SCIENTIFIC ASPECTS OF FORMING COMMUNICATIVE COMPETENCE OF FUTURE ENGINEERS IN TEACHING FOREIGN LANGUAGES

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Annotation: In this article, we aim to form a pedagogue who fully meets the requirements of the reforms implemented throughout our country, is resistant to competition in the production sector, can adapt to sudden changes, and also works effectively at the level of the requirements for the qualifications of specialists in the labour market. theoretical foundations are explained. At the same time, the technology of the formation of professional competencies of students of technical higher education institutions, the introduction of positive innovations in the field of education, quality changes and high efficiency will help to create a pedagogical process of quality change and efficiency in education. There is a need for the effective development of communication skills and preparation of future specialists for professional activities and methods of teaching philology and languages in the vocational training of students.

Key words: scientific aspects, forming communication, competence, future engineers, teaching, foreign languages

Introduction. While the process of integration with the world community continues, economic reforms and active cooperation of our country with advanced foreign countries create the need to train competitive specialists who have a deep knowledge of foreign languages. In our opinion, it is necessary to expand the tasks of foreign languages as a subject of study in educational institutions today. Currently, it has become one of the most sought-after subjects in our country, which is expanding relations with foreign countries, from secondary science. This, in turn, has an impact on changing and clarifying the goals of teaching foreign languages in higher education institutions.

It is understood as a component of linguistic competence for future specialists, it is aimed at ensuring the correctness of students' speech in a foreign language, and it introduces students to language and speech tools, speech features, and rules in various communication situations in relation to native and foreign languages.Til kompetensiyasi deganda, insonning lingvistik bilim salohiyati, til birliklarini tahlil va sintez qilish qoidalari majmuasi tushuniladi. Ular jumlalar tuzish va tahlil qilish hamda til tizimidan muloqot maqsadlarida foydalanish imkonini beradi.

Materials.Based on the above, the terms "linguistic competence" and "language competence" reflect students' ability to express their thoughts in a grammar-based foreign language rather than their ability to communicate in a non-language environment.

Students who actively master a foreign language can fully use information and communication technologies, computerization and the global network (internet) on time. They quickly become familiar with the latest developments in their professional field available on the Internet. In the conditions of a single information space, a modern specialist who does not know a foreign language is limited to obtaining the necessary information only from translated books, articles and lectures in a minimal way. In addition, this process includes meetings, negotiations, interviews, meetings, presentations, briefings, press conferences, and receptions on personal matters, as well as telephone conversations and business correspondence.

Therefore, one of the goals of teaching and learning a foreign language for future engineers studying in higher educational institutions is communication, it is the student's participation in the oral and written exchange of information within the team, psychophysiological for the student involves creating a mechanism. At the same time, it acts as a communicator who acts in certain communicative roles, allowing to participate in the exchange of information in a certain language in certain fields and language forms.

Competence in a foreign language means the ability to associate language tools with specific fields, conditions and tasks of communication. Based on this, the language material is considered the main means of speech communication, and its selection is carried out using a functional and communicative approach.

As a result of our research on communicative competence in literature and scientific sources, we tried

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to look at the level of satisfactory mastery of certain communication standards and behaviour. In a general sense, communicative competence is the acquisition of socio-psychological standards and behavioural stereotypes.

Sociolinguistic competence - "the ability to use and change language forms in accordance with the situation" - is characterized by the ability to organize speech interaction in accordance with their communicative intention and purpose. The ability to achieve goals that have a certain impact on the interlocutor, the ability to establish and maintain contact with the interlocutor, the ability to determine the communicative intention of the interlocutor and accept the statement of the interlocutor, taking into account the communication situation, the communication situation, one's role and that of the interlocutor changing speech and non-speech behaviour in accordance with the role, changing speech and non-speech behaviour based on the partner's position and situation; such as creating an environment of mutual understanding.

