



THEORETICAL BASIS OF INTEGRATIVE MODULES ELABORATION FOR ENHANCEMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE PROFESSIONAL DOMAIN OF STUDENTS

N.Kh. Khalmuradova, PhD
Samarkand State University

ABSTRACT

The present study aims to analyze the role of teaching foreign language communicative competence in developing professional skills of students in higher educational institutions. The competency-based approach is becoming an integral part of the modern educational process in the higher education system. For this, objective processes of development of the world community are objective factors in the need for knowledge of a foreign language. In this respect, teaching a foreign language, in accordance with the program, is based on competency-based approach, integrative approach, personality-oriented approach focused on communicative activities. However, the development of a foreign language communicative competence in the professional domain based on the technology of modular training helps to increase the student's motivation to the educational material, the module, stimulate cognition and active creative thinking.

KEY WORDS: *foreign language communicative competence, modular training, integrative modules, competency-based approach, integrative approach, personality-oriented approach, pedagogical taxonomy, professional vocabulary.*

I. INTRODUCTION

Knowledge has become the basis for the functioning and development of modern society. It essentially represents an information society.

In the information society, it has become completely not enough just to acquire knowledge, skills and abilities, but the development of the abilities to use them, experience and the ability to learn has become the most important. A graduate of a higher school must be sociable, be able to work together, and constantly develop his/her moral and cultural level.

It follows that they relate to the goals, results and pedagogical learning technologies from the essence of the requirements of the information society to higher education.

There is a clear confusion from cognitive education towards qualification and from it to competence in the development trend of education:

It is noted "More and more often entrepreneurs do not need qualifications, which, from their point of view, are too often associated with the ability to carry out certain operations of a material nature, and competence, which is seen as a kind of cocktail of skills inherent in each person, which

combines qualifications in the strict sense of the word ... social behavior, the ability to work in a group, initiative and love of risk" in the report of the international commission on education of UNESCO "Education is a hidden treasure" (Musinov S. (Eds). 2014) [15].

That is, the competency-based approach is becoming an integral part of the modern educational process in the higher education system.

The competency-based approach is the priority orientation of education towards its results: the formation of the necessary general cultural and professional competencies, self-determination, socialization, the development of individuality and self-actualization (Troyanskaya S.L. 2016) [25].

For the first time the concept of "competence" was proposed by N. Chomsky in 1965 at the University of Massachusetts, in relation to the theory of language. He clearly distinguished the concepts of "competence" and "competence": "we make a fundamental distinction between competencies (knowledge of the language) and use (real use in situations)...." (Musinov S. (Eds). 2014) [15]. J. Raven was the first to use the categories of competence / competence in relation to



professionalism in management, leadership, management, in teaching communication (Musinov S. (Eds). 2014) [15].

New educational results in higher education, called competence, are considered as the ability to solve complex real problems - professional and social activities, ideological, communicative, and personal.

N. Chomsky (1957), J. Raven (2002), I.A. Winter, S.L. Troyanskaya (2016), A.V. Khutorsky (2003), S. Musinov and Eds (2014), and many other scientists also contributed to the formation and development of the competency-based approach in education [7,21,25,14,15].

II. METHODOLOGY AND METHODOLOGICAL FOUNDATIONS.

2.1. The professional competences

Knowledge of a foreign language becomes relevant for specialists in the modern conditions of globalization of the world economy, including the development of a network of world corporations, joint ventures, integration processes in the field of science, engineering, technology, education, intensification of interstate relations.

Globalization is a process of worldwide economic, political and cultural integration and unification. The main consequence of this is the world division of labor, migration throughout the planet of capital, human and production resources, standardization of legislation, economic and technological processes, as well as the convergence of cultures of different countries (Seyitkhalilov E.A., Rakhimov B.Kh. 2011) [23]. This is an objective process that covers all spheres of life in the information society. The processes of globalization accelerated in the second half of the 20th century, which was facilitated by the fantastic achievements of scientific and technological progress, which infinitely increased the possibilities of transport and communication. This contributed to the intensification of international trade, international relations, and an increase in the number of transnational companies.

