

Development And Implementation Of Methodology For Enhancement Of Foreign Language Communicative Competence Of Students In Professional Domain

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Abstract Linguistics is the science of language learners. In this aspect, linguistic competence means the acquisition of knowledge by language material (vocabulary, phonetics and grammar) and skills by the type of speech activity (listening, speaking, reading and writing). However, we have identified the requirements for the level of preparedness of undergraduate graduates of non-language higher educational institutions in the field of professional activity, including the linguistic competences, such as linguistic competence, discourse competence, sociolinguistic competence and pragmatic competence. Moreover, modular learning, being a student-centered learning technology, is best adapted to the use of competence-based and integrative approaches on which modern foreign language teaching is based. Though, each integrative module is focused on the student's mastering of a certain competence or several competencies.

Keywords: foreign language communicative competence, modular training, integrative modules, linguistic competence, discourse competence, sociolinguistic competence and pragmatic competence, student-centered approach, pedagogical taxonomy, professional vocabulary.

1. INTRODUCTION

In accordance with the state standard for a foreign language, Bachelor's graduates of non-language higher educational institutions (faculties) must master the 'B-2' level of the European international standard for the study of a foreign language. This level is characterized as the level of independent communication in a foreign language. In this context, the standard defines the goal of teaching a foreign language: the formation of foreign language communicative competence of students for the implementation of activities in the professional, scientific and social spheres of the multicultural world. [David L. Chiesa, Ph.D. (Eds.) 1996]

To achieve this goal, the standard provides for the need for students to master linguistic competences, including those based on professional vocabulary, that is, the basic concepts of a certain direction of education. Thus, it is provided for the implementation of teaching a foreign language on the basis of basic concepts of a certain direction of education.

Linguistics is the science of language learners. In this aspect, linguistic competence means the acquisition of knowledge by language material (vocabulary, phonetics and grammar) and skills by the type of speech activity (listening, speaking, reading and writing). In accordance with the foreign language standard, we have identified the requirements for the level of preparedness of undergraduate graduates of non-language higher educational institutions (faculties) in the field of professional activity, including the following linguistic competencies:

I. Linguistic competence.

1.1. Vocabulary Competence: Use professional vocabulary and terms.

- Grammatical competence: analyze with the aim of understanding the structure, content, vocabulary and grammar of discourse models in their specialty.

II. Speech competence.

2.1. Understand by Listening: understands the thoughts expressed at the scientific presentation in reports and speeches in the field of his/her professional activity.

2.2. Speaking:

Dialogue: give interviews in the area of his/her specialty.

Monologue: Provide detailed and accurate coverage of the required information in his specialty.

(i) Reading: select the necessary information in his specialty from a relatively large article, report.

(ii) Select the necessary information on his specialty from the conference materials by carefully reading them.

(iii) Writing: write a presentation, reports on the topics of his profession.

(iv) Write research articles, scientific thesis.

Along with this, the composition of linguistic competences includes sociolinguistic and pragmatic competences.

Sociolinguistic competence creates conditions for the speaker to choose the method of presenting speech, the necessary form of linguistics, depending on the communicative goal and desire.

Prognostic competence means the ability to get out of difficult situations in foreign language communication by asking questions, clarifications, explanations and using other methods. Discourse competence is introduced into the structure of predictive competence. This competence refers to the skills of interpreting and understanding linguistic cues to ensure consistency in speaking and writing.

The applied linguistic discipline – linguo didactics - deals with the general patterns of language teaching, the development of methods and means of teaching, depending on didactic goals. This discipline represents the methodological aspect of the theory of teaching, reveals the objective laws of building a model of teaching a foreign language. The central category of linguo didactics as a science is the linguo didactic model of a linguistic personality. The theoretical and practical nature of language learning for practical purposes is to take into account the main provisions of the theory of the didactic significance of linguistic phenomena. One of these provisions is the provision on the lexical minimum, or otherwise the implementation of training based on professional vocabulary - the basic concepts and terminology of a certain direction of education.

2. METHODOLOGY AND METHODOLOGICAL FOUNDATIONS.

Methodology for the development of integrative modules for teaching a foreign language based on professional vocabulary and pedagogical technology

Teaching a foreign language based on professional vocabulary, should be carried out as a separate stage of a professionally oriented stage of training, since each direction of education has a purely specific professional vocabulary.

