers in a common language of competencies for them should be aimed at creating a "single educational, vocational qualification and cultural and value space" that promotes academic and professional mobility of university graduates.

At the same time, the correlation of competencies with specific learning outcomes does not indicate their equivalence: learning outcomes are expected and measurable components of competencies [3]. Federal state educational standards of the new generation establish a list of universal, professional and professional competencies as the planned learning outcomes. At the same time, more emphasis is placed on the formation of universal competencies.

Researchers, pointing to the integral nature of competencies, consider this concept as:

- "integrative integrity of knowledge, skills and abilities that ensure professional activity";
- "the ability and willingness to be flexible in changing labor market conditions";
- "a generalized characteristic of a person" demonstrating his knowledge, skills and experience "in a particular social or professional area";
- "a component of a person's quality, a certain group of his properties that determine his ability to perform a certain group of actions or a certain set of tasks of a particular type of activity.

"The integral nature of competence is also manifested in the fact that researchers include in its structure not only cognitive (knowledge) and operational-technological (skills) components, but also motivational, ethical, behavioral and other components. Moreover, if to follow the transition from knowledge of the howling paradigm to competence, one can identify a trend towards a gradual expansion of the content of this concept: initially, only linguists spoke about competence, using the concept of "communicative competence"; the spread of the concept of professional and social competences; today, more and more meaningfully enlarged competencies can be found, one of which is a professional foreign language presented in this paper [4].

The analysis of the existing definitions of the concept of "competence" showed that in the context of our study, the most appropriate option is. It not only fully and accurately reflects the qualitative essence of this concept, but also corresponds to the technical specifics of the training of students - future bachelors of instrumentation.

The advantage of this definition over those available in the literature is also the connection inherent in it with the qualities and abilities inherent in the student, which determine the current level of his competence, with its actualization, that is, its use in action [2].

From these positions and in the context of improving the quality of training of graduates of an agricultural university in such a priority area as instrument engineering, their competence should indicate what professional tasks they can and are able to perform, since their production activities are more practical in nature. Based on the above

reasoning, we will identify the specifics of the concept of professional foreign language competence in the context of the training of future engineers. To do this, consider the components of this concept: "professional" and "foreign language".

- Let us single out the main characteristics of foreign language communicative competence and designate those of its components that are relevant for us in the context of the professional training of future graduates of a technical university. Traditionally, ICC is understood as the ability to communicate, participate in a foreign language speech activity, knowledge and ability to use language constructions that are appropriate in a given situation [1].
- Domestic researchers define foreign language communicative competence as the ability and readiness for foreign language communication, understanding of communication participants, as well as adequate and timely expression of one's intentions [3]. In turn, this competence is formed by mastering complex communication skills while observing the necessary ethical and social norms [2].
- Structurally, in the domestic methodology of teaching foreign languages, the following components of foreign language communicative competence, which are relevant for the training of engineers, are distinguished:
- linguistic or language: the main component of the ICC, responsible for the grammatically, lexically and syntactically correctly used by the subject of communication linguistic forms, expressed in accordance with the norms of a foreign language;
- speech or discursive: indicates the formation of various types of speech activity (reading, writing, speaking, listening);
- sociolinguistic: characterizes the ability to choose and use the desired language form in accordance with the communicative situation, goals and intentions of the subject of communication;
- educational and cognitive: is reduced to the ability of independent development of competence, the skills of cognitive activity, including the use of ICT tools.

In this regard, it is interesting to note the fact that among these components, specialists single out the educational and cognitive component as the least significant [1]. In our opinion, this is due to two factors. Firstly, ICC research was mainly carried out in the context of training linguists and teachers of foreign languages in the framework of language areas of study. Secondly, in the course of extracurricular independent work, it is very difficult to track and evaluate the quality of students' educational and cognitive activity. However, the trends in the development of higher education and the growing uncertainties that are characteristic of the domestic and world economies require restructuring and intensifying the independent work of students, which plays a special role in the formation of their competencies.

Note that a separate consideration of the issues of educational, cognitive, mental activity of the student and the formation of his communication skills does not at all mean their parallel nature. L.S. Vygotsky, based on his extensive theoretical and experimental experience, disputes his fellow contemporaries who share the genetic roots of thinking and speech, while the interdependent nature of the latter is clear.

Note that these components are not mutually exclusive. So, for example, it is obvious that the ability to convey meaning and use language forms that are adequate to the proposed situation are regulated, among other things, by cognitive mechanisms, and extensive experience in solving professional problems gives the subject an order of magnitude more opportunities to communicate on professional topics [1].

Let us pay attention to several details in this definition, as they help to clarify the structure of professionally oriented competence, the concept of which is used in this dissertation research.

In addition, professional foreign language competence consists of three components:

- motivational-value characterizing the formation of a student's interest in professional foreign language activities, his awareness of its importance;
- cognitive-activity, which combines the formation of ICC along with informational and general professional competencies;
- emotional-volitional, associated with the student's reflection and an adequate assessment of the results of his own activity [3].
- However, despite the theoretical and practical significance, it should be noted that the structure of professional foreign language competence presented in it does not correlate with diagnostic tools that provide an objective quantitative assessment of the level of its formation.

So, the analysis of scientific and pedagogical literature and dissertation research showed that in the structure of the professional foreign language competence of a student of a technical university studying in the direction of undergraduate education

The research trajectory focuses on the development of students: the skills of analyzing scientific and technical information, domestic and foreign experience on the research topic; ability to write reports, write articles, prepare presentations based on the results of a completed assignment or research;

The design and technological trajectory provides for the development of the ability to translate and develop design and technical documentation, including in English.

We believe that providing students with a choice of educational trajectories will allow them to determine in a timely manner the most preferable type of future professional activity for them, each of which have its own specifics and, accordingly, require different approaches to the organization of professional foreign language training.

Our experience has shown that the choice of a research trajectory is determined, as a rule, by the desire of a student to continue his studies in a magistracy and further in graduate school, or his interest in professional activities in the research and development department.

Otherwise, a design and technological trajectory is chosen, which is typical for engineers who are required to work with documentation, as well as use a foreign, predominantly English language in their professional activities (for example, taking online advanced training courses at leading foreign universities or organizations).

The activity of students was assessed according to three indicators: a) the formation of communication skills and abilities, b) the level of motivation for foreign language and intercultural communication, c) the formation of skills for independent management of educational and extracurricular activities [1].

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