



Formation of foreign language professional information and communication competence of students

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ABSTRACT

This article is devoted to the problem of student's foreign language communicative competence formation during their studies at the university, the approaches of foreign and Russian researchers to determine the content and structure of the competence. There is a brief characteristic of the concept of meaning "foreign language communicative competence". The article shows the necessity for the formation and improvement of foreign language communicative competence all together with its components. The methods of foreign language communicative competence formation are also shown in the article

Keywords:

teaching of foreign languages, students, competence, methods, competency-based approach

In recent years, the role of a foreign language in society has changed significantly, its status has significantly increased. On the one hand, it began to be considered as a means of ensuring the successful life of people, and on the other hand, a foreign language has become one of the important and significant factors in the cultural and social development of the individual.

The change in the position of a foreign language in society has led to a number of updates in the learning process: the revision of learning objectives and programs, the introduction of innovative methods, the improvement of the techniques necessary for the personal development of the student. Society wants to see a specialist with an appropriate level of professionalism not only in their field of work, but also with a fairly highly developed foreign language competence as the final "product" of any university. That is, a university graduate must speak a foreign language at a level that will allow him to actively and freely use it in the field of his professional activity.

The formation of foreign language competence in vocational education is especially important. Firstly, during this period, the student receives a profession and humanitarian knowledge, undergoes professional, personal and general cultural training, and a foreign language allows you to expand these horizons. Secondly, during this age period, the process

intensive ideological search for the main life values, the image of one's "I", personal lifestyle, the formation of social status.

Foreign language communicative competence is the core that permeates the entire learning process, and awareness of the structure of language and speech actions, goals, ways to achieve them and the results of educational activities makes the student the subject of the educational process, creates the prerequisites for cooperation between the teacher and the student and for his further self-learning. However, I would like to draw attention to the fact that teaching foreign language communicative competence is interdisciplinary in nature, where social, humanitarian and general scientific disciplines play a priority role.

Therefore, university students have to work with a large amount of scientific and professional literature, not only in a foreign language, but also in Russian. Hence the conclusion that foreign language competence is also formed in such activities as writing an abstract, annotations and summarizing the text. Communicative competence is an integrative concept, which includes both skills and abilities to perform actions with language material, as well as regional and linguo-cultural knowledge, skills and abilities that indicate learning to communicate, i.e. receiving and transmitting information using different types of speech activity. The communicative approach involves creating an atmosphere of trust and cooperation in the classroom, when all students are involved in the learning process. One of the components of the content of speech activity is the conditions in which it takes place. To do this, the teacher should create learning speech situations that stimulate communication.

The process of formation of this competence is continuous, it does not end with graduation from the university, but accompanies the specialist throughout his subsequent professional activity, which reflects the path of formation of communicative competence as a necessary component of the career growth of a university graduate.

The history of teaching foreign languages goes back centuries. Over time, the goals, methods, and teaching methods have changed. At present, the rapid development of society, scientific and technological progress, the development of information technology, the processes of global economic, political, cultural and religious integration, the ever-increasing role of intercultural communication and understanding dictate their requirements for the current level of foreign language proficiency.

Today, more and more often they talk about the need to significantly update the content of teaching a foreign language, about the active introduction of modern competence-oriented technologies and methods that will help the student to get involved in real communicative activity, will be aimed at practical knowledge of

a foreign language. Competency-oriented technologies and methods of teaching foreign languages include: project method; debate method and case study; role play; use of Internet resources in teaching foreign languages.

In addition, role-playing games help to teach how to use a foreign language in practical activities, use language and speech skills in conditions of "live" communication. It is known that a role-playing game is a conditional reproduction by its participants of real practical activity. Role-playing games can be social and professional (business). Role play motivates speech

activity. Students have a desire to say something, ask something, find out, prove an idea. Thus, the role-playing game activates the desire of students to contact with each other, teaches them to overcome and destroy barriers, creates conditions for equality in speech communication. Game activity has a constant technological scheme: preparation (scenario development; drawing up a plan; description of the game; characterization of roles), explanation of the game (game mode; problem setting; choice of situations; familiarization with handouts), playing the game, stage of analysis and generalization (game analysis ; reflection; evaluation and introspection; conclusion; recommendations). Game technologies can be used at any stage of learning to present and repeat new vocabulary, to check the spelling of words, to develop the skills of monologue and dialogic speech, to generalize the studied material. It always presents a situation that is created by both verbal and non-verbal teaching aids: presentations, graphic, monologue texts.

The role of the game in teaching a foreign language cannot be underestimated, as it allows you to make the learning process attractive and interesting, relieves psychological fatigue, mobilizes the abilities of students, not only organizes the communication process, but also brings it as close as possible to natural communication, stimulates independent speech and thought activity of students. Speaking about the use of the Internet for the formation and development

of foreign language communicative competence, it should be noted that the World Wide Web itself is today one of the most popular means of mass communication that allows you to establish personal and business relationships with people and organizations in different countries. The use of Internet technologies in teaching a foreign language contributes to the solution of the following practical problems:

- 1) the formation of sustainable motivation for learning a foreign language;
- 2) vocabulary expansion;
- 3) the formation of reading skills and abilities;
- 4) development of abilities for written and oral communication.

Watching/listening to foreign language podcasts, network communication, search for information on foreign sites - all these are new ways of active self-learning of a foreign language.

The debate method is universal in nature, since it can be filled with any content, it is one of the ways to develop foreign language communicative competence, on the one hand, and social interaction skills, on the other.

Case Study (situation analysis method), like the debate method, consists in discussing a problem situation and finding a solution to the problem. In foreign publications, this method is also called the method of business stories (casestories), and in Russian-language publications they talk about the method of specific situations (CS), business situations, the case method and the method of situational tasks. This method of teaching English is characterized by complexity, integrativity and multilevelness. The complexity of the method lies in the fact that the case study is inherently directly related to economic subjects, the rhetoric and ethics of business communication, the theory of speech communication, and the style of the English language. At the same time, there is an activation of interdisciplinary connections, which in turn makes the education of students more capacious. Integrativity is expressed in the fact that this method aims to develop students' both communicative and professional skills. Multilevelness is characterized by the fact that

within the same case it is possible to apply different approaches for the formation of intercultural communicative competence.

The case study method can be implemented in accordance with the following scheme: familiarization with the description of the problem, independent analysis of the situation / analysis of the situation in groups (problem diagnosis), presentation of one's findings and solutions in a discussion with other students, decision making, presentation and argumentation of the decisions made. CS "allows you to focus on the active mental activity of students, which requires knowledge of certain language means for its registration." It is noted that the CS is focused on "the formation of key professional competencies, such as the ability to analyze a large amount of information in a short time and make decisions under stress, develop communication skills, increase the level of language proficiency in all types of speech activity - listening, speaking, reading and writing.

List of used literature:

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