

**FORMATION OF THEORETICAL AND METHODOLOGICAL  
CONDITIONS FOR STUDYING THE FOREIGN LANGUAGE SYSTEM OF  
COMMUNICATIVE COMPETENCE OF FUTURE ENGINEERS**

**Mirzaeva Mavlyuda Narmuratovna\***

\*Navoi State Mining Institute,  
UZBEKISTAN

DOI: **10.5958/2249-7315.2021.00144.1**

---

**ABSTRACT**

*The article examines the need to develop foreign language competence in future engineers, the need to improve their foreign language teaching system: the development of new methods and forms of teaching, the search for technologies that organize the learning process to meet modern requirements.*

**KEYWORDS:** *Engineer, Foreign Language, Competence, Student, System, Knowledge.*

---

**INTRODUCTION**

The formation of a pan-European educational space has led the pedagogical community to understand the need to move to the training of university engineers on the basis of a competent approach. [1]

The origin of the terms "competence" and "competence" comes from "competence" and "competence approach", according to which "knowledge, abilities, skills and attitudes" (knowledge, skills, competencies and attitudes) to solve basic professional tasks appears in the context. The analysis shows that a significant proportion of foreign researchers associate the concept of "competence" primarily with the ability to perform a particular activity, potential ability, or certain personality parameters. [2]

Accordingly, we define competence as an integral part of an individual's readiness for professional activity, which is the formation of knowledge and skills of professional and special importance.

According to many authors, the professional competence of a specialist is related to success in personal and professional fields. Indeed, the main psychological condition of successful activity in any field is self-confidence. In our view, the professional competence of a highly educated specialist is a complex system of internal mental states and personality traits of a specialist; his readiness to carry out his professional activity and his ability to perform the necessary actions. [3]

**METHODS**

Thus, the basis of professional development of an individual is the formation of professional competence, that is, the development of the individual in the process of professional training, acquisition of a profession and the implementation of professional activities.

Engineering activity came into being and was composed of the separation of mental labor from physical labor. Therefore, the exclusive task of the engineer from ancient times to the present day is the intellectual support of the process of creating equipment. On this basis, special engineering education should be considered as an important feature of this profession.

Based on our research, professional competence includes a set of the following categories: motivation, knowledge, skills and professional culture. The formation of these qualities contributes to the formation of professional skills. Therefore, the training of highly qualified

specialists for engineering, innovation and research activities in priority areas and sectors of the economy should become the main task of higher education in the near and long term. combining with the high culture of the creator, should create a new type of engineers.

The most important components in the content of engineering education should be the components that ensure their formation:

- Integrative skills of engineers, in which professional training should be supported by the ability to respond quickly to the needs of society and the perceptions of the subtleties of the environment;
- Critical thinking-driven analytical skills, thinking aimed at identifying problems through modeling, simulation and optimization as a result of an in-depth integral understanding of the physical, mathematical, biological and human sciences;
- Ability to implement innovations, including their design and production;
- Contextual understanding of the economic, industrial and international environment in which engineering activities are carried out;
- Ability to learn independently, to supplement their knowledge during work activities and to adapt to rapid technological changes in the world market.

Thus, the implementation of the competency model in the formation of the basic curriculum in higher education and the assessment of the quality of training based on it is one of the urgent problems.

## **RESULTS**

In this model, quality indicators of graduate training are defined by a specific set of competencies, the formation of which for different levels of education should be provided with appropriate structure and content, types of educational and professional activities, indicators of these activities and assessment tools.

Comprehensive training, interdisciplinary knowledge and skills, as well as preparation for professional activity - all these requirements are reflected in the model of competence as a set of competencies.

In the competency model, unlike the qualification model, the qualification requirements that are not related to a particular labor process but arise from the labor market are more important.

Fundamental (mathematical, natural sciences, computer) training, which is the main component block for preparing students for scientific and technical activities, is the basis of scientific and technical education.

Therefore, one of the goals of training future engineers in a foreign language is communicative, which includes the student's participation in the exchange of information (oral and written) within the foreign language community, the creation of a psychophysiological mechanism for the student - to participate in information exchange in a particular language a communicator that acts in defined communicative roles (types of communication activities) that allow. In other words, we are talking about the formation of communicative competence of future engineers in the field of foreign languages.

As a result of the study of communicative competence in the literature is considered as a level of satisfactory mastery of certain norms of communication, behavior. Communicative competence is the acquisition of ethno and socio-psychological standards, norms and behavioral stereotypes, in communication "techniques", the level of proficiency in the so-called communication techniques provides language acquisition, practical mastery of communication techniques, rules of etiquette, norms of behavior.

In works on linguistics, rhetoric and pedagogy, communicative competence is considered as a primary concept and competence is achieved as a target concept.