These objective processes of development of the world community are objective factors in the need for knowledge of a foreign language.

This objectivity, for example, is formed in one of five key competences adopted by the Council of Europe (Seyitkhalilov E.A., Rakhimov B.Kh. 2011) [23]:

- "Competences related to the mastery of oral and written communication, which are especially important for work and social life, with an emphasis on the fact that those people who do not master them are at risk of social exclusion. In the same context of communication, knowledge of

more than one language is becoming increasingly important".

Consequently, foreign language professional communicative competence (Competence in profession. Henceforth, I will refer to it as professional competence) becomes an integral structure-forming component of the professional activity of a specialist with higher education.

2.2. Foreign language professional communicative competence

Foreign language professional communicative competence of a future specialist with higher education is an integrative personality trait characterized by the volume and nature of the acquired knowledge, skills, foreign language skills and professional communication ethics, as well as habits, qualities and properties that are realized in future professional activities (Iskandarova O.Yu. 2000) [12].

On the development of the theory and practice of foreign language professional communicative competence of students, the contribution of the following scientists-teachers can be noted:

- Communicative approach - Holliday M.A.K. (1975) [11], R. Roskey (1983) [22], Zimnyaya I.A.(2003) [27], Iskandarova O.Yu. (2000) [12] and many others.

- Context - academic approach - Di Pietro (1996) [9], Helping R.J.(.) [11], Iskandarova O.Yu. (2000) [12] and many others.

To clarify the tasks of linguistics, the following approaches can be distinguished:

- Chomsky N. (1957) "Linguistic theory is primarily concerned with the ideal speaker - a listener in a completely homogeneous speech community, who knows his language perfectly and is not subject to such grammatically insignificant conditions as memory limitation, distraction, displacement of attention, interest and errors (random characteristic) in the application of their knowledge of the language in real work" (Chomsky N. 1957) [8];

- Holliday M.A.K. (1975) "Linguistics deals with the description of speech acts or texts, since only through the study of the language used, all the functions of the language and, therefore, all the components of meaning become the subject of attention" [11].

Teaching a foreign language, in accordance with the program, is based on the following approaches: competency-based approach, integrative approach, personality-oriented approach focused on communicative activities.

An integrative approach - involves the development of foreign language communicative competence, professional competence, social competence based on the integration of knowledge, skills, abilities and experience acquired in the study of special, general professional and social educational disciplines.



The most progressive is the modular learning technology of the student-centered learning technologies, as it is the best way most adapted to:

- the system of perception of the brain, which has a neural organization, which in the best way perceives information in the form of quanta (certain portions);

- the credit organization of the educational process, since the modules are formed on the basis of the distribution of students' labor costs by academic discipline, that is, taking into account classroom hours and independent work;

- the use of a competency-based approach, when each module is responsible for the student's mastering of certain competencies;

- the use of pedagogical technology, due to the fact that the modules are formed on the basis of the selected basic concepts of the academic discipline with the establishment of categories of educational goals using pedagogical taxonomy.

Taking into account the development trends of integration processes in the field of higher education and the merits of modular education, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan provides for: “- stage-by-stage transfer of the educational process of higher educational institutions to a credit-modular system” (Decree of the President of the Republic of Uzbekistan. 2019) [1]. The first stage of this translation is the academic year 2020/2021 (Order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. 2020) [2].

2.3. Modular training system

For the first time, a modular training system was expressed at the UNESCO World Conference in Tokyo 1972. It is based on a “module”. There are many definitions of “module”, including:

- this is a training package, covering a conceptual unit of educational material and prescribed actions for students (J. Russell. 1974) [20];
- it is a block of information that includes a logically completed unit of educational material, a targeted action program and methodological guidance that ensure the achievement of the set didactic goals (P.A. Yusavichene. 1990) [26];
- it is a functionally complete unit that is part of a certain system and has the property of replace ability (Seyitkhalilov E.L., Rakhimov B.Kh., Madzhidov I.Kh.2011) [23].

