

FORMATION OF PROFESSIONAL COMPETENCE IN PHILOLOGY STUDENTS

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ABSTRACT	KEY WORDS
The article emphasizes the need to develop professional communicative competence among philology students, which helps future specialists to successfully solve communicative tasks of a professional nature. The expediency of systematic work based on a set of exercises is substantiated.	Professional competence; philology students; functional style; scientific style; exercise system.

Introduction

Professional training in linguistic higher educational institutions is currently associated with the formation of professional competence among bachelor students, which is caused by new socio-economic conditions that determine modern requirements for graduates. In the process of professional training of students of language universities of the Republic of Uzbekistan, the task of forming their communicative competence comes first, since for a specialist philologist mastery of all types of speech activity, the culture of verbal and non-verbal communication, the skills and abilities of the correct choice and appropriate use of multi-level language means in standard and non-standard communication situations when solving professional problems is the main goal and result of training.

The understanding of the Russian language as adapted to express the diverse needs and needs of a person in different social spheres was embodied within the framework of the linguistic discipline - the stylistics of the Russian language. The central concept of modern stylistics is the concept of functional style. Each functional style is characterized by certain linguistic features and rules for organizing linguistic material.

It is the communicative attitude, determining the content of the utterance, that necessitates the isolation from the language system of such linguistic units, the features of their functioning are most essential for the expression of this content. This connection of language construction with content is especially characteristic of the scientific style. There is no doubt that the recognition and professionalism of a specialist in the modern world "is largely determined not only by the extent to which he is able to pose and solve scientific problems, but also by how well he knows the rules and norms of successful communication accepted in the global scientific community" [1, p. 3].

Our many years of experience at the university give reason to state that upon completion of their studies, students are not always able to fully demonstrate the acquired knowledge in their core disciplines due to the fact that their own statements are often poor in content, the syntactic structures used, and unemotional.

This determines the relevance of the problem of developing the skills of fluency in scientific speech among philology students.

Practical activities aimed at solving this problem prove that the content of work on teaching students the stylistics of the Russian language, and in particular scientific style, should be determined by the following components: providing students with information about stylistic concepts; the formation and development of students' stylistic skills related to finding linguistic signs of style in texts, determining the style of given texts, conducting stylistic analysis of the text and creating texts in a given speech style;

organizing work and using forms of classes aimed at encouraging students to create texts of a given style on professional topics and perform communicative tasks of a professional nature. To form stylistic competence, taking into account a professionally oriented approach, didactic language and text material is needed, which, firstly, will contribute to the development in students of awareness of the use of stylistically colored words in scientific speech, and secondly, will allow one to analyze professionally oriented texts taking into account their stylistics, the presence of lexical and stylistic markers and determining their relevance and communicative expediency in texts.

Therefore, the didactic material in our work was linguistic terminology and texts from scientific and educational literature in the disciplines of the linguistic cycle. Practice proves that in order to increase the effectiveness of teaching students scientific style, it is advisable to use a specially developed system of exercises, which includes traditional stylistic exercises and tasks of a professional and creative orientation: communicative and situational tasks, business games.

All exercises can be divided into the following types:

- 1) proper stylistic exercises that form ideas about the functional stylistics of the Russian language;
- 2) lexical-stylistic exercises: determining the lexical meaning of a term, finding its interpretation in the dictionary, selecting synonyms, determining stylistic functions; finding book and colloquial words;
- 3) grammatical-stylistic exercises: correct use of forms of parts of speech in book style; communicative speech exercises: composing dialogues on a professional topic; creating texts in professionally significant genres; compiling professionally oriented texts in a given style; proofreading and stylistic exercises: finding stylistic errors and correcting them, carrying out stylistic corrections. Thus, completing this type of task helps to develop students' professional and communicative competence, increases their motivation to study stylistics and awareness of the practical significance of mastering stylistic skills.

Literature

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