At the moderately formed level of communicative competence of a foreign language is characterized by an understanding of the creative role of linguistic, communicative and pragmatic competencies in language learning and self-development; necessary theoretical knowledge in the field of intercultural communication; ability to use competencies acquired in professional and everyday communication situations; ability to go beyond standard foreign language communication situations, effectively solve communication problems; their “ability to diagnose and assess the state of communication competence in a foreign language.

The high level of formation of communicative competence of a foreign language indicates the acquisition of knowledge of a foreign language as a phenomenon of intercultural communication; to define one's status as a carrier of a foreign language culture, to have knowledge of the language map of the world, to expand its inner consciousness; the ability to self-diagnose personal experience through communication in a foreign language; striving for an independent and responsible position in the foreign language space; reflexivity of the communication process in a foreign language space; communicative and pragmatic use of language as a means of linguistic, intercultural communication; high efficiency in solving communication problems, activity and initiative in foreign language interactions.

In agreement with the scientist Iskandarov, the process of learning a foreign language implies a system of organizational-motivational, content-procedural and criteria-effective aspects, based on the social nature of the student's (future engineer) communicative process.

The organizational-motivational aspect consists of a system of values - personality, communication, knowledge, motives, attitudes, orientations, experience assessments and claims. The information-procedural process includes technical professional knowledge, a system of knowledge, skills and competencies for learning a foreign language to master the technologies of communication activities, as well as professionally important communication qualities necessary for communication with foreign partners. The criterion-effective aspect involves the step-by-step control, analysis, correction and summarization of the former foreign language communicative competence of future engineers.

Thus, the organizational and motivational aspect of preparing future engineers to communicate in a foreign language environment in the process of learning a foreign language can be realized if the following conditions are taken into account: focus on communication as one of the basic knowledge values of foreign language teaching; activity and organization of students in the discussion of problems of professional activity; Encourage active communication between student-student, student-teacher on the basis of integration of formal, informal and non-traditional education into a complete system of continuous foreign language teaching.

## **DISCUSSION**

The information-procedural aspect implies knowledge of the role and place of communicative qualities in the structure of communicative competence of an engineering specialist in foreign languages; the main components of professional communication activities: the laws of formation of communicative competence of a foreign language in a technical specialist; Behavioral algorithms in communication situations. The main components of professional communication activities: the laws of formation of communicative competence of a foreign language in a technical specialist; behavioral algorithms in communication situations. [4]

Psychologists argue that internal and external motives must act simultaneously to ensure that activities, including foreign language speech, achieve a goal. Only the combination of external and internal motives forms a system in which they play a different role: internal motives create

meaning and (i.e., meaning in a foreign language; 1 speech), external motives are mainly a direct motivation to communicate in a foreign language. In short, the competency approach in Uzbekistan is an innovation that occurs in the main stream of national cultural and educational traditions, the main features of which are industrial-oriented higher education, internships, science-based education. It is precisely the professional competence of the graduate that is the main result of the university's activities, which determines its competitive endurance. The activity of a modern engineer consists of solving emerging production problems and the actions and interactions of specialists. Its peculiarity is that, on the one hand, it is subjective-practical (it consists of knowing the properties of matter of nature), on the other-social (due to the development of industrial relations in society and the subjective reflection of these relations by the individual). The effectiveness and productivity of this activity depends directly on the level of professional competence. [5]

Professional competence of an engineer is an integrative (systemic) feature of a person, which reflects the psychological, pedagogical and objective knowledge, professional skills, personal experience and deep knowledge of the prospective (prognostic)-oriented specialist in the field of education, dynamic enrichment, self-confidence and ability to achieve significant quality results.

Professional competence includes the following set of categories: motivation, knowledge, skills, and professional culture. The formation of these qualities contributes to the formation of professional skills.

One of the goals of training future engineers in a foreign language is communicative, involving the student in the exchange of information (oral and written) in a foreign language community, creating a psychophysiological mechanism-communicator, which allows him to participate in the exchange of information in certain areas and language forms. In other words, we are talking about the formation of communicative competence of future engineers in the field of foreign languages.

## **REFERENCES**

1. Muxabbat X. Integration Technologies in the Process of Teaching and Upbringing. Archive of Scientific Research (2020).
2. Muxabbat X. Career preparation of students with special needs. Research Archive. 2020;32.
3. Muhabbat H, Bazarova UM, Mirzaeva MN. Opportunities for Innovation Technologies in Higher Education. International Journal on Integrated Education (IJIE) Indonesia. 2020;12:282-285.
4. Mirzaeva MN. Formation of the concept and technology of intercultural competition among students in universities. International scientific journal "Scientific Horizons". 2018;5:81-84
5. Mirzaeva MN. Technology forming professional competence of students of the technical university in the lessons of foreign languages. International scientific journal "Scientific Horizon." 2019;8:27-31.