

## **DEVELOPING THE COMMUNICATIVE COMPETENCE OF STUDENTS IN A FOREIGN LANGUAGE IN THEIR PROFESSIONAL DOMAINS**

**Nargiza Kholmurodova**  
**Senior Teacher, Department of English**  
**Samarkand State University**

**Abstract.** The present study is aimed to analyze the role of teaching foreign language communicative competence in developing professional skills of students in higher educational institutions. The competence-based approach is becoming an integral part of the modern educational process in the higher education system. For this, objective processes of development of the world community are objective factors in the need for knowledge of a foreign language. In this respect, teaching a foreign language, in accordance with the program, is based on competence -based approach, integrative approach, student-centered approach focused on communicative activities. However, the development of a foreign language communicative competence in the professional domain based on the technology of modular training helps to increase the student's motivation to the educational material, the module, stimulate cognition and active creative thinking.

**Key words:** foreign language communicative competence, modular training, integrative modules, competence-based approach, integrative approach, student-centered approach, pedagogical taxonomy, professional vocabulary.

**INTRODUCTION.** The modern information society functions in conditions of intensive globalization of the world economy, which began at the end of the 20th century. Its premise was the acceleration of scientific and technological progress, the expansion of international relations in the world community which includes trade.

The report of the International Commission on Education for the 21st century states that "Education is a hidden treasure" and the four pillars on which education is based are: "Learn to know, do, live together, learn to live." [3; pp. 20-21] This underlines the intensification of the integration processes and the ever-growing role of a foreign language as a means of international communication to solve modern

problems in professional and social activities, and to enhance successful international cooperation, and the development of the world community.

**Main part.** For the first time in the world, integration processes in the field of education began in Europe in 1989. [1; p. 131]

Hundreds of thousands of students have been able to study abroad through programs of the European Community, such as ERASMUS (European Community Action Scheme of the mobility of University students), Tempus and etc.

One of the achievements of the ERASMUS program was the creation and widespread use of the system for offsetting learning outcomes, the European Credit Transfer System (ECTS), a credit system for organizing the educational process in European higher educational institutions.

A historic milestone in the creation of the European educational space was the signing Bologna Declaration in 1999 by the ministers of education of 29 European states.

The educational process of universities that have joined the Bologna Process is based on the ECTS credit system, with the following goals:

- creating conditions for choosing a higher educational institution to continue studying abroad;
- ensuring the recognition of learning outcomes during the transition to study at the desired higher education institution abroad;
- more complete disclosure of students' abilities and achievement of high quality education;
- achievement of mutual recognition of diplomas.
- A credit in ECTS is a conditional credit unit, which indicates that a student has completed a certain part of the academic discipline. Each academic discipline is assigned a certain number of credit units in proportion to the student's labor input (the sum of classroom hours and independent work).

Approximately one credit corresponds to 30 studying hours of a student.

An integral attribute of the Bologna Declaration is the credit-modular system for organizing the educational process, which is a model for organizing the educational process, based on the combination of modular learning technologies and credits.

The Concept for the development of the higher education system in the Republic of Uzbekistan provides for the transition to modular training. A phased transition to modular training, provided already from the 2020-2021 academic year.

For the first time, a modular learning system was mentioned at the UNESCO World Conference in Tokyo in 1972. It is based on a "module". There are many definitions of the concept of "module", the most famous are given below:

- it is a training package, covering a conceptual unit of educational material and prescribed actions by the students (J. Russell, one of the founders of modular training) [5; p. 101];
- it is a block of information that includes a logically completed unit of educational material, a targeted action program and methodological guidance that ensure the achievement of the set didactic goals (P.A. Yusyavichiene) [10; pp. 55-59.];
- it is an autonomous, independent educational unit designed to achieve certain clearly defined goals by students (M. Goldschmid) [4; p. 54];
- it is a functionally complete unit that is part of a certain system and has the property of replicability [8; p. 700.].

From the analysis of the considered and other definitions of the concept of “module” it follows that a module in the technology of modular training is a block of information (fundamental concept of an educational discipline, a major topic, a law, a phenomenon), representing a conceptual logically completed unit of educational material, built on the basis of developed for teaching one or more skills that have the property of substitutability.

### **THE ANALYSIS AND INTERPRETATION OF RESULTS**

Experimental studies of the effectiveness of the implementation of integrative modules in the educational process were carried out in the period 2019 - 2020 at Samarkand State University.

The experiment involved 161 students, including 85 students in the experimental and 76 students in the control groups (see Table 1).

The results of experimental studies are shown in table 1 and in figure 1.