III. THE ANALYSIS AND INTERPRETATION OF RESULTS

From the analysis of the considered and other definitions of the concept of “module”, it follows that a module in the technology of modular training is a

block of information (the fundamental concept of an educational discipline, a major topic, a law, a phenomenon), representing a conceptual logically completed unit of educational material, built on the basis of developed for teaching one or more competencies with the property of substitutability.

Scientific and methodological works are devoted to the development of the theory and practice of modular training: Russell J.D. (1974), Owens G. (1998), V.V. Karpova, M.N. Katkhanova, L.N. Tretyakov (1997), I.B. Sanovsky, N.V. Borodina, E.S. Samoilova (1998), M.N. Navosyolov (2013), P. Yusavichine, U.N. Nishonaliev (2002), N.Kh. Avliyakov, N.N. Musaeva (2012), T.I. Kapranchuk (2012) [20, 19, 24, 6, 18, 17, 4, 13].

The development of modules based on integrative and competency-based approaches for teaching a foreign language is the most difficult didactic task, since it includes many interrelated components of a specific nature. The technology of creating such modules can be considered as a separate concept “*Integrative modules of foreign language communicative competence of students in professional domain*”.

These modules, reflecting the objective integrity of the systemic connections of professional competence and communicative competence, contribute to improving the quality of training of specialists and their adaptability to the dynamically changing content of professional activity in the context of globalization and the development of the information society.

The development of a foreign language communicative competence in the professional domain based on integrative and competency-based approaches, based on the technology of modular training, can be considered an objective reality because only in the module it is possible to integrate individual parts of individual academic disciplines into a certain logically completed unit of educational material. In this case, the module focuses on achieving a certain competence, which, as a rule, is of a systemic nature. In essence, such a module is an “*Integrative modules*”. This allows us to consider that modular training is the best adapted to the peculiarities of the development of a foreign language communicative competence in professional domain. Summarizing all above, it can be noted that in the conditions of the dominance of the competent approach in higher education, modular training dominates, and pedagogical technology contributes to their most effective implementation. This is confirmed by the trends in the development of higher education:

- in the federal state educational standards of the new generation of the Russian Federation, the module is given the following definition: “A module is a set of parts, academic discipline (course) or academic disciplines (courses) that has a certain



logical completeness in relation to the established goals and the result of education, training, that is, it is responsible for the development of a particular competence or groups of competencies” (Kapranchuk T.I. 2012) [13];

- Educational programs of the Bologna Declaration, characterized by a competency-based approach and modularity (Troyanskaya S.L. 2016) [25].

The carried out researches made it possible to establish that the development of foreign language communicative competence in the professional domain of students is most efficiently carried out on the basis of modular training using an integrative approach.

Based on the integration of the fundamental provisions of the competency-based approach, pedagogical technology and modular training, the methodology of teaching a foreign language, we have developed principles for the development of foreign language professional communicative competence of students of non-language higher educational institutions, which are the theoretical basis for the development of integrative modules for teaching a foreign language. These include:

1. *The principle of the competency-based approach* means the development of students' abilities to solve problems independently in various fields and types of activity in the context of modern Globalization and the development of the information society based on the use of social experience. That is, the content of education should be a didactically adapted problem-solving experience. Educational material, exercises mastered in foreign language classes in the higher education system should be focused on the future activities of a specialist, including professional, scientific and social spheres. This principle requires:

- that the educational material on the discipline of “Foreign language” reflects the current state of the accumulated experience of activities in the framework of a specific direction of education and development prospects;

- “teach to learn” in order to use a foreign language to continuously improve professional competence in the process of work through the use of foreign scientific and technical information, communication in various forms with foreign specialists. It follows from this that the educational process acquires new content, in which the learning process turns into a process of mastering knowledge and experience. This is consistent with the individual's need to effectively integrate into modern professional and social activities, and with the need of society itself to maximize the potential of the individual.