The introduction of requirements for the need to master linguistic competences based on professional vocabulary in a foreign language standard also presupposes the organization of training in two stages: a general stage and a professionally oriented stage. In accordance with the requirements of the law "On the National Program for Personnel Training", the foreign language standard, the foundations of pedagogical technology and the competence-based approach in higher education, the most promising and effective technology for teaching

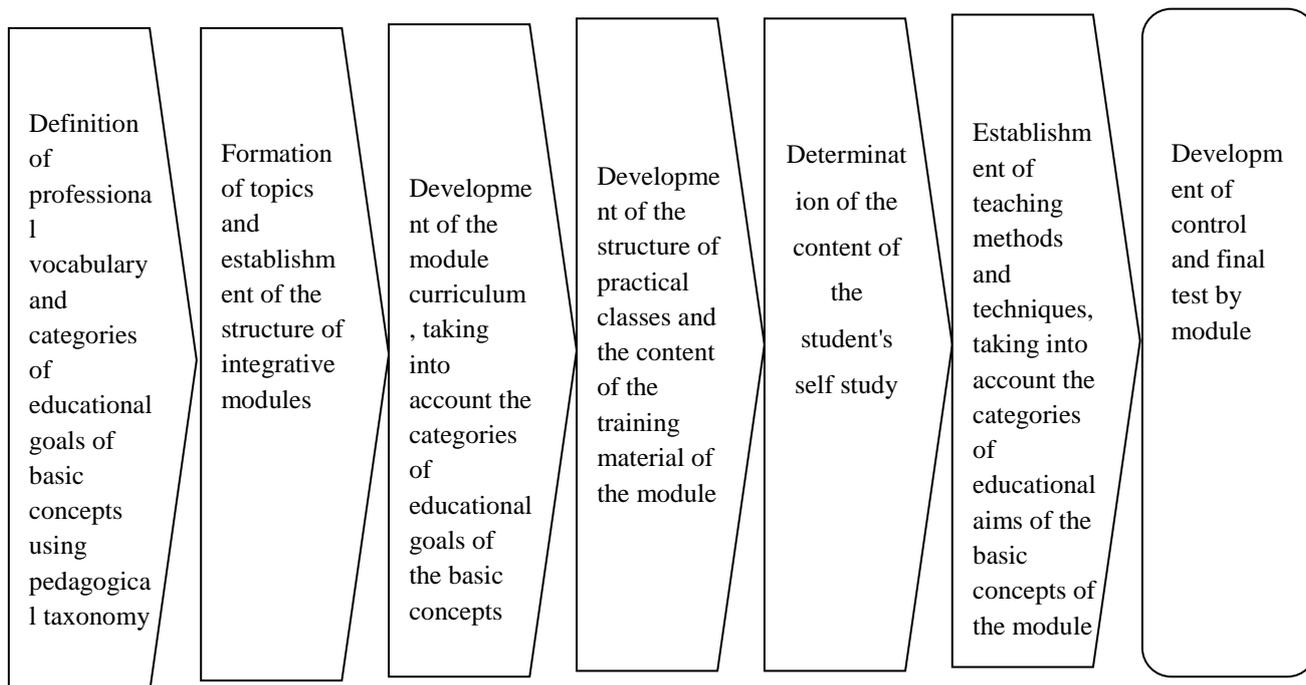
a foreign language is modular learning based on integrative modules. Modular learning, being a student-centered learning technology, is best adapted to the use of competence-based and integrative approaches on which modern foreign language teaching is based. Moreover, each integrative module is focused on the student's mastering of a certain competence or several competences.

The development of integrated modules is based on the general principles of modular training, the principles of forming a foreign language communicative competence in professional domain and the methodology for creating integrative modules.

The integrative modules of the professionally oriented stage of teaching a foreign language are developed using the following normative documents: the state standard in foreign language "Requirements for the level of preparedness of graduates of all levels of education in foreign languages", qualification requirements for areas of education, curriculum for the direction of education, curriculum of basic educational disciplines on the profile of the direction of education.