Strategic competence is characterized by the ability to use verbal and non-verbal strategies to fill knowledge gaps, it includes the use of gestures, mime, pantomime, and questioning skills to compensate for linguistic difficulties.

Discursive competence - the ability to understand and relate to personal conversations in meaningful communication models - implements the communicative ability to perform various types of speech and consists in choosing the appropriate one for the purpose and situation of communication, receiving them by listening.

Social competence - "the desire to communicate with others and self-confidence" - includes the ability to put yourself in the shoes of others and the ability to overcome situations that arise in society.

Socio-cultural competence is a certain level of familiarity with the socio-cultural context, the norms and traditions of speech and non-speech behaviour of the studied language, communication and the ability to participate in it.

Lingvo competence is the ability to perceive and create texts in a certain field of special scientific activity and to be able to use national and special lexicon in a foreign language, use language rules for specific purposes, analysis, critical revision and problematic professional path will consist in the implementation of the presentation of directed text materials;

socio-political competence is defined as the ability to act in a multicultural and linguistic field, taking into account the norms of civil law behaviour;

socio-informational competence - describes the ability to critically react to broad information in the process of cross-cultural foreign language cooperation in the fields of professional and daily activities and determines the level of knowledge of information technologies;

personal competence is the competence to reveal the individual values and aspirations of a person in the context of cultural communication with other peoples, readiness to increase the level of competence of professional-creative communication, to acquire continuous independent education and to develop oneself development, as well as the ability to constantly increase personal potential, professional growth and the desire to find one's place in life, to develop one's creative abilities and to strive for competitiveness.

Methods and results. Linguistics includes the basic competencies that determine the ability to speak and write in a foreign language. Today, language competence is represented as a sum of knowledge about language, the ability to correctly choose language elements and use them in their place, and speech competence is manifested as human behaviour in accordance with the task of communication. it is possible, the effective use of language tools, the laws of their use to construct statements, covers the process from the simplest expression of emotions to the transfer of nuances of intellectual information. In other words, language is a tool, and speech is a way of forming and interpreting thoughts through language.

Communicative speech can be based on the ability to use language and speech tools for communication, as well as the ability to construct speech behaviours related to professional situations and the ability to perform educational activities in a foreign language in the field of engineering.

Information is presented together with the competencies of communication technologies and independent education. They are interrelated and have similar goals. Information technology competence is based on the ability to search and extract the necessary information from various important foreign language sources related to professional activity. It includes translating it from one sign system to another, evaluating and fully selecting the content of this information, as well as effectively using the resources of the international information network about the process of communication and cognitive engineering.

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The following qualitative indicators are the low level of foreign language professional competence of future technicians with higher education, lack of understanding of the role of language communication in choosing optimal strategies for interpersonal and intercultural interaction, the everyday character of the situation and knowledge, underdeveloped language culture, the state of acting only in standard communicative situations, the insufficient formation of linguistic, communicative and pragmatic competence, the weak effectiveness of communicative tasks and problem-solving, the desire to avoid language interactions, correspond to the manifestation of anxiety and frustration in the process of communicative cooperation.

Understanding the creative role of linguistic, communicative and pragmatic competencies in language learning and self-development, the necessary theoretical knowledge in the field of communication, the ability to use the acquired competencies in professional and everyday communication situations, the ability to effectively solve communication problems, communication in standard foreign languages the ability to go beyond their situations, to diagnose and evaluate the state of their communication competence, is included in the average level of professional competence of students by learning foreign languages.

Organizational-motivational aspects - personality, communication, knowledge, motives, attitudes, orientations, evaluations of experience and system of claims.

The criterion-effective aspect involves the step-by-step control, analysis, correction and conclusion of the communicative competence of future engineers formed in a foreign language.