2. *The principle of an integrative approach* means that teaching a foreign language should be carried out on the basis of knowledge, skills, and

abilities acquired in the study of professional and other disciplines that contribute to the simultaneous development of professional communicative and social communicative competencies.

This principle is implemented most effectively under the following conditions:

- Organization of scientific research work, search work on the problems of professional activity in a foreign language within the context of a contextual approach.

3. *The principle of motivation* means the formation of value orientations towards learning a foreign language. The main value component is the formation of the student's desire to develop students' professional competence through the achievement of knowledge of a foreign language. Possession of knowledge, skills, abilities to use the language are necessary for the continuous improvement of professional competence on the basis of systematic familiarization with modern foreign achievements in the field of professional activity from foreign scientific and technical information, materials and reports of international conferences, communication with foreign experts, and the implementation of joint projects. Orientation on the value qualities of knowledge of a foreign language should be carried out from the first day of the beginning of training in a higher educational institution.

The principle requires the achievement of such a level of motivation, at which the student would fully realize the need for the continuous development of a foreign language professional communicative competence, to ensure his/her constant demand as a specialist in the dynamically developing globalization of the world economy.

4. *The principle of reliance on professional vocabulary* means the development of a foreign language professional communicative competence of students for the implementation of activities in the scientific and professional sphere on the basis of allocation, grouping and modular assimilation of the basic concepts of the direction of education.

Professional vocabulary is a set of terms and basic concepts of a certain direction of education.

In the conditions of the modern information society, with the intensive growth of the volume of knowledge, the effective assimilation of sciences becomes possible, first of all, on the basis of the assimilation of their conceptual apparatus. Each direction of education has its own conceptual apparatus, which includes specific terms and basic concepts.

In the form of a concept, the assimilation of a system of scientific knowledge takes place, which is systematic and have clear signs. Therefore, they are recognized and adopted by pedagogical technologies; underlie the design of the learning process and the assessment of educational results. It follows from this that the assimilation of terminology and the



definition of basic concepts, the direction of education in foreign language classes is the key to the formation and development of foreign language professional communicative competence of students.

5. *The scientific principle* means that the educational material for the study of a foreign language (module) must have scientific significance and contribute to the development of the students' professional competence. This is in demand by the peculiarities of the development of the modern information society, functioning in the context of the globalization of the world economy. In these conditions, modern specialists constantly need to know a foreign language, for systematic familiarization with foreign scientific and technical information and advanced experience in the field of their professional activities. Only then can he/she be a successful specialist. Taking this into account, the scientific nature of the educational material of the module helps to increase the student's motivation to the educational material, the module, stimulate cognition and active creative thinking. The implementation of this principle is carried out during the independent work of students, when he/she searches for scientific material from foreign sources on the subject of each module, assimilates this material and writes an essay.

6. *The principle of purposefulness* means the establishment of a clear, unambiguously understood system of educational goals for an educational discipline with their classification into categories and sequential levels using pedagogical taxonomy, which are the basis of pedagogical technology.

The most common taxonomy of educational goals is the taxonomy developed by the American educational scientist, B. Bloom in 1956 [5]. This taxonomy includes six categories of learning goals: knowledge, understanding, application, analysis, synthesis, evaluation. During the period of its existence, this taxonomy has been repeatedly subjected to attempts at clarification and modernization, including by L. Anderson (2001) [3], V. Gerlach (1967) [10], and others.

In order to adapt this taxonomy to the educational process of higher education in the modern information society, domestic scientists proposed to supplement it with two categories of educational goals: "representation" as the initial stage of mastering knowledge and "attitude" as the highest category of educational goals, characterizing the formation of student's attitude to the identified problem (Avliyakov N.H., Musaeva N.N. 2012) [4].

