



# DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF THE FUTURE CHEMIST TECHNOLOGIST

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## ANNOTATION

*The proposed article represents scientific views, the main goal of which is to stimulate the written and oral speech of students of chemical engineering universities, as well as to develop their professional competence.*

**KEY WORDS:** *English language, terminological nomenclature, foreign language component, principles, scientific discourse, communicative intentions.*

## РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ ИНОСТРАННОЙ ЯЗЫКОВОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО ХИМИКА-ТЕХНОЛОГА

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### Аннотация

*Предлагаемая статья представляет собой научные взгляды автора, основной целью которой является стимулировать письменную и устную речь студентов химико-технологического вуза, а также развить их профессиональную компетенцию.*

**Ключевые слова:** *английский язык, терминологическая номенклатура, иноязычный компонент, принципы, научный дискурс, коммуникативные интенции.*

Knowledge of English as a language of international communication is dictated by the challenges of today. Uzbekistan is strengthening scientific, trade and cultural ties with foreign countries. In many professions, one inevitably has to deal with the need to communicate in English and use English-language literature when working in one's specialty. This fully applies to the chemical branch of knowledge with its own terminological nomenclature. A chemical specialist must be able to read specialized literature and translate chemical-technological texts.

Professionally oriented teaching of foreign languages in chemical engineering universities is aimed at developing professional foreign language communicative competence in students, which involves ensuring the ability to adequately interpret information presented in oral/written texts and effective communication in accordance with professional tasks.

The content of foreign language education at the Tashkent Institute of Chemical Technology is based on the following provisions:

- modeling in the educational activities of students the content of their professional activities in a specific area;
- joint activities of subjects of the educational process (teacher and students);
- pedagogically sound combination of innovative and traditional pedagogical technologies.



The basis for the formation of the professional competence of a chemical-technological specialist, which includes a foreign language component, is the involvement of the student's educational activity in mastering a foreign language in the prototype of his future professional activity, which is associated with the use of a foreign language. With such training, production processes are modeled using foreign language tools, with which future specialists can be associated in various communicative situations. The formation of professional foreign language communicative competence of the future chemical technologist is carried out by integrating:

- subject content/teaching special disciplines and a foreign language;
- real foreign language professional activity of a specialist modeled during the training process;
- creative and reproductive activity of a specialist in professional communicative situations, which allows one to learn a foreign language in the context of real professional activity.

Thus, the general professional competence of the future chemical engineer is an integration of foreign language and professional subject components. According to N.P. Khomyakova, it is foreign language vocational education, carried out on the basis of the integration of a foreign language and special subjects, and not professionally oriented foreign language training that can ensure the formation of professional foreign language communicative competence, which contributes to the formation of a specialist's overall professional competence [1]

The basis for the implementation of the concept of teaching foreign languages to chemical and technological specialists used at the Tashkent Institute of Chemical Technology is the following principles:

- the principle of communicative orientation;
- the principle of professional orientation.

These principles are applied both in the process of organizing the educational process for mastering the above-mentioned competence, and in the formation of the content of the curriculum in the discipline "Foreign Language" (its linguistic component: teaching materials, structural organization of teaching aids). The principle of communicative orientation presupposes the development of prepared and spontaneous response speech in students in the process of communication, while speech and creative tasks dominate over tasks aimed at practicing certain lexical phenomena or grammatical structures. When selecting educational materials, the principle of communicative orientation is implemented through pre-text tasks that prepare for the perception of information on a certain topic, and post-text tasks that allow you to present the studied language units in speech and determine the level of performance of speech tasks by students.

The principle of professional orientation involves the introduction of elements of analysis of scientific discourse that accumulates specialized knowledge in a specific foreign language. Thus, a general scientific text/scientific and technical text representing scientific discourse is analyzed, first of all, from a pragmatic point of view. Students are asked to determine the genre of the text and highlight the main characteristics of this genre, identify the features of the semantic organization of the text, determine the communicative intentions of the author and the means of speech influence on the potential addressee, whose discursive activity is focused not only on the adequate interpretation of the text read, but also on the formation of their own text.

The recipient's interpretation of the discursive activity of the author of a text of a specific genre largely depends on the priority presentation of significant pieces of information. Pragmatically important information during verbalization receives a communicatively highlighted design using linguistic means, mainly expressive syntactic means (syntactic parallelism, antithesis, anaphora, lexical repetition, etc.), evaluative lexical means. The specificity of the implementation of the principles of communicative and professional orientation in the selection of educational material lies in the selection of multi-genre scientific texts as the object of training and, accordingly, the identification of their linguistic and extralinguistic characteristics in terms of the genre features of the language implementation in the text of the main pragmatic factors - the addressee.[2]

It should be taken into account that the communication process for a specific field of knowledge has its own specificity, namely that the functional type of language that ensures communication between specialists in a certain field of knowledge includes special concepts belonging to this field of knowledge, which allow communication of a professional nature within a certain field of knowledge. It is the thematic criterion for selecting lexical material, in our opinion, that is most significant in the context of teaching a professional language. At the same time, professionally relevant vocabulary should include not only lexical units that allow one to perceive and understand scientific texts, but also lexical units that allow one to interpret the information presented in the texts and produce one's own texts in the specialty being studied.

Thus, following the principles of communicative and professional orientation, joint activities of teachers and students, integration of teaching special disciplines and a foreign language in the process of foreign language education contributes to the formation of professional foreign language communicative competence of students of chemical engineering specialties.



## LITERATURE

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