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FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF BIOLOGICAL STUDENTS IN A FOREIGN LANGUAGE

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Abstract:

We have developed the concept of a differentiated, continuous and career-oriented approach to teaching foreign languages to future biologists. The purpose of the concept is to train professional biologists. It will not only train biologists who can communicate fluently in a foreign language, create opportunities for access to the achievements of world civilization and information resources, but also help to establish international cooperation and expand the database of communication. This article discuses the ways of formation of professional communicative competence of biological students in teaching EFL.

Keywords: Professional communicative competence, future biologists, teaching foreign languages

INTRODUCTION

The main idea of the concept is that foreign language teaching is organized in a hierarchical-continuous step-by-step manner, in which students are divided into groups according to the level of foreign language proficiency and speaking competence, regardless of the specialization course. At the same time, every stage of teaching is clearly defined for the students. This includes the amount of vocabulary and speaking competencies that a student needs to acquire during a semester. In this case, the student does not have to wait for the end of the semester, if he has met the necessary requirements before the deadline, he can continue his studies at a later stage. This is in line with the state education standards for foreign language proficiency.

Students' academic achievement is reflected in their overall level of mastery in the prescribed manner. The development of a student's professional communicative competence in a foreign language is considered to be the end result of teaching. The ability to engage in cross-cultural communication with colleagues leads to a multi-component learning content. This includes information-procedural aspects and organizational-motivational aspects that take into account the needs, interests and motives of students arising in the teaching of foreign languages in higher education.

MATERIALS AND METHODS

The aim of the implementation of the concept is to develop the professional communicative competence of biologists, hygienists and epidemiologists in a foreign language during their professional training in higher education.

It is expected that the introduction of differentiated, meaningful and procedural aspects of foreign language teaching into the educational process, taking into account the basic knowledge of students, will allow students to develop linguistic, communicative, sociolinguistic and professional communicative competence. Regulations for the implementation of the concept:

The competency-based technology is designed for use in foreign language classes which involves five levels of training. At each stage, the complexity of the tasks identified increases. According to the concept, foreign language teaching is continuous and consists of the following stages:

A1 - elementary level of foreign language learning;
A2 - basic level of foreign language learning;
B1 - independent starting level of foreign language learning;
B2 - the level of independent communication in foreign language learning
C1 - the level of fluency in learning a foreign language (in our case, a deeper knowledge of a foreign language in any area of biology).

Certain professional skills of university students are described in the "can do" content of CEFR descriptors. We give a brief overview of the table below.

Description of the level of foreign language proficiency in the context of "Can do"[1]:
A1- Understand and use phrases and expressions needed to complete specific tasks; introduce yourself and others, ask and answer questions about your place of residence, acquaintances, and things that belong to you; being able to engage in simple conversations when the other person is speaking slowly and clearly, helping to communicate.
A2 -Understand common phrases and expressions related to the main aspects of life (for example, basic information about yourself and your family, shopping, employment, etc.); exchange information on familiar and everyday topics; be able to talk about yourself and your loved ones in simple words, describe the main aspects of everyday life ; in conversations on everyday life and everyday topics, the fluency of speech increases, and the ability to compose simple sentences within the rules of the structure of speech structure in English.
B1-Understand the main content of information clearly and fluently in English, have simple conversations on various topics that occur during work, study, leisure; communicate in many situations that may arise in the country where the language is being studied; be able to talk about interesting and common topics; be able to express their impressions, events, dreams and aspirations, express and justify their ideas and plans.
B2 -To be able to understand the main content of complex texts on special and abstract topics, as well as on narrow specialization; be able to speak fluently in constant communication with foreign language speakers; can give clear and detailed information on various topics, express his / her opinion on the main problem, explain whether he / she supports the different opinions expressed on the solution of the problem; can comment on various issues; Has a fluent and natural speech technique sufficient to communicate in a rhythmic manner; can prepare for the CEFR or IELTS test.
C1- Can understand large volumes of complex texts on a variety of topics and see hidden meanings; can choose words and phrases easily and quickly and fluently; communicates freely on topics related to scientific and professional activities; can provide clear, fluent, and detailed information on complex topics; ready to take the IELTS (International English Language Testing System), FCE (First Certificate in English), or TOEFL (Test of English as a Foreign Language) exams.
The formation of professional communicative competence in a foreign language is based on updating the content of the educational-methodical complex, which aims to form the necessary professional qualities.
In formulating the concept of research and putting it into practice, we consider it appropriate to highlight the following key elements of the system of professional orientation of continuing education:
- university education;
- the relationship between general and biological education;
- independent teaching under the supervision of a teacher;
- Appropriate use of a variety of teaching aids in differentiated foreign language teaching;
- professional information;
- Stimulation of foreign language motivation;
- The principle of professional communication in a foreign language