The methodology for developing integrative modules in the direction of education includes the following stages (Fig. 3.1.):

2.1. *Definition of professional vocabulary (list of basic concepts)* in accordance with the requirements of the relevant direction of education. These data are usually provided in the Bibliographic Information section of the qualification requirements. The list of basic concepts of the direction of education can be supplemented from the curricula of general professional and special disciplines, determined from the curriculum. In this dissertation work, integrative modules on the development of foreign language communicative competence of students in professional domain are implemented on the example of the direction of education 'Psychology (General Psychology)'.



development of integrative modules for the development of foreign language professional communicative competence of students

2.2. methodology of formation of educational materials of integrative modules

The educational material of integrative modules for the development of foreign language communicative competence of students in professional domain of non-language higher educational institutions are formed in accordance with the goal of teaching a foreign language, established in the state standard, the requirements of a competence-based approach, general principles of student-centered learning technologies, principles of modular learning using pedagogical taxonomy. The complex of educational materials for integrative modules of the second stage of teaching a foreign language, student-centered, includes: definitions of basic concepts, text materials, tasks for independent education. Their formation is carried out as follows.

2.2.1. The content of the definition of basic concepts is presented taking into account their categories of educational goals, including:

2.2.2. With the category of educational goals of the basic concept of 'representation', 'knowledge', 'understanding', the content of the educational material includes only their definitions. For instance:

Self-actualization is the individual's desire for the most complete manifestation and development of his personal capabilities.

The level of assimilation of the content of the educational material is:

- under the category 'presentation' - translate with a dictionary, tell in your own words, remember the name of the basic concept;
- for the category 'knowledge' - translate with a dictionary; memorize;
- in the category of 'understanding' - translate without a dictionary, learn by heart;

2.2.3. With the category of the educational goal of the basic concept 'application', the content of the educational material includes its definition with arguments. For instance:

The brain is the central part of the nervous system of humans and vertebrates, consisting of nerve cells and their numerous processes. The brain consists of the brain, located in the skull, and the spinal cord, located in the spinal canal. In the human cerebral cortex, there are about 15 billion neurons. The number of contacts of one cell and its processes with other cells and their processes reaches 6000.

The level of assimilation: translate without a dictionary, tell with arguments.

2.2.4. With the category of the educational goal of the basic concept 'analysis', the content of the educational material includes its definition with additional information. For instance:

Evolution is (from the Latin. Evolution - deployment) is one of the forms of movement, development in nature and society; slow gradual quantitative change leading, under certain conditions, to a new quality, an irreversible historical development of living nature. The psyche arose and was formed as the ability of living organisms to actively interact with the outside world based on the neurophysiological coding of vital influences and ways of interacting with them, as the ability of organisms to adapt to the environment. In the process of evolution, the mental mechanisms of this adaptation were continuously improved and, at the human stage, turned into a powerful apparatus of his/her consciousness - a sign, conceptual modeling of reality.

The level of assimilation: a monologue on the selected necessary information.

2.2.5. In the category 'synthesis' of the content of the educational material, it includes the definition of the basic concept and additional information, including in the form of textual material of the module. For instance:

Ability is a set of innate anatomical - physiological and acquired regulatory properties that determine the mental abilities of a person in various activities.

Additional information in the form of text material: Types of abilities:

Abilities are measures of compliance with the properties of the individual requirements of a particular activity.

High ability to a specific type of activity is talent, and a complex of abilities that ensure success in a certain field of activity, endowments. The highest level of abilities embodied in epochally significant achievements. (Genius from lat. means 'Genius' - spirit).

Abilities are not limited to the knowledge and skills of an individual. They manifest themselves in the speed and strength of mastering the methods of a certain activity, and act as the regulatory features of the mental activity of the individual.

The natural prerequisites of the ability are multivalued based on them. Various abilities can be formed; they can be reorganized (recombined). This provides a compensatory potential for mental regulation: the weakness of some neurophysiological components is compensated by the strength of other components.

The basis of all abilities of an individual is his cognitive-orientational possibilities, which provide an informational system of behavior and activity.

Assimilation level: dialogue.

2.2.6. In the category of 'assessment', the content of the educational material includes the definition of the basic concept and additional scientific information. For instance:

Personality theory. There was a significant differentiation of the personality theory, various grounds were put forward for their typology, and an experimental psychology of the personality arose in the second half of the twentieth century. Consider one of these theories. The psychodynamic direction of the personality of the theory explained the behavior of the personality from its internal, mental features, the representatives of this theoretical orientation of Z. Freud K. Levin and others put forward the fore-motivational sphere of the personality.

