



## COMMUNICATIVE COMPETENCE AS A FACTOR OF PROFESSIONAL SUCCESS

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### ABSTRACT

*The key competence of professional communication of a specialist of any profile is communicative competence - communication skills in professional situations. A modern specialist solves communication problems, using a foreign language as a means within the framework of his professional competence. Therefore, such forms of professional communication as negotiation, business correspondence, business conversation by phone, meetings and press conferences, negotiations and presentations, as well as everyday communication with foreign specialists, require serious special training. In the formation of communicative competence, the defining approaches are communicative and personality-oriented, which are aimed at the gradual formation of a culture of language communication among students.*

**KEYWORDS:** *competence, communication skills, communication tasks, communication skills in professional situations, means of communication, communicative approach, personality-oriented approach.*

### DISCUSSION

Global changes in the political, economic and cultural spheres of society have a significant impact on the training of specialists in various industries. Modern society requires a young specialist to be ready to solve problems of theoretical and practical significance, subsequent professional and career growth, competitiveness in the labor market.

These trends make it necessary to optimize the process of training professionally competent specialists and to form new views on the goals of learning and the quality of education.

Competence is the ability and readiness of a person to perform an activity, which consists in understanding the essence of the tasks being solved and the problems being solved, in the active possession of the best achievements, in the ability to select methods of action that are adequate to the specific conditions of place and time, in a sense of responsibility for the results [4]. It is assumed that a successful young specialist has a number of professionally oriented competencies, the formation of which constitutes the value-semantic sphere of the subjects of the educational process at the university. The formation of competence allows achieving high

quality indicators of learning, increases the independence of students, significantly affects the formation of such personality qualities as responsibility, purposefulness, striving for improvement and professionalism. Based on this, professional competence is the ability of an individual to solve professional problems and tasks that arise in real situations of professional activity, using knowledge, professional and life experience, values and inclinations. However, the formation of professional competence cannot be limited only by the means of special subjects, since they do not provide the development of some competencies, for example, communicative, intercultural and others. In this regard, it is necessary to purposefully use the means and possibilities of a foreign language in the professional training of a specialist in order to form his communicative competence, as a necessary component of the global strategy of personal and professional formation and development of an individual.

In the field of professional activity, a lot depends on the ability to realize oneself through communication: establish business relations, make contact and leave it, communicate or explain your



thoughts and suggestions; to adequately understand their colleagues, managers and subordinates, constructively resolve tension or conflict. Therefore, a university graduate must have a high level of communicative competence, which would allow him to freely use a foreign language for the implementation of current professional tasks, future advancement and level of achievement.

Numerous studies of domestic scientists have shown that the personal orientation of the educational process, which implies close interaction between the teacher and the student, stimulates the formation of students' professional and active competence. Thus, there is a need to provide new pedagogical conditions that contribute to the development and maintenance of future specialists' persistent interest in learning foreign languages, in other words, to make professionally oriented changes in teaching a foreign language in a non-linguistic university. Professionally oriented change assumes that the process of teaching a foreign language should go in accordance with the program of special disciplines and include elements of professional activity, professional education and situations of professional communication [3]. This contributes to an increase in the level of students' motivation to learn foreign languages, and, consequently, the effectiveness of learning increases. Realizing that knowledge and qualifications are becoming priority values in human life in the information society, a modern specialist should strive to keep abreast of the development of his professional field in world practice, and for this it is not always enough to know information in his native language. Hence the increasing importance of teaching a foreign language and the formation of communicative competence [1].

The key competence of the professional competency of a specialist of any profile is communicative competence - communication skills in professional situations: the formation of such professional and business qualities as responsibility, hard work, initiative, creativity, flexibility of thinking when choosing work methods, enthusiasm, self-control and social activity. Therefore, solving a communicative problem with the help of a foreign language, a modern specialist cannot be content with a set of speech stamps, but must be able to listen and understand the interlocutor, express his position reasonably, prove or refute this or that fact, while forming his ideas clearly and logically. The specialist solves communication problems within the framework of his professional competence, using a foreign language as a means. Such forms of intercultural professional communication as correspondence, business conversations on the phone, meetings and press conferences, negotiations and presentations, as well as everyday

communication with foreign colleagues, require very serious special training.

