



CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



Problems of Formation of Communicative Competence of Foreign Students in the Educational and Professional Sphere (Advanced Stage of RFL Training)

Solijonova K. M.

Trainee teacher, Kokand State Pedagogical Institute named after Mukimiy, Uzbekistan, Kokand

Abstract:

The article reveals the practical purpose of teaching foreign languages, including Russian as a foreign language (RFL), is defined through the concepts of foreign language communicative competence and competence of the student. In the most general sense, competence refers to the ability of an individual to carry out any activity.

ARTICLE INFO

Article history:

Received 25-Sep-22

Received in revised form 28-Sep-22

Accepted 15-Oct-22

Available online 21-Nov-2022

Keywords: communicative competence, foreign language students, educational and scientific text, advanced stage of training.

Within the framework of the research, we are interested in the specifics of the formation of the communicative competence of foreign students at an advanced stage of education, which, in relation to the modern three-level system of higher education, correlates with the training of foreign students at the main faculty under the bachelor's degree program [1]. The researchers note that the process of teaching the specialty language at this stage is characterized by varying degrees of intensity, which makes it possible to allocate separate sub-stages within its framework in accordance with methodological tasks [2].

Fully sharing the point of view of L.P. Klobukova, we consider the first year of the main faculty, especially the first semester of study, to be the most significant for teaching foreign students the language of the specialty, since at this sub-stage a foreign student should have all the main aspect speech skills based on the material of the specialty [3]. It should also be noted that the first semester of study from a psychological point of view is a difficult and stressful period of adaptation of foreigners to the conditions of a Russian university. According to researchers, the most significant types of

adaptation for a foreigner are language (speech), socio-cultural and educational and professional adaptation [4]. In accordance with this, our research focuses on the process of formation of the communicative competence of foreign students-teachers in the educational and professional sphere in the first semester of the bachelor's degree.

In order to concretize the content of communicative competencies in the educational and professional sphere of foreign students, it is necessary to clarify the communicative needs of this contingent of students. First of all, it should be noted that the training of foreign language students has its own specifics, due to the nature of the teaching profession itself. The profession of a teacher belongs to the professions of the "man-man" type, in other words, the basis of pedagogical activity is interpersonal interaction [5]. This determines the specifics of teacher training: for the successful implementation of pedagogical activity, a teacher does not need only a confident command of his subject (mathematics, chemistry, history, etc.), he also needs the ability to effectively organize the pedagogical process, which implies a high level of possession of communicative competence.

This determines the complex nature of the professional training of students-teachers, which involves the development of two key professional blocks: general psychological and pedagogical and profile. The psychological and pedagogical block includes both pedagogical disciplines (general pedagogy, didactics, theory of education, history of pedagogy, etc.) and psychological (general psychology, developmental psychology, etc.). The profile block is represented by a complex of disciplines in accordance with the training profiles - "Primary education", "Preschool education", "Foreign languages", "Historical education", "Biology and Chemistry", "Mathematics", "Philological education", etc. In addition, teaching students study the methodology (or methods) of teaching specific academic disciplines (mathematics, chemistry, literary reading, history, etc.) in accordance with the profile of training.

In order to build an effective system of work on the formation of the communicative competence of foreign students in the educational and professional (pedagogical) sphere, we have structured this competence taking into account:

- the specifics of the content of teaching a pedagogical specialty;
- specifics of the sublanguage of the pedagogical specialty;
- the communicative needs of foreign students-teachers in
- the educational and professional sphere.

According to our concept, a foreign student with a well-formed communicative competence in the educational and professional pedagogical field **-knows:**

- the basic pedagogical and profile terminology and the concepts of pedagogy and special subject area behind the terms in the framework of terminological minimum; basic grammatical constructions implemented on the material of sublanguages of general pedagogical and highly specialized disciplines; norms and rules of communication in basic communicative situations in the educational and professional pedagogical sphere (lecture, practical lesson, test, exam, consultation, preparation of course and diploma projects, pedagogical practice, conference, lesson, extracurricular event, parent meeting etc.); the main genres of pedagogical discourse; the main content minimum in general pedagogical and highly specialized disciplines; socio-cultural

specifics of the implementation of pedagogical activity in the country of study (features of the national education system, pedagogical traditions, features of the organization of leisure of students, interaction of school and family);

➤ **is able to**

implement the following communicative intentions in the educational and professional pedagogical sphere: to understand the educational and professional information of general pedagogical and highly specialized texts corresponding to the level of proficiency in RFL B2, and interpret it orally and in writing; to create his own oral and written texts on general pedagogical and highly specialized topics; to participate professional communication on general pedagogical and highly specialized topics (ask questions, evaluate the information received, express your opinion, draw a conclusion); solve communicative tasks in the following communication situations in the educational and professional pedagogical sphere: at lectures and seminars on pedagogical disciplines, at scientific and practical conferences, during training and production teachers-practical training (in class, extracurricular activities, during the final conferences on practices), on the test and exam in pedagogical disciplines (general pedagogical and highly specialized), in the process of working on a course and diploma project.