Discussion. The following qualitative indicators are the low level of foreign language professional competence of future technicians with higher education, lack of understanding of the role of language communication in choosing optimal strategies for interpersonal and intercultural interaction, the everyday character of the situation and knowledge, underdeveloped language culture, the state of acting only in standard communicative situations, the insufficient formation of linguistic, communicative and pragmatic competence, the weak effectiveness of communicative tasks and problem-solving, the desire to avoid language interactions, correspond to the manifestation of anxiety and frustration in the process of communicative cooperation.

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The criterion-effective aspect involves the step-by-step control, analysis, correction and conclusion of the communicative competence of future engineers formed in a foreign language:

1) in a higher education institution, students can engage in communication that is important in the course of their studies and in their daily life, it is to teach them to freely master the necessary genres. Each genre has its own form and compositional structure according to the purpose of communication because the diversity of genre forms is determined by the communicative tasks and goals of communication. Knowing the specific features of the genre is very important for communication;

2) the ability to use terms related to the field in the course of professional activity. In this case, knowing the words and phrases used in the work context is very different from the words used in ordinary use;

3) it is also important for students to assess the communicative situation in time and take into account a number of additional linguistic factors that serve as an important parameter for planning actions. These factors include the circumstances of the communication process and the personal qualities of the specialist;

4) the ability to know ethical speech formulas in business communication, which is considered an integral part of communication;

5) knowing the status and role characteristics of partners at work and study (psychological competence). The success of communication often depends on the form and style of communication he chooses.

The main practical goal of teaching foreign languages is to teach students to understand the tasks of learning a foreign language and to connect them with their future professional activities in real life, to

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communicate.

Based on the above ideas, we include the following in the educational goals: the ability to improve the general culture and professional competence of students; mastering, deepening and improving foreign knowledge through self-education and creative application in the process of practice.

For the purposes of development, we highlight the development of mental, emotional and motivational areas of the student's personality, self-awareness, expression and self-regulation, and the formation of personal reflection.

Formation of students' readiness for speech activity in learning a foreign language is considered acceptable communicative motivation because it includes the student's attention to acquiring information from one or two foreign languages. His main communicative motive is always internal. In the process of forming the student's readiness for speech activity in a foreign language, the transition of the external motive to the internal state plays a decisive role.

Learning foreign languages has a significant impact on the development of the optimal internal motivation of teaching that meets the content of speech activity and the interests of students, and the formation of their readiness for speech activity.

In the process of mastering speech activity through learning a foreign language, a stable motive is formed, which acts as a form of manifestation and functions as an incentive for the student's speech activity and behaviour. Since human speech activity is always related to the motives and needs of the individual, motivation should be considered a strong factor in the formation of students' readiness for foreign language speech activity, because this motivation encourages and determines the level of voluntary actions of students for continuous, intensive speech activity. In addition, motivation pays close attention to the functions of speech activity, determines its pace and efficiency, and acts as an internal mechanism of speech control and self-regulation.

In conclusion, the technique is not only a means of developing motivation in teaching foreign languages to students in higher educational institutions but also a means of deeper formation of students' readiness for speech activity.

An in-depth study and analysis of the pedagogical literature on the content of the problem considered in the monograph allow us to reveal the following:

The competence of future engineers is the current, developing, based on the availability of professional norms, requirements, educational standards, knowledge, skills and qualifications, as well as personal qualities, and readiness for creative activity during the educational and professional practice of the educational institution. is one of the events. Engineering activity is a complex multifaceted education, it is a type of technical activity in the implementation of industry knowledge, and it includes scientific research, project, invention, production-technological, and organizational management activities;

there are two main concepts of the terms competence and competence, in which the definitional analysis shows that the term "competence" is derived from the concept of "competence" and means the range of skills;

the activity of the future engineer consists in solving existing shortcomings and problems in the developing field of production, organizing the actions and interactions of specialists;

we can include a set of categories such as motivation, knowledge, skills and professional culture in the competence of a future specialist. We believe that the formation of such qualities in future representatives of the field will help in the formation of skills.

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