It should be noted that the formation of communicative competence cannot be carried out without the presence of a socio-cultural component, since communication in a foreign language occurs, as a rule, in the context of intercultural communication. The expansion of interaction between cultures and peoples makes the issue of cultural differences especially relevant. It becomes important to be able to identify the cultural characteristics of peoples in order to understand each other and facilitate successful communication. It follows from this that it is necessary to purposefully learn effective intercultural communication. This means that in the context of teaching a foreign language, it is necessary to acquaint students with the culture of other nations, their customs, traditions and norms of behavior. These elements in the learning process help prepare students for effective international contacts at the level of everyday interpersonal communication and form practical skills that allow them to freely understand representatives of other cultures.

In the formation of communicative competence, the determining approaches are communicative and personality-oriented technologies. The communicative approach is focused on the personality of trainees, allows you to create a motivational background and develop the necessary skills for mastering a foreign language both in a relatively short period of classes and for further improvement. The communicative approach is a strategy that simulates communication, aimed at creating a technological and linguistic readiness for communication, at conscious comprehension of the material and the ability with it, as well as awareness of the requirements for effective speech [2]. Personally-oriented learning ensures the development and self-development of the personality of students, based on the identification of their individual abilities, relying on their abilities, inclinations, interests, value orientations, relying on their subjective experience and provides an opportunity to be realized in educational activities. It follows that the organization of the educational process, methodological approaches to the use of the material, the choice of exercises and tasks should be refracted through the prism of the student's personality, his needs, motives, activity, intelligence, individual and psychological characteristics and the level of basic training.

So, communicative and personality-oriented technologies used in the learning process are aimed at the gradual formation of a culture of understanding and a culture of language communication among students; focused on working on oral and written speech, reading, based on their relationship, taking



into account the specific capabilities of each type of speech activity. The preparation process begins with the mastering by students of initial knowledge and skills within the framework of a foreign language, phonetic and grammatical structure, rules and the most used lexical units. And already at this stage, you can actively use the communicative method, which is aimed at developing communication skills in everyday communication: the ability to meet, introduce yourself, apologize, start and end a conversation, change the topic of the conversation, communicate and request information. Training takes place on the material, which includes a wide range of non-specialized vocabulary (everyday and general cognitive), as well as business situations, which allows you to study the basic vocabulary of the common language and terminology necessary for conducting a conversation, business negotiations, concluding contracts with foreign partners. At this stage, great attention is paid to grammar, as it is the basis for communication skills.

On the basis of initial knowledge, the formation of professional foreign language communication skills begins. The main condition at this stage of training is a constant communicative orientation towards oral speech within the framework of specific speech situations in the educational and scientific sphere of activity, which naturally contributes to the transition to the formation of correct communication skills in a foreign language both in the socio-cultural and professional-economic spheres. Students form a dictionary of economic terms and a block of professionally oriented activities. Oral communication is carried out from monologue to dialogue, and, conversely, using tasks and games of a problem-seeking nature. At this stage, serious attention is paid to improving the skills of written professionally oriented speech. In addition, a certain time is allotted for the study of aspects of the culture of the countries of the target language, acquaintance with etiquette and business etiquette, since the future specialist should easily navigate the multicultural world. This is easily accomplished within the framework of role-playing games, business situations and discussions, when many life situations that introduce students to the realities of foreign countries are played out in the classroom, which helps to overcome the psychological barrier that arises in a person in a new, unfamiliar situation, which involves active actions and communicative competence[5].

Thus, the communicative approach in teaching students a foreign language contributes to the formation of their communicative competence as a key professional competence that affects their worldview, value system and ability to think. Gradually mastering the basics of communicative

competence, students eventually achieve the highest degree of autonomy in organizing their future activities, thereby ensuring themselves the first step to success.

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