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Forming Communicative Competence of Technical Higher Education Institution Students by Innovative Means

Key words: *competence, communicative competence, students, innovation, innovative technologies*

Annotation: *the article is devoted to the problem of the formation of communicative competence of students of higher technical educational institutions. The essence of the concepts "competence", "communicative competence" is revealed. The question of the formation of students' communicative competence by means of innovative educational technologies is considered. The methods that contribute to the effective formation of communicative competence of future technical specialists are presented.*

In the modern period of development of higher education, the formation of a fundamentally different specialist, whose basic characteristics are the ability for conscious personal growth, focus on overcoming social and professional stereotypes, enhancing professional responsibility, leadership qualities, etc., is of particular relevance. This process is associated with the formation of educational models and technologies, focused on the actualization of potential personal qualities and trainee properties, on the inclusion of psychological, educational, spiritual and moral aspects in the education process. In this regard, the importance of such socially and culturally significant disciplines as linguistics, psychology, pedagogy, sociology, history, rhetoric is actualized. It is these humanitarian disciplines that are designed to reveal the uniqueness and originality of the country's culture, national character, to develop personal qualities, without which successful socialization of young people in modern society and their professional development is impossible. That is why the social order for higher professional education is expressed in a request for future specialists, technical university students, who possess not only professional knowledge and skills in demand in the field of agriculture, but also a high level of general and communicative culture.

The formation of a new model of training takes into account not only the list of qualification requirements for graduates, but also their communicative capabilities. In this regard, an important aspect of the applied nature of the educational process of the university is the formation of communicative competence, which, being an integral part of the communicative culture, becomes a professionally significant characteristic of the individual.

The purpose of the work is to analyze the various scientific interpretations of the concept of communicative competence and the significance of its formation in the preparation of future technicians; to develop methods that contribute to the effective formation of the communicative competence of future technical specialists.

Before considering the problem of communicative competence formation, it is necessary to interpret this concept. The study of scientific literature shows that there are a lot of theories and

variants about the composition of communicative competence. This is a study of Russian scientists: I.A. Zimney, R.P. Milruda, A.V. Khutorskoy et al. (2, 3, 5), I.A. Zimnyaya (2) differentiate these concepts, arguing that the terms “competence” and “competence” are not straightforward. A.V. Khutorskoy (5) defines competence as a predetermined requirement (norm) for the student's educational preparation, and competence as his personal quality already accomplished and the minimum experience in relation to the activity. According to the scientist, competence is the possession of a person with appropriate competence, including his personal attitude to it. R.P. Milrud (3) believes that communicative competence is an integrative personal resource that ensures the success of communicative activity. While communicative competence is a demonstrated area of successful communicative activity based on learned communication tools, supported by language skills and speech skills.

In this study, under the communicative competence of students of technical specialties, we understand the totality of linguistic, phonetic, morphological, syntactic and lexicological competencies that determine the rules of verbal and non-verbal interaction and sociolinguistic expediency. The ability of a specialist to effectively solve professional tasks depends on the level of development of communicative professional competence. For future specialists, technical profiles, communicative competence is the basis for building effective production relations at different levels. And this applies not only to specialists of a conditionally humanitarian profile (public relations specialists, managers, economists), but also graduates whose activities are not focused exclusively on the “person-to-person” system (agronomists, engineers, technologists, etc.).

The components of the communicative competence of a technical university student are: possession of such qualities of speech and speech behavior as correctness, accuracy, clarity, expressiveness, richness of language; effective and appropriate use of the genre diversity of professional speech; possession of logical and linguistic means of persuasive argumentation; possession of managerial rhetoric and laws of communication in various business and professional situations; ability to conduct telephone conversations, business conversations, business correspondence; the ability to listen to a partner in communication, tact, attentiveness; the ability to competently build a strategy of speech behavior in official communication situations. The implementation of the communicative competence of an agrarian profile specialist is also closely related to his personal qualities and psychological characteristics of the person.

The need to introduce innovative learning technologies to form the communicative competence of agricultural students is also relevant.

The dissertation research revealed ways to apply innovative technologies (K. Lyushuk), information technologies in modern education (A. Oleinik, T. Khachumyan), conditions for the use of information technologies (1). At the same time, the problem of the formation of communicative competence by innovative means of students of precisely agrarian specialties was little studied by scientists.

Forms of practical training at the university are often reduced only to the usual reproductive activity of students, to written forms of knowledge testing, testing, which, although it has

several advantages, but in terms of the formation of communicative skills and abilities is far less efficient than most modern communication technologies. The goal of the teacher is to use in the classroom various technologies of learning activities that will fully realize one of the main tasks of education - the formation of a personality, owning a number of communicative skills and abilities, capable of productively building interaction with other people, skillfully applying all sorts of communication and communication techniques. The need to use communicative technologies in the study of social disciplines is also determined by the set of specialties at the university, for which the mastering of communication skills is an integral part of their professional competence. Whether lawyers or economists, engineers or personnel managers and managers, communication skills are absolutely important for everyone of equal importance.

Innovative learning technologies include: interactive learning technologies and computer technologies.

The main purpose of the lectures of interactive learning technologies is the acquisition of knowledge by students with their direct and effective participation.

Seminar-dispute involves the collective discussion of any problem in order to establish ways to reliably solve it. He assumes high mental activity, instills the ability to debate, to discuss the problem, concisely and clearly express thoughts. Educational discussion is one of the methods of problem-based learning.

Computer technology training is the process of collecting, processing, storing and transmitting information to the teacher through a computer.

Thus, effective forms of educational work on the formation of the professional communicative competence of engineering students are the use of various innovative means and methods of teaching, namely: creating projects, preparing public speaking, debating discussion of professionally important problems, playing out problematic situations, preparing video films and presentations, etc. In the educational process, active forms and methods should be applied that contribute to the formation of the genre diversity of professional and business speeches (meeting, commercial negotiations, official conversations, discussions, disputes, reception of visitors, communication in conflict situations, etc.). Collective discussion of professional situations, purposeful work on the business style of communication, stylistic editing of texts, the search for the most expressive and convincing rhetorical means of influence will help develop and improve the professional speech culture of future professionals.

As a result, I would like to note that the formation of the communicative competence of technical university students is of great importance, since it contributes to the formation of their professionalism and allows building interaction with communication partners at a qualitatively new civilized level, which in turn affects the efficiency of improving labor results. The goal of higher education at the present stage of its development is the formation of a high-class specialist and professional in their field. The modern approach to the definition of "professional" determines not only the possession of special knowledge and skills, but also the possession of communication skills. Hence the task of higher education - the formation of the

communicative competence of students, future specialists. Hence the task of higher education - the formation of the communicative competence of students, future specialists. The use of modern communication technologies in the classroom allows you to fully realize this goal of higher professional education.

Further study requires the use of innovative technologies chosen by us within the framework of special disciplines.

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