Specifying the "be able" parameter, we will highlight the skills that should be formed for each of the types of speech activity.

Reading:

fully and accurately understand the information of the text on general pedagogical and highly specialized disciplines, highlight the main and secondary information of the educational and scientific text (when studying reading); find the necessary information in the educational and scientific text on general pedagogical and highly specialized disciplines (when searching reading); determine the importance of the text for further use (during introductory reading); possess special skills of dialogue with the text (to understand the author's position; to compare different points of view on the problem presented in the text; to express their attitude to them); use the information of the educational and scientific text on general pedagogical and highly specialized disciplines to confirm their thoughts, agree with any opinion or refute it.

Speaking:

to build an oral monologue based on the source text (textbook text, article) on the subject of general pedagogical and highly specialized disciplines in accordance with the communicative attitude; to convey the content of someone else's speech characteristic of the educational and professional pedagogical sphere (with elements of evaluation); to participate in discussions on pedagogical problems (to give arguments, express their attitude to sum up the results), acting in various communicative roles characteristic of educational and professional pedagogical sphere; create your own oral texts related to the main genres of pedagogical discourse (informative, evaluative, imperative, etiquette).

Writing:

to fix the necessary information in an abbreviated form; to make a plan and summary of the text on general pedagogical and highly specialized subjects; to transmit the content of someone else's speech (with evaluation elements), to summarize the information of several texts on general pedagogical and highly specialized disciplines; to create your own texts on the subject of general pedagogical and

highly specialized disciplines (essay, lecture summary, lesson plan (summary) on the profile the subject, the plan (summary) of the educational event on the subject); to make theses of the speech on general pedagogical and highly specialized topics; fill out the basic pedagogical documentation characteristic of the educational and professional sphere (diary of pedagogical practice; class journal, thematic planning, student's personal file, student's diary).

Listening:

to understand the sounding monological, dialogical, polylogical texts of general pedagogical and highly specialized subjects (during a lecture, seminar, conference, pedagogical practice); to compare the information of two sounding texts of general pedagogical and highly specialized subjects in order to isolate the new or known; to compare the points of view of the participants of the dialogue on general pedagogical and highly specialized topics, to understand the content of the lesson in specialized disciplines and educational activities on the subject during the passage of pedagogical practice.

As for the organization of work on the formation of the communicative competence of foreign students in the educational and professional sphere, we note another of the problems of teaching the language of the specialty, namely, the insufficient number of hours allotted for studying this subject at an advanced stage [6]. In such a situation, independent work of students acquires a special role. In addition, the language training of the specialty must take place in a short time, otherwise foreign students will not be able to prepare for the perception of the disciplines of the specialty. Accordingly, it is advisable to use various methods and means of intensifying the educational process, in particular, interactive ones, in teaching RFL.

All of the above allows us to draw the following conclusion: there is a need to develop a textbook based on the material of pedagogical disciplines, which should be aimed at forming the communicative competence of foreign students in the educational and professional sphere and will be used not only for classroom, but also, above all, for independent work. The effectiveness of the benefit can be ensured by due to the use of interactive techniques for constructing an educational and scientific text, a specially developed system of tasks and techniques for their construction, as well as taking into account the psychological and pedagogical features of the organization of independent work of foreign students with a foreign-language educational and scientific text.

Used literature:

1. Gorodilova, G. G. Speech training and technical means / G. G. Gorodilova. - M.: Russian language, 1979. - 208 p.
2. Strelchuk, E. N. Russian speech culture of foreign bachelors of non-humanitarian specialties: monograph / E. N. Strelchuk. - M.: FLINT, 2014. - 208 p.
3. Klobukova, L. P. Language training specialty: Textbook / L. P. Klobukova. - M.: MSU, 1987. - 79 p.
4. Arkadieva, T. G. Educational and professional adaptation of foreign students in the conditions of the educational environment of the Russian university / T. G. Arkadieva, M. I. Vasilyeva, N. S. Fedotova // Education. The science. Innovation: the Southern dimension. - 2012. - №3 (23). - Pp. 41-56.

5. Slastenin, V. A. Pedagogy: A textbook for students of higher pedagogical educational institutions / V. A. Slastenin, I. F. Isaev, E. N. Shiyanov / Edited by V. A. Slastenin. - M.: Academy, 2002. - 576 p.
6. Izarenkov D. I. Basic components of communicative competence and their formation at the advanced stage of training of non-philological students of universities / D. I. Izarenkov // Russian language abroad. – 1990. - No. 4. - pp. 54-60.