Additional scientific information: Personalities of the theory: the experimental-mathematical method of Cattell:

In the second half of the twentieth century There was begun a widespread use of experimentally - mathematical methods in the study of personality's psychology. American psychologist James Maskin Kemmeur (1860-1944) made to begin the testological movement in psychology. He first applied the psychological study of personality to a complex method of modern statistics - factor analysis, minimizing the many different indicators and personality assessments, which allow identifying 16 basic personality traits (16 - factorial questionnaire Cattell). Cattell's questionnaire reveals such basic personality qualities as rationality, secrecy, emotional stability, domination, seriousness (frivolity), conscientiousness, caution, sensitivity, gullibility (suspiciousness), conservatism, conformity of controllability, tension. More than 100 questions, the answers to which (affirmative or negative) are grouped in accordance with the key which is a certain way of processing the results, as a result of which the severity of a particular factor is determined in Cattell's questionnaire.

The level of assimilation: writing and presentation of a scientific abstract.

2.2.7. The text material of the module is prepared in accordance with modern scientific achievements in the subject of the module. For example: Module III. "*Development of consciousness and interpersonal relationships*". Text material of the module 'Consciousness: Modern interpretation and features':

Consciousness, this is the highest level of psychic development inherent in man as a social and historical entity, consisting in a categorical - value reflection of reality, self-regulation by man of his behavior on the basis of human experience. The functioning of consciousness occurs in the form of a continuous stream of interconnected, associated mental images that are formed as a result of the active, active interaction of a person with the external environment. It is possible to distinguish its procedural and substantial features in the mind. Human consciousness as the highest form of development of the psyche has the following essential features:

- categorization - a reflection of the world through the prism of human knowledge and positions, a reflection of the world based on the conceptual scheme;
- reflection of significant, most significant interrelationships in a given situation;
- awareness of the goals of activity, anticipation of them in the system of universal human notions and ideas;
- conditioning of individual consciousness by social forms of consciousness;
- self-consciousness is a conceptual model of the self and the construction of interactions with reality on this basis. All essential aspects of consciousness function through speech.

3. The educational material of independent education is selected in accordance with the topic of the module, which would reflect the modern research results, including those from foreign sources.

Students write an ESSAY based on the educational material of independent education.

The composition of the integrative modules developed on the basis of the prepared educational material is given in the working curriculum for the discipline 'Foreign language', in tabular form (Appendix ...), Containing the following data:

- (i) the name of the module, the allotted academic hours for practical exercises and independent education.
- (ii) lexical competences, including:
 - * professional vocabulary (basic concepts);
 - * categories of educational goals of basic concepts.
- (iii) speech competences: the level of mastering professional vocabulary.
- (iv) grammatical competence: the name of the analyzed text educational material of the module.

The complex of integrative modules developed in the corresponding direction of education is an appendix to the working curriculum for the discipline "Foreign language".

Content control includes the following:

- (i) Listening to understand: solutions to test tasks to determine the understanding of the listened text covering the basic concepts of the module.
- (ii) Speaking: on a given topic, covering the basic concepts of the module, solving test tasks that evaluate what has been read.
- (iii) Reading: read the text, covering the basic concepts of the module, solving test tasks that evaluate the read.
- (iv) Writing: write an essay on the actual problem of the module.

3. THE ANALYSIS AND INTERPRETATION OF RESULTS

Experimental studies of the effectiveness of the implementation of integrative modules in teaching a foreign language

The effectiveness of the implementation of modular training, including integrative modules in the educational process, is based on its advantages, which include [Musinov S., Kubaev S., Kholmurodova N. (2017)]:

- 1) optimal planning of individual work and independent education of students, since the module is an independent structural unit of educational material. At the same time, it becomes possible to implement differentiated training;
- 2) implementation of training on the basis of active competence approaches used for modular control of learning outcomes at the level of assessment of the observed actions;
- 3) ensuring the individualization of training, activation, independence, maximum implementation and development of students' abilities.

Modular training involves:

- (i) availability of a certain level of material and technical base of a higher educational institution;

- (ii) motivation and preparedness of students;
- (iii) development of didactic material for each module;
- (iv) stage-by-stage assessment analysis of learning outcomes to ensure constant "feedback" with the audience.