The use of pedagogical taxonomy is carried out with the help of verbs adequate to the categories of educational goals. That is, the educational goal should be described so that its achievement could be judged unambiguously. The categories of educational goals of the basic concepts, the module of the

educational discipline as a whole are established on the basis of the education standard, the curriculum, taking into account the role of the discipline in the future professional activity of the student and characterizes the level of mastering the educational material. This principle contributes to the establishment of unambiguously understood and measurable educational goals - the assessment of the achievement of educational results in the development of foreign language professional communicative competence of students.

7. *The principle of the modular-linguistic approach* means the development of integrative modules, in which each module is responsible for the mastering of certain linguistic competencies by students. The integrative module is a logically complete unit of educational material, covering a group of interrelated basic concepts of the direction of education on the relevant topic, aimed at mastering the prescribed number of linguistic competences by students. Modularity: ensured by the gradual assimilation of educational material, when training goes from simple to complex for each module; manifests itself in the variability of the forms and methods of mastering each module; characterized by the flexibility of the training elements of the module, which allows updating the training material in accordance with new scientific achievements.

The structure of the integrative module creates conditions for the use of competency-based, communicative and personality-oriented approaches in the process of learning a foreign language. At the same time, it becomes possible to individualize training and independently master the educational material, acquire the skills of independent creative work with foreign scientific literature in the desired direction of education. In essence, integrative modules provide the acquisition of not only knowledge, skills and abilities, but also the experience of their application, the development of professional competence and the student's personality.

8. *The principle of the development of the student's personal qualities* means the constant expansion of his/her capabilities, the rise of his/her needs. For a person, not only his/her position is essential, but also the ability to realize his/her relationship. It depends on the level of development of a person's activity capabilities and activity, his/her abilities, knowledge, skills, emotionally volitional and intellectual qualities.

The activity of the individual is manifested in creative activity, volitional aspects, communication. At the heart of the modern scientific, technical and social process lies precisely the activity of the individual, which makes specific requirements for training and education. In the system of higher education, a significant role belongs to the stimulation of creative activity, which requires the



teacher to create such learning conditions that arouse interest in learning, the need for knowledge, the emergence of cognitive interests, the desire to independently search for solutions to problems.

IV. DISCUSSION

Stimulating cognitive activity is promoted by active teaching methods.

These teaching methods involve modeling the subject and social content of the student's future professional activity, which is already associated with the teacher's competence. Thus, this principle requires that the inclusion of the student himself/herself at the level of personal and social activity should be considered the strategic direction of enhancing learning.

The most effective way to achieve a high level of cognitive motivation in a higher educational institution is to implement a competency-based approach in modular training.

The use of integrative modules for the development of foreign language professional communicative competence of students in the process of teaching a foreign language guarantees the achievement of a high level of cognitive motivation and learning outcomes. Since, they are based on personality-oriented, integrative, communicative competency-based approaches.

Modular training allows:

- Optimal planning of individual work and independent education of students, since the module is an independent structural unit of educational material. At the same time, it becomes possible to implement differentiated learning;

- Use of modular control of learning outcomes at the level of assessment of observed actions;

- ensuring the individualization of training, activation, independence, maximum realization and development of students' abilities.

The determining factor in ensuring the effective development and implementation of integrative modules for the development of foreign language professional communicative competence of students in non-language higher educational institutions is the competent training of teachers of a foreign language in a particular direction of education. For the formation of such readiness, we propose a technique based on the following provisions (Musinov S., Kubaev S., Kholmurodova N. 2017) [17]:

- *Development of the teacher's motivation for modular learning*, which implies a thorough study of the state standard in a foreign language. At the same time, the teacher is fully aware that the mastery by students of competencies based on professional vocabulary provided for by the standard is possible only with modular training. Along with this, the

function of a foreign language teacher is to form motivation for learning a foreign language. The student must realize deeply that in the conditions of the intensive globalization of the world economy, his/her successful professional activity is impossible without mastering a foreign language at the level of independent communication in the professional scientific and social spheres.

