



**THE IMPORTANCE OF DEVELOPING PROFESSIONAL COMPETENCIES
IN THE STUDY OF ENGLISH BY STUDENTS OF THE NON-
PHILOLOGICAL FACULTY**

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ABSTRACT

This article describes the importance of developing the professional competencies of students of the non-philological faculties of a higher educational establishments in English lessons. On this topic, the scientific studies and opinions of a number of scientists are indicated, and the necessary conclusions are also presented.

KEYWORDS

competence, professional competence, linguistics, individual creativity, pedagogical activity, integral competence.

Introduction

One of the leading directions in the development of vocational education is the formation of the competitiveness of graduates of higher educational institutions. In this regard, the formation of competitiveness and other competencies is considered as an important task for future specialists [1]. The process of professional development of a person as a future specialist is carried out according to state educational standards of higher professional education, in which, during the preparation of a specialist, the level of “knowledge” has moved to the level of “competence”. In the development of the theory and language technology of teaching foreign languages (English) to students, learning a foreign language is not only one of the important tasks in the higher education system, but also plays a fundamental role in the formation of professional competence.

Scientific research conducted by many foreign and domestic scientists is devoted to the competency-based approach, its problems and solutions. A special contribution to the development of the theory of the competence approach was made by V.I.Bidenko, I.A. Zimnaya and other scientists. The tasks of studying professional competence and its development are solved by O.S.Vikhansky, V.N.Glumakov, I.A.Zimnyaya, V.A.Kalni, B.Z.Milner As researchers such as have discovered in their work, a large number of researchers are placing new and new demands on graduates of higher education institutions.

A number of researchers (A. A.Verbitsky, V.V.Serikov, V.Shershneva, etc.) believe that it is impossible to entrust a student with the task of mastering professional competence independently, since the competence is not presented in advance in a ready-made form. Professional competence should be created as a product of individual creativity and constant self-development [2].

The difference between a specialist who has perfectly mastered professional competence and a qualified specialist is that he must have not only a certain level of knowledge and skills, but also the ability and willingness to implement them in his work. Professional competence presupposes the

existence of a person and provides internal motivation for the quality implementation of his professional activities. Professional competence plays the role of an assistant to a specialist in acquiring creative potential aimed at professional development that goes beyond the scope of his profession [3,4].

Knowledge of a foreign language (English) is an integral part of the training of a specialist in any professional field, since this approach serves to develop the professional competence of a graduate of a higher educational institution. Teaching English to students of the non-philological faculty with a focus on their profession contributes not only to the formation of language skills and the development of communication skills, but also to the strengthening of interdisciplinary connections and the modeling of professional communication situations, which helps to increase their professional competence.

The general goal of the content of education should be that graduates of higher educational institutions receive certain training in studying a foreign language, acquire the competence to apply the learned knowledge, skills, concepts and methods in professional activities. From the point of view of the requirements for the level of professional training of graduates of higher educational institutions, competence means the ability of a future specialist to use a body of knowledge, skills and methods of activity expediently in certain situations. According to V.N.Vvedensky, competence is a kind of personality characteristic, and competence is a set of specific professional or functional characteristics. From the point of view of the competency-based approach, the main direct result of educational activities is the development of general and professional competencies among students.

The formation of professional competence of students in the process of learning English is divided into the following stages:

- "initial stage" - the formation of motivational content;
- "adaptation stage" - development of the motivational content of professional competence;
- "cognitive stage" - a body of knowledge, that is, the formation of the cognitive component of professional competence;
- "reflective stage" - awareness of the need for self-educational activity and further development of the cognitive component of professional competence;
- "activity stage" - the formation of the activity component of professional competence, the creative attitude of students to academic subjects.

Today, there are many different definitions of competency and competence that suggest and support scientific knowledge in English language acquisition. Analyzing the considered sources, competence is defined as knowledge, skills and abilities that a specialist can use in his work, personal skills that he uses to make the right decisions even in non-standard situations.

- In language teaching practice, there are many definitions of a teacher's professional competence:

GM According to Kodzhaspirova, a foreign language teacher must have the necessary knowledge and skills that determine his pedagogical activity, pedagogical communication, as well as the formation of his personality as a bearer of certain values, ideals and pedagogical consciousness.

- According to I.A.Zimnaya, V.A.Slastenin and others, professional competence is a phenomenon based on knowledge, intellectual and personal experience, theoretical and practical training in the implementation of teaching activities;

- E.F.Zeer in his research defined professional competence as a set of professional knowledge, skills, as well as methods of carrying out professional activities [5].

According to R.K.Minyar-Beloruhev, general pedagogy, didactics, methodology, psychology, linguistics, psycholinguistics, sociolinguistics, semiotics, and logic determine the basis of the professional competence of a foreign language teacher.

A.K.Markova divides professional competence into 4 types: special, social, creative and individual [6].

Taking into account the important features of competence as a component of professional competence, it is important to pay attention to the relationship between competence and knowledge, skills and abilities. If the assimilation and application of knowledge and skills is positively ensured, then the development of skills and the practical significance of this knowledge for students will open.

The introduction of integrated competence that ensures communication in English in the field of professional speech and the desire to interact in an English-speaking professional environment will increase the effectiveness of language learning for students.

Therefore, the introduction of professional competencies that reflect the holistic nature of developing competencies in English language classes is an urgent need.

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