Analysis of Table 1 and Figure 1 show that (according to the Student’s criterion) the lower level decreased from 43.4% to 18.8%, i.e. 24.6%. The “mid level” increased from 47.4% to 54.1%, or 6.7%, and the “higher level” increased from 9.2% to 27.1%, or 17.9%.

We used Student’s criterion, which is one of the methods of mathematical and statistical analysis, to confirm the significance of the experimental results of our research work.

Table 1

Results of an experimental study of the quality of assimilation using integrative modules in teaching a foreign language at Samarkand State University (on the example of teaching English)

Fulfillment of the condition in the student’s criterion shows that we reject the original hypothesis and accept the alternative hypothesis, i.e. the assumption that the assimilation rate in the experimental group is statistically significant and higher than in the control group.

The empirical value of the Student's test is calculated as follows:  
where  $\bar{x}_1$  - the average value of the control group,  $\bar{x}_2$  - the average value of the experimental group,  $n_1$  - the number of samples in the control and experimental groups,  $s_1^2$  - variance of control and experimental samples.

Thus, a higher level of skill was from 26.6% to 48.3% compared to the control group in the experimental group, that is, an increase of 21.7% was confirmed using one of the methods of mathematical and statistical analysis – Student's test.

### **CONCLUSION.**

1. Comparative analysis made it possible to substantiate the presence of signs of key competences in the category of communicative competence of students in a foreign language in their respective professional domains. The key competences are 'communication', 'cooperation', and 'adaptation' and 'foreign language acquisition'. It follows from this that every graduate of a higher educational institution, regardless of the direction of education, must acquire a communicative competence in a foreign language for their professional domains, which would be sufficient for the successful implementation of activities in the social, professional, scientific spheres of the multicultural world.

2. The principles and methodology of teaching a foreign language have been developed in accordance with the peculiarities of the social order of modern information for the training of specialists in higher education. The necessity of teaching a foreign language with the orientation of mastering the necessary competences in the corresponding direction of education is substantiated by the use of a competence-based approach. In the conditions of an intensive scientific and technical process and the development of an information society, the consequence of which is a continuous change in the conditions of professional activity, which is increasingly acquiring the features of change, creativity, research character, and involving the need to use foreign experience and to communicate with foreign specialists. This gives relevance to the principle of developing students' creativity when teaching a foreign language.

3. The essence of the credit-modular organization of the educational process implies the demand for the creation and use of integrative modules for the development of foreign language communicative competence of students in professional domain in non-language higher educational institutions. The integrative modules are variable and fully correspond to the peculiarities of the student-centered organization of the educational process, which is characterized by the credit-modular organization of the educational process.

### **REFERENCES**

1. Avliyakov N.X., Musaeva N.N. The beginning of didactics. □ T: Science and Technology. 2014. p. 131

2. Bologna. (1999). The European Higher Education Area. Joint Declaration of the European Ministers of Education. [online]. Available from: [http://www.cepes.ro/information\\_services/sources/on\\_line/bologna.htm](http://www.cepes.ro/information_services/sources/on_line/bologna.htm). Accessed 19 Apr 2004
3. Education: a hidden treasure. Outline of the Report of the International Commission on Education for the 21st Century, UNESCO Publishing, 1996, pp. 20-21
4. Goldschmid M., Goldschmid B. and Marcel L. Modular Instruction in Higher Education: A Review. - McGill Univ., Montreal (Quebec). Center for Learning and Development. Jan 72., 1968 p. 54
5. Raven, J. 2001: Learning societies, learning organizations, and learning: Their implications for competence, its development, and its assessment. In J. Raven & J. Stephenson (Eds.), Competence in the learning society: New York et al.: Peter Lang. pp. 3-30.
6. Russell James D. and Kathleen A. Improving competence through modular instruction. Johanningsmeier, - Kendall Hunt Publishing Company, □ Dubuque, Iowa, 1981. p. 101
7. Scientific-methodical brochure on the study of the State Program for the implementation of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan for 2017-2021 in the “Year of dialogue with the people and the interests of man”. T: “Spirituality”, 2017, p. 243
8. Seyitkhalilov E.A., Rakhimov B.Kh., Madzhidov I.Kh. Pedagogical dictionary reference book. T.: Sogdiana. 2011. p. 700.
9. Troyanskaya S.L. Basics of the competence-based approach in higher education. Izhevsk: “Publishing Center”. Udmur University. 2016. p. 176.
10. Yusyavichine L.A. Principles of modular learning. // Pedagogy. 1990. №1 □ pp. 55-59.