IMPROVING THE PROFESSIONAL COMPETENCE OF STUDENTS IN THE SPECIALTY BY TEACHING FOREIGN LANGUAGES

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Annotation: This article is about the effectiveness of learning a foreign language using the communicative methodology to organize the process of formation of professional communicative competence together with the criteria for the formation of professional communicative competence.

Key words: demonstration, explanation and interpretation of teaching situations, practical application and organization of exercises and educational material in speech, learning a foreign language, video film, voice recording, multimedia, modeling.

The principle of activity plays an important role in learning a foreign language, because language acquisition is impossible without the active participation of students in the learning process. However, activity depends on success in language acquisition. If the student succeeds in acquiring the language (listening, speaking and writing), then he will read with interest, learn the language and be active. Ye.V. According to Zayseva, the rules for the implementation of the principle of activity are as follows: to preserve the motives of learning, to use the normal pace of the lesson to stimulate student activity, to reduce the speech activity of the pedagogue, to actively speak each of them- involvement in thinking activities, influence on emotions, application of game, competition aspects; interest of the pedagogue.

The formation of communicative agency is characterized by the following criteria: with the desire to communicate with others, with the ability to assess the communication situation, with the ability to organize the course of communicative action, with showing empathy, reflexive behavior, and the ability to conduct a conversation on professional topics.

As for the requirements for the professional training of the specialist, it should be noted that the agronomist must have communication skills determined by the ability to read and translate professional texts in one of the most common languages.

There are many classifications of teaching principles in modern didactics, which restore the entire cycle of the educational process in each subject. Each of the sciences implements these principles in its own way, based on their uniqueness and other characteristics.

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From the point of view of the research we are conducting, we consider the didactic principles of foreign language teaching as a means of forming professional communicative competence.

It is important to use communicative methodology to organize the process of formation of professional communicative competence. In this regard, it is necessary to observe the following features that allow the educational process to be called communicative: foreign language education; real communication; personal meaning; the motivation of any action; meaningful speech activity; connection of communication with other types of speech activity; the situation as a system of mutual relations; functionality; novelty and heuristics; meaningfulness; problematic. Teaching a foreign language to students is organized in accordance with the requirements of the State Education Standard (Appendix 1).

Didactic principles of foreign language teaching as means of formation of professional communicative competence

In the study of didactic principles, we will not consider the principles of scientificity, gradualism and systematicity, because scientificity should be present in all principles; gradualism and systematicity are determined by the authors of various educational and methodological complexes.

Taking into account the goals of teaching a foreign language, it is necessary to tell students the principle of communicative orientation as the leading principle in teaching a foreign language. This principle practically determines all the components of the foreign language education process, so it is not for nothing that we talk about communicative teaching and even communicative style or teaching. The principle of communicative orientation also determines the content of teaching - the selection and organization of linguistics material, the clarification of the field and situations of communication (what communicative skills are needed to enter into communication, to communicate in oral and written form; by what means to master the communicative function of the language it is possible to provide), also shows the need to organize training using various organizational forms, including various role-playing and business games, for the implementation of communication. This principle requires the implementation of conditions that facilitate communication and the creation of special educational tasks. In this case, the rules for implementing the principle of communicative orientation are as follows: selection of situations, participation of everyone in communication, communicativeness of tasks, multiplicity and novelty, favorable conditions for communication.

The rules for the implementation of the principle of gradation of teaching are as follows: taking into account the uniqueness of each type of speech activity, teaching monologic and dialogic speech based on the characteristics of each form, formalizing language aspects in speech units, speech and voice for listening comprehension using writing, teaching different types of reading taking into account the characteristics of each form, using service correspondence.

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The implementation of the principle of awareness in teaching involves the use of various tools to understand the material being learned and work with it; translation in places where other tools "give work", forming methods of independent work with the language, showing students' progress in language acquisition. Achieving mindfulness in teaching is closely related to engagement.

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