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РЕЗЮМЕ

Муҳандислик йўналишларининг узлуксиз таълим концепцияси ишлаб чиқилган. Концепциянинг асосий ташкил этувчиси сифатида интеллектуал инновацион ахборот технологияларига асосланган ўзини-ўзи ташкил этиш методи ҳисобланади. Талабанинг индвидуал касбий йўналишини қуриш учун абилитация функцияси, шунингдек, ўқув жараёнини бошқариш моделини ҳисобга олган ҳолда ўзини-ўзи ташкил этиш усули қўлланилади.

РЕЗЮМЕ

Разработана образовательная концепция непрерывного инженерного образования. Основной составляющей концепции является интеллектуальная инновационная информационная технология, базирующаяся на методе самоорганизации. Методом самоорганизации осуществляется построение индивидуальной профессиональной траектории обучающегося с учетом функции абилитации, а также модели управления качеством образовательного процесса.

SUMMARY

An educational concept of continuous engineering education has been developed. The main component of the concept is an intelligent innovative information technology based on the method of self-organization. The method of self-organization is used to build an individual professional trajectory of the student, taking into account the function of habilitation, as well as the model of quality management of the educational process.

ENHANCING STUDENTS' COMMUNICATIVE COMPETENCES IN LEARNING FOREIGN LANGUAGE VIA CULTURAL AWARENESS

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Tayanch so'zlar