- *Assimilation of the theoretical foundations of pedagogical technology*, modular training. When implementing a competence-based approach in higher education, the educational goal should be formed so that it is understood absolutely unambiguously. For this, pedagogical taxonomy is used. At the same time, it is possible to guarantee the achievement of the planned learning outcomes, the mastery of the necessary competencies by students. This presupposes that the teacher will acquire the skills to apply pedagogical taxonomy.

For the successful development of modular training technology, including integrative modules, it is necessary for teachers to master the principles on which they are based.

- *the acquisition of knowledge and skills using the laws of synergetic*, the science of studying the processes of transition of complex systems from a disordered state to an ordered one, revealing the connections between the elements of this system, in which their total action within the system exceeds in its effect the simple addition of the effects of the actions of each of the elements separately. It is obvious that synergetic is essentially the fundamental basis of the systems approach, which in turn is one of the foundations for the development of modular training technology, the organization of the modern educational process as a whole.

- *mastering by teaching the basic principles of student-centered learning technologies, which is modular training*. With the traditional authoritarian teaching technology, the teacher is the sole subject of the pedagogical process, and the student is only an "object". At the same time, the initiative and independence of the student is suppressed. The teacher is the one-man/woman. With such an organization of the pedagogical process, the personality does not develop.

With personality-oriented learning technologies, the teacher and the student are equal



subjects of the pedagogical process. The basic principles of teaching are humanism, cooperation, free education. That is, in the student-teacher relationship there is mutual respect, trust, equality, partnership, democracy. The main result of personality-oriented learning technologies is the development of personality, his/her readiness and ability for self-realization, for self-education in the process of professional activity. Thus, when moving to modular training, the teacher must be fully able to realize the change in his role in the pedagogical process.

- *Professionalization of teachers in the areas of education.* The development of foreign language professional communicative competence of students is primarily based on the assimilation of professional vocabulary of a certain direction of education.

Naturally, the teacher of a foreign language must master the professional vocabulary at the beginning. The professional vocabulary of each direction of education is purely specific, which requires professionalization, specialization of foreign language teachers in the areas of education.

The integrative modules for the development of foreign language professional communicative competence of students, developed on the basis of the presented principles, will allow the training of specialists with higher education at the level of "B2" according to the requirements of the European standard for the study of a foreign language, characterized as the level of independent communication in a foreign language for carrying out activities in professional, scientific and social spheres of the multicultural world.

V. CONCLUSION

The research results are summarized in the form of the following conclusions.

1. It has been established that in the context of the development of the information society, the globalization of the world economy and related integration processes, one of the integral structure-forming component of professional competence has become a foreign language professional communicative competence of a student. This implies the implementation of teaching a foreign language using professional vocabulary, competency-based and integrative approaches, especially in the areas of education.
2. It has been substantiated that modular training is the best adapted to the peculiarities of the educational process by developing students' foreign language professional communicative competence.

The module can integrate separate parts of individual educational disciplines into a certain completed unit of educational material with an orientation towards achieving a certain competence. At the same time, the competency-based approach is effectively implemented with the use of pedagogical taxonomy, which contributes to the clarification of educational goals, ensures the reproducibility of the educational process and guaranteed achievement of the planned learning outcomes.

3. The principles of creating integrative modules for the development of foreign language professional and communicative competence of students have been developed, which include: the principle of the competency-based approach; the principle of an integrative approach; the principle of motivation; the principle of reliance on professional vocabulary; scientific principle; the principle of purposefulness; the principle of the modular-linguistic approach; the principle of the development of the student's personality qualities.
4. A methodology for the competent training of foreign language teachers has been developed for conducting classes based on the use of integrative modules. The methodology provides for the development of teachers' motivation for modular learning, their assimilation of pedagogical technology, patterns of synergetic of the principles of personality-oriented learning technologies; professionalization of teachers in the areas of education.

