

**FORMATION OF FOREIGN LANGUAGE COMPETENCE IN THE FIELD  
OF SCIENTIFIC COMMUNICATION AS A KEY COMPONENT  
PROFESSIONAL TRAINING OF MASTERS OF A NON-LINGUISTIC  
UNIVERSITY**

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**Resume**

The article reveals the features of the practical formation of the speech competence of undergraduates in the context of learning the English language of scientific communication. The purpose of the article is an attempt to outline the conceptual features of the formation of foreign language competence of students of non-linguistic universities during their study of the English language of scientific communication.

**Key words:** speech competence, English language of scientific communication, scientific environment, speech activity.

In modern socio-educational transformations in Uzbekistan, the fact of the need for knowledge of a foreign language as one of the key prerequisites for the entry of the national educational system of the state into a single European educational space is obvious and indisputable. The need to radically update the content of university curricula and programs determines the increased attention of domestic scientists to the speech training of masters in the unity of practical implementation of speech components in the educational process.

According to the provisions of the National Strategy for the Development of Education in Uzbekistan, we highlight the modernization of the system of language training of students as the main means of communication, as a factor in improving

the level of teaching foreign languages in a non-linguistic higher education institution.

The problem of determining language competence and the features of its formation and content are highlighted in many publications. In particular, they consider: the issues of foreign language speech competence as a complex multi-component phenomenon, the determination of the index of students' interest in learning English, the formation and implementation of foreign language communicative competence as part of the communicative culture of students of language universities, etc. [1; 2; 4; 5; 6].

According to I. Kulish, "the content of teaching scientific communication in a foreign language should provide achievement of the main goal of training aimed at improving the university students: skills and skills of practical mastery of a foreign language; the ability to receive and transmit foreign-language scientific information in the specialty; the ability to solve problems and tasks of scientific activity using information technology and foreign-language information on electronic media (including CD-ROM media and the Internet). The use of oral contacts in situations of scientific and professional communication; implementation of written contacts in situations of scientific and professional communication; implementation of reading and comprehension of professionally oriented and scientific foreign language literature, use in social and professional spheres; annotation of scientific articles and justification of their scientific research in a foreign language" [3].

It should be noted that the transformation of the content of modern higher education in Uzbekistan provides for the adjustment of educational and professional programs, including master's programs, with the aim of orienting future masters to in-depth mastering of their research skills.

While studying for a master's degree, students take part in scientific and practical seminars, speak at scientific conferences, learn to deliver scientific

reports, prepare and conduct presentations, write abstracts, and these events can have an international level. In particular, in the practical environment of English language classes, the personality of a future academic specialist is formed, capable of active public communication in the future.

Now, in the master's program of a non-linguistic university of Uzbekistan, special importance is attached to the practical implementation of the discipline "English" in curricula and programs the language of scientific direction / professional communication" and updating the methodology of its teaching, taking into account the needs of future specialties, the formation of the personality of a modern student-scientist. According to the curriculum, the fall semester is allocated for teaching this discipline, during which it is assumed that undergraduates will study conversational topics on such topics: "Kinds of scientific papers. Structure (title, introduction, main body, conclusions, bibliography, and appendices)", «Master's degree dissertation as a type of a scientific work», «From the history of the notion «master», «Public speaking. How not to be afraid of audience", etc., performing a set of exercises and diverse tasks aimed at consolidating acquired knowledge, skills and abilities on a specific topic, studying an array of lexical units selected for each topic, the fulfillment of certain practical tasks, etc.

The key importance in the course of mastering the English language course of scientific / professional communication is assigned to its lexical basis. Students should recognize phraseological phrases, be able to translate them adequately, as well as master the basis of words and phrases characteristic of oral speech in situations of scientific communication (a scientific research — scientific research, a project — project, a purpose — goal, intention, to carry out — to perform, to analyze — to analyze, to determine — to determine, solve, according to — according to, a headline — title, actual — actual, notion — concept, dependable — reliable, from someone's point of view — in someone's opinion, an approval - approbation, approval, permission, to be related — to be related, available —

available, available, to specify — to define, install, an abstract — abstract, abstract, background — details and more).

Thus, undergraduates are oriented towards mastering knowledge, skills and abilities that can provide the necessary communicative ability for them in the field of scientific communication. However, an important problem in this matter may be the minimum number of hours allocated in a non-linguistic university to study this discipline, the unequal level of basic training in English for master's degree students, the complexity of the requirements for mastering educational materials, the lack of stable motivation of students.

At the first stage, students study the corresponding textual sample of a scientific report (speech), get an idea of the report as a form scientific work, determine its structural components, certain linguistic stylistic features, make up a plan-prospectus, determine in detail the main features of writing a scientific report, learn to select an adequate title that can attract the attention of listeners, since the effectiveness of the presentation and presentation of the content of the presented material largely depends on this.

The next stage is, in fact, the independent creation of a scientific report (scientific message) of the student's choice and the presentation of the completed task in front of an audience. During the preparation of the report, undergraduates can use Internet resources to search and study the necessary information materials, illustrations, graphic tools, and the like.

The final stage, the practical one, provides for direct reproduction by students of the task set by the teacher, the ability to effectively present the prepared material to the audience. In this situation, the teacher most often plays the role of a reviewer: analyzes the completed students of the task, determines the advantages and disadvantages of each work, and focuses on the typical mistakes made by students when performing written tasks.

**Conclusions.** Thus, during the implementation by undergraduates of the set educational tasks in English of the scientific direction / professional communication, speech competence is formed — a system of acquired knowledge, skills and abilities for use in situations of scientific communication by reading, speaking, writing and listening as the four main types of speech activity.

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