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FORMATION OF CONCEPT AND TECHNOLOGIES OF CULTURAL COMPETENCE AT STUDENTS OF TECHNICAL UNIVERSITIES

Abstract: The relevance of this research is determined by the needs of modern society for qualified specialists, which leads to the need to improve the system of higher education. This dictates the need for a quality specialist with English that is able to act as an active subject of professional activity and has a high level of communicative competence.

Key words: student, competence, communicative, activity.

Language: English

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Introduction

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Modern requirements for a foreign language in universities include the presence of foreign linguistic and communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and a socio-cultural set of knowledge, skills and abilities, and their appropriate communicative behavior in a communicative mode depending on the functional predictors of foreign language communication, and creates the basis for qualified information and creative activity in various fields.

The structure and levels of students' communicative competence in a foreign language correct the student's willingness to use the possibilities of a foreign language for professional self-education. The cognitive level of development of this competency (pedagogical and linguistic knowledge) implies the development of theoretical readiness, operational (communication skills in a foreign language) - the formation of technical readiness, personal and professional (teacher quality and experience of practical communication in a foreign language) is revealed through professional and personal readiness student.

However, in theory and practice, the problem of the formation of the communicative competence of a foreign language.

Currently, the transition from a subject-oriented model of training specialists with clearly defined cognitive and active components in the development of teaching a foreign language to a professionally oriented person is developing education in the logic of a competency-based approach.

An analysis of scientific research and practical experience in the field of foreign languages teaching students revealed a contradiction between the objective necessity of forming foreign students of language communicative competence and the lack of scientific and pedagogical foundations and a complex of pedagogical conditions for its formation in the education system.

The outstanding contradiction helped identify the research problem: what are the forms, methods and pedagogical conditions for the formation of the communicative competence of students of foreign languages as future teachers of English through interactive learning.

In recent years, much attention has been paid to the development of innovative technologies for teaching and educating students in the university system. Based on the analysis of versatile approaches

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to the problem under consideration, the disclosure of the teacher's personal functions in the process of the subject-object interaction, mastering the necessary amount of knowledge, skills for subsequent practical activities, on the scientific optimization of the training process for university technologists, the formation of engineers' professional competence, scientists determine educational technology of foreign language lessons. The technology of teaching a foreign language is a sequence of operations and procedures that together constitute a whole didactic system, the implementation of which in engineering practice leads to the achievement of specific goals of training and education in an optimally short time, with the least expenditure of effort and money. From the perspective of this approach, pedagogical teaching technology is a cultural concept related to the new pedagogical thinking and professional activities of an engineer, on the one hand, and the intellectual processing of educational, cultural and socially significant qualities and abilities of the younger generation, on the other. Thus, by pedagogical technology we understand the mutual design of the pedagogical activity of the teacher and his personal sphere, bringing into the system of forms and methods of training and education, according to relevant scientific theoretical and methodological approaches and their consistent implementation in practice, which contributes to the development of the teacher's thinking, its actualization creative activity and the formation of his professional competence. Researchers emphasize that any pedagogical technology must satisfy the basic methodological requirements: to have a scientific base; to rely on a specific scientific concept; scientifically substantiate educational goals; own the features of the system: design the logic of the process, the interconnection of all parts, generalizations. Thus, any pedagogical technology can be divided according to the principle of focus on: 1) the educational process; 2) the personality of the teacher; 3) student identity. The focus of the technology we are considering involves the study and stimulation of the student's personal readiness as a prerequisite for his professional competence. According to the methodological approaches laid down in the basis, and the theories considered, we have selected the methods, forms and content of the technology of formation of students' professional competence as a result of their personality. Based on the analysis of the current state of teaching and upbringing at the university, we have theoretically developed and practically tested pedagogical conditions to increase the effectiveness of students' personal readiness formation. We define these conditions as a set of methodological measures that ensures that students achieve a high (sufficient) level of development of personal readiness: 1. Orientation towards the formation of a healthy lifestyle for students. In this case, different models for the formation of a healthy lifestyle for students can be

used. So, the medical (or cognitive) model provides for the transfer of knowledge (information) about the health, physical condition of a person, how to regulate it, the causes and consequences of interference with the body. The pedagogical (behavioral) model considers the formation of a healthy lifestyle of students as a process of teaching their conscious skills, pedagogical correction of the personality of the subject of education. The political (social) model considers a healthy lifestyle as a result of the human environment. Accordingly, the formation of a healthy favorable environment contributes to the development of a healthy lifestyle. This condition provides the ultimate goal of the educational process at the university. 2. The use of scientifically based innovative forms and methods of organizing students' activities in the classroom. This condition implies the implementation of modern achievements of scientific thought in the field of organizing the educational process on the basis of leading pedagogical approaches and the principles of humanistic, personality-oriented and activities. The approaches and principles under consideration are a projection of the personality of students on the educational process, so it is advisable to consider them in the plane of personal readiness for training and education. Thus, we consider the optimization of the educational activities of students of higher education as a derivative of two variables: personal characteristics and scientific and methodological approaches to educational activities. 3. Orientation of forms and methods to creative leisure, active, free time of students. This condition ensures the voluntariness and interest of students' participation in the continuous process of creative education, allows each student to know and reveal themselves after school hours, and ensures the implementation of an active and personality-oriented approach to the educational process of the university. Since the personal readiness and professional competence of the student are in close inextricable connection. We conducted an analysis of the conditions for the formation of professional competence described in the psychological and pedagogical literature.

Methodological approaches to the formation of the competence of students studying foreign languages. Students devoted to the formation of foreign language competence are demonstrated by the fact that several methodological approaches to teaching a foreign language have recently spread.

The first of these is the approach to activity, which is considered in the context of a personal and active approach, based on the idea of the activity of the subject studying the process. This approach focuses not only on learning, but also on how to teach projects and ways of thinking, developing cognitive power and the student's creative potential.

Speech activity acts as an object of the educational process, represented by a set of speech

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acts. The personal component puts the student as a person in the training center with its motives, goals and unique psychological characteristics.

The essence of interactive learning is that the learning process is organized in such a way that almost all students participate in the learning process. The joint activity of students in the learning process of educational material means that each student makes his own special differential contribution, and the exchange of knowledge, ideas and methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also to develop cognitive skills in order to lead it to higher cooperation in the field of cooperation.

Use of interactive technology during English lessons.

An interactive form of learning involves various teaching methods. For example, they make the method a problematic exposure; presentations, discussions, case studies, group work, brainstorming, critical

thinking method, quizzes, mini-studies, role-playing games, survey method. Examples of such training can be a discussion of the text, a quiz method, work with documents and sources of information, analysis of the written work of a fellow student, the method of specific situations. As part of the use of the educational business, various aspects of the professional activities of students are modeled, providing the conditions for the comprehensive application of existing knowledge of the language, improving foreign language skills and more complete knowledge of the English language as a means of professional communication and the subject in which roles and various game subjects are implemented.

There are also various modifications: imitation, operational, role-playing games.

Moreover, "interactive learning" can be distinguished, in addition to interactive learning technologies, which are aimed at developing communicative competence.

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