VI. REFERENCES

1. *Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev DP - № 5847 of October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan from 2030"*.
2. *Order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan № 317 of June 20, 2020 "On the transition from the 2020/2021 academic year to the credit - modular system of the educational process"*.
3. *Anderson. L. W. & Krathwohl. D. R. A taxonomy for learning, teaching, and assessing. New York: Longman. 2001.*
4. *Avliyakov N.H., Musaeva N.N. Pedagogical Technology. Textbook, Tashkent. "Tafakkur bustoni". 2012. p. 208.*
5. *Bloom B. S. (Ed). Taxonomy of educational objectives: The classification of educational*



- goals. *Handbook I, cognitive domain*. New York: Longman. 1956.
6. Borodina N.V., Samoilova E.S. *Modular technology in vocational education*. Tutorial. Yekaterinburg, 1998. p. 26.
 7. Chomsky N. *Aspects of the theory of syntax*. Translation of V.A. Zvyaginsova. M. Ed. Moscow State University. 1972.
 8. Chomsky N. *Syntactic Structures*, 1957.
 9. Di. Pietro, R.J. *Helping. People Do Things with English / Solested Artisles from the English teaching forum 1989-1993*, English Language Programs Division. United States Information Agency, Washington. D.C. 1996.
 10. Gerlach V. Sullian A. *Constructing Statements of Outcomes*. Inglewood CA South west Regional Laboratory for Educational Research and Development. 1967.
 11. Halliday M.A.K. *Lexis as a Linguistic Level // In Memory of J.R. Firth / Ed. by C.E. Bazell. – London: Longmans, 1966. pp. 148–162*
 12. Halliday M.A.K. *Learning How to Mean. Explorations in the Development of Language*. – New York: Elsevier, 1975. p. 164.
 13. Iskandarova O.Yu. *Problems of the theory and practice of the formation of a foreign language professional communicative competence of a specialist*. Dissertation Doc. ped. sciences. Orenburg: 2000. 376 with RSL OD. 71: 01-13 / 48 X.
 14. Kapranchuk T.I. *An integrative-modular approach to the design of the main educational program of a humanitarian university*. // *International Journal of Experimental Education* № 4, 2012.
 15. Khutorskiy A.V. *Key competencies as a component of a personality-oriented educational paradigm*. / A.V Khutorskiy // *Public education*. 2003. № 2.
 16. Musinov S. & Eds. *Theoretical and practical features of the development of professional competence of a future specialist*. T. "Science and Technology", 2014, p. 230.
 17. Musinov S., Kubaev S., Kholmurodova N. *Competence training of university teachers for modular training*. Lap. Lambert Academic publishing RU. 2017. p.135
 18. Nishonaliev U. N. *Modular pedagogical technologies*. Professional education. Moscow. 2002. № 14. pp. 10-12.
 19. Navasyolov M.N. *Foreign language professional communicative competence: definitions, concepts in the logic of level education (Bachelor's. Master's Degree) // Fundamental research*. 2013. № 11-6. pp. 1236-1238. FGBOU VPO. Perm State GPU.
 20. Owens C. *The Modillion Universities Quarterly//Universities Quarterly Higher education and society*. Vol.25. №1.
 21. Russell J.D. *Modular instruction*. Burgess Publishing Company. 1974. p.164.
 22. Raven J. *Competence in modern society: identification, development and implementation*. J. Raven. Moscow: COGITOCENTER, 2002.
 23. Roskey, R. A. *Guide to Listening - Comprehension*. Washington. D.C. №4, 1983.
 24. Seyitkhalilov E.A., Rakhimov B.Kh., Madzhidov I.Kh. *Pedagogical dictionary reference book*. Tashkent: Sogdiana, 2011. p.700
 25. Tretyakov L.I., Sannovskiy I.B. *Modular learning technology at school*. Moscow. 1997. p. 342.
 26. Troyanskaya S.L. *Basics of the competency-based approach in higher education*. Izhevsk: "Publishing Center". Udmur University. 2016. p. 176.
 27. Yucevichine L.A. *Principles of modular learning // Pedagogy*. 1990. № 1. pp. 55-59.
 28. Zimnyaya I.A. *Key competences - a new paradigm of the result of education / I.A. Winter // Higher education today // 2003. №5.*