Conformity of oral communication projects to the principle of differentiated-continuous and professional orientation in biology education (technologies of formation of professional communicative competence in a foreign language):
- a problem relevant to any topic;

USING CASE STUDY TECHNOLOGY:

- Control and inspection of sanitary and anti-epidemic measures at production facilities, installation and evaluation of facilities, inspection of water, air, soil and food products, inspection and assessment of microclimate at facilities, sanitary-hygienic, toxicological and bacteriological examinations, communication with foreign colleagues in scientific conferences and projects in foreign languages;
- Linguistic and speaking skills are developed according to the principle of simple to complex;
- Development and implementation of educational projects with the participation of technical means in foreign language education;
- Projects on disease prevention, planning and implementation of sanitary and educational measures;
- Planning (preparation) for future field competitions with foreign biologists;
- Solving professional problems in biology using the studied foreign language (English), promoting a healthy lifestyle, studying the health of the population in connection with its nutrition, prevention and treatment of diseases, projects aimed at improving general sanitation and hygiene.

Personal characteristics of students suitable for problem-based learning:
- efforts to form a higher level of education;
- professional communication: skills in normative documents, JSS (WHO), state standards, sanitary norms and hygiene standards, communication with the population and writing annotations to scientific literature on biology in English;
- In order to increase the field knowledge and experience of the future biologist, the skills of independent reading of texts in a foreign language will be improved;

[1] COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. Language Policy Unit, Strasbourg. www.coe.int/lang–CEFR

- the ability of the future biologist to communicate with peers in difficult situations in the process of learning a foreign language;
- show interest in sectorial dialogue with foreign colleagues;
- cultivate a sense of need for scientific discussions with foreign colleagues;
- achieving a higher level of skills in obtaining biological information in a foreign language.

The presence of the above-mentioned elements in the education system is consistent with the principle of professional orientation of foreign language teaching in higher education institutions within the framework of active methods.

Another component of communicative activity is that it is non-verbal, because in natural speech, speech is always focused on achieving its intended purpose. The function of verbal communication is to exchange information. This leads to a change in the speech situation and its adaptation to the wishes of the speaker which is the purpose of non-verbal communication.

Thus, the following can be distinguished from extra linguistic factors. They consist of a career-oriented communicative speech situation, a desire to make a speech, a non-verbal orientation, and a project.

RESULTS AND DISCUSSIONS

A number of scholars have suggested that the speech situation is the leading of these factors, and that the communicative speech situation is the basis for the selection and application of speech development techniques.

The results of the study show that the problem of choosing a profession in foreign language teaching in higher education, based on the situation in the classroom, the organization of the educational process, brings this process closer to the process of natural communication. Therefore, in modeling speech communication and selecting problem situations, an attempt was made to bring them closer to real biological problem situations. Different standards and changing problem situations are also important.

The classification of speech situations has been extensively described in a number of studies (Norton, 1983). Speech situations can be divided into macro and micro speech situations in addition to the types mentioned above. Primary speech situations have a more complex structure and can be divided into four specific types:

1) Problems related to the attitude of biologists' (biologists) social status;
2) Problems related to the interaction of biologists (student biologists) during role-playing games;
3) Problems of interaction in biological activities;
4) Problems related to the ethical relationship of student biologists.

Oral professional situations are important in the organization of foreign language learning on the principles of differentiated, continuous and professional orientation. However, because the process also causes certain cognitive difficulties (age of language learners, comprehension of foreign language pronunciation, especially intonation and stress), mental effort is required to overcome them (Shumin, 2002).

Professional problems that are understood and addressed by students are most evident in speaking situations. The communicative professional problems proposed below are speech material that helps to model communicative relationships. It is worthwhile to study them in detail:

a) Problems that reflect biological relationships.
b) problematic situations related to interaction in the context of biological activities.

Professional biologists interact differently in their work environment. Such collaborative activities may include participation in conferences, competitions and symposiums, or a "in a cocktail party" for biologists. In the context of collaborative work, the interactions between the subjects can be defined as: assistance-assistance, assistance-resistance, resistance-resistance.

In short, in the process of teaching communication, it is necessary to develop speech by involving all types of speech activities as much as possible.

When teaching, the choice of collaborative activity should be based on the individual experience of the students. Each type of speech situation has its own set of language tools. Speech situations should be relevant to the situations being created in the minds of students and serve as a motivation to talk about them. Speech situations created in response to different life situations have great potential and are an important learning tool in the process of speaking.