The determining factor in ensuring the effective development and implementation of integrative modules for the development of foreign language professional communicative competence of students in professional domain in non-language higher educational institutions is the competent training of teachers of a foreign language in a particular direction of education. To form such readiness, a methodology developed by us is assumed, based on the following provisions:

- development of the teacher's motivation for modular learning, which implies a thorough study of the state standard in a foreign language. At the same time, the teacher is fully aware that the mastery by students of competencies based on professional vocabulary provided by the standard is possible only with modular training. The concept of competence, which includes knowledge, skills, abilities, experience, also provides for the development of the student's personal qualities, which is most effectively achieved with modular training. Along with this, the function of a foreign language teacher is to form motivation for learning a foreign language. The student must deeply realize that in the conditions of intensive globalization of the world economy, his/her successful professional activity is impossible without mastering a foreign language at the level of independent communication in professional scientific and social spheres.
- assimilation of the theoretical foundations of pedagogical technology, modular training.

When implementing a competent approach in higher education, the educational goal should be formed so that it is understood absolutely unambiguously. Pedagogical taxonomy is used for this. At the same time, it is possible to guarantee the achievement of the planned learning outcomes, the mastery of the necessary competencies by students. This presupposes that the teacher will acquire the skills to apply pedagogical taxonomy [Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (Eds.) (1956)].

4. DISCUSSION

For the successful development of modular training technology, including integrative modules, it is necessary for teachers to master the principles on which they are based:

(i) the acquisition of knowledge and skills using the laws of synergetic, the science of studying the processes of transition of complex systems.

From a disordered state to a stubborn one, revealing the connections between the elements of this system, in which their total action within the system exceeds in its effect the simple complex effects of actions, in essence, is the fundamental basis of the systems approach, which in turn is one of the foundations of the development of modular learning technology, organization of the modern educational process as a whole. On the basis of a systematic approach, the ordering of their benefits and connections between them are carried out.

(ii) Mastering by teaching the basic principles of student-centered learning technologies, which is modular training. With the traditional authoritarian teaching technology, teaching is the only subject of the pedagogical process, and the student is only an 'object'. At the same time, the initiative and independence of the student is suppressed. Teaching is one-of-a-kind. With such an organization of the pedagogical process, the personality does not develop.

With student-centered learning technologies, the teacher and the student are equal subjects of the pedagogical process. The main principles of teaching are humanism,

cooperation, free education. That is, in the student-teacher relationship there is mutual respect, trust, equality, partnership, democracy. The main result of student-centered learning technologies is the development of a personality, his readiness and ability for self-realization, for self-education in the process of professional activity. Thus, when switching to modular training, the teacher must fully be able to realize the change in his role in the pedagogical process.

(iii) Professionalization of teachers in the areas of education. The development of students' foreign language communicative competence in professional domain is primarily based on the mastery of professional vocabulary in a particular direction of education.

Of course, the teacher of a foreign language must master the professional vocabulary at the beginning. The professional vocabulary of each area of education is purely specific, which requires professionalization, specialization of foreign language teachers in areas of education.

5. CONCLUSION

1. In accordance with the developed principles, provisions on the lexical minimum of the theory of the didactic significance of linguistic phenomena in linguo didactics, a methodology for the development of integrative foreign language teaching modules based on professional vocabulary and pedagogical taxonomy was created. The methodology contributes to the creation of integrative modules designed to guarantee the mastery of the planned linguistic competencies by students. As a result of this methodology, the development of integrative modules consists of the following stages:

(i) defining professional vocabulary, defining and the category of educational goals of basic lectures;

(ii) forming the topic of integrative modules, establishing the structure of the module;

(iii) developing the content of the educational material of the module, taking into account the category of educational goals of basic concepts established using pedagogical taxonomy;

(iv) determination of the content of self-education; establishment of methods and techniques of teaching; development of control and test items to assess students' knowledge.

2. Developed a methodology for the formation of educational material of the integrative module. The following structure of educational material is provided: definitions: definitions of basic concepts with additions in accordance with their categories of educational goals; text material on the subject of the module; task for independent education on the subject of the module from a foreign literary source with scientific novelty.

3. A methodology of competence training by a foreign language teacher for conducting classes based on the use of integrative modules has been developed, which is based on the following principles: development of teacher's motivation for modular learning; assimilation of theoretical pedagogical technology; acquisition of knowledge and skills to use the laws of synergetic; assimilation by the teacher of the basic principles of student-centered learning technologies; professionalization of teachers in the direction of education.

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