Studies show that students who learn a foreign language tend to lose their composure and excitement in the face of different cultures as they engage in intercultural communication. E.K. Horwitz and J.A. Cope (1991) gave a number of recommendations to teachers to help them overcome the excitement of learning a foreign language (Horwitz, 1991). In particular, students are encouraged to use role-playing games to avoid such stress and to easily learn about other cultures and cultural norms. Through various roles, such as implementing World Health projects, participating in biological exhibitions, inspecting supermarkets, and speaking at Nobel Prize ceremonies, students are encouraged to formally greet, agree, comment, and introduce themselves to the subtleties of intercultural communication. This technology teaches students the correct use of nonverbal communication facial expressions, hand and body movements in a variety of discourse situations. One of the most important aspects of the use of role-playing games is that the hygienist-epidemiologist develops a formal style of communication in a foreign language, communication etiquette and professional image, and contributes to the formation of professional communicative competence. Another learning tool for speech situation management technology is the card for speech communication participants. It can also be called a role card. It contains all the features of the subjects of communication.

The recommendations on this card will serve as an individual basis for the interviewer. These types of verbal cues are convenient for students. Incorporating a career-oriented communication framework into the learning process (or creating a career-oriented learning environment) will make teaching and learning more effective and manageable. , Simultaneously, it allows students to take into account the professional interests of biologists and improves their language skills. Students focus on the use of language units for communicative purposes. This has a positive effect on the development of their speaking skills.

Interlocutors need to be able to quickly identify changing situations in the speech process and be prepared to respond clearly. For shy and insecure students, it is easier to play the role of someone and repeat their words during a conversation, and it is more difficult for them to think and respond on their own than to be stimulated during a conversation. Therefore, it is possible to remove the psychological barriers in the conversation by practicing the role of someone. Although much attention is paid to the development of foreign language communication skills, the technology of foreign language speech development in the field of biology is not sufficiently developed.

Training students to participate in scientific conferences develops their skills in working with specialized literature on biology, and speaking helps to build self-confidence, clarity, fluency, and other biological qualities when speaking in public or in an audience. The most essential quality for university teachers to take part in the conference is the ability to engage in debate, to defend their views, to convince the interlocutor. In the process of working independently, students develop vocabulary with the help of translation; understand complex grammatical phenomena in consultation with the teacher. At first glance, this method does not seem to have a communicative content, but it allows students to demonstrate their professional knowledge, adapt to the role, and show their civility and cognitive activity.

The didactic relationship between "teaching and learning" is focused on the purpose of teaching, which is directly related to the formation of the personality of the future specialist.

Until the purpose of teaching becomes the main motivation of students' conscious activity, education will carry on playing a dominant role. The teacher selects the most effective teaching content, methods, and control methods to guide the student's activities toward the goal. The task of the teaching process is to guide students to independently identify the necessary information from the continuous flow of information and to effectively organize educational and cognitive activities with them.

In turn, the growth of cognitive activity means the transition from a system of management to a system of independent work. However, the ability to work independently and manage one's activities is formed gradually and is characterized by a certain level of cognitive activity. Personality traits are identified and developed through activity. Any mental structure is formed on the basis of human activity, which takes place under certain conditions. According to Leontev (1975), "the main way to study the individual is to study the transformations that shape the subject's activities in public relations."

CONCLUSION

Summarizing the above, it should be noted that the implementation of the system of teaching professionally oriented English opens up great opportunities for the formation of professional communicative competence of students in the field of biology in a foreign language. This is confirmed by the following conclusions:

1. The organization of teaching on the basis of differentiated-continuous and professional-oriented principles develops the skills of communication in a foreign language in students of biological universities, allows to model the problems that may arise in the process of biological communication. Solving these problems in a foreign language teaching process will reduce the excitement in the students, because it will prevent confusion and hesitation in the student-biologist, as it happened before, that is, before the natural situation. In this case, the student-biologist is able to independently choose the necessary phrases to be used in oral speech, as well as to use the form of biological communication in foreign language classes.
2. Teaching on the principle of differentiated-continuous and professionally oriented student skills of communication with a colleague of a biologist, independent work skills, cognitive activity, teamwork skills, communication skills, knowledge of politeness formulas, communication skills, develops respect for cultural values, the ability to self-assess, the ability to act in emergencies.
3. Modeling the process of biological communication also includes control, but it is compared with the level of knowledge at the elementary level, which increases students' confidence in their own strengths and knowledge, and further develops their own knowledge.
4. The structure of professional biological communication modeling serves as a high level of stimulus, as foreign language learners get acquainted with the specifics of biological communication, plan their roles, in which they use information about the rules of biological communication, and then rather, they learn to use verbal communication tools independently, rather than mechanically memorizing phrases.
5. There is an element of surprise in the organization of problem-based learning, which can be encountered by any student during a real biological conversation. Biologists need to be able to hear, think fast, and always be ready to answer questions from colleagues, patients, or the general public. In the process of modeling professional communication in biology, no participant should be left out of the process.
6. This system of education involves conscious communication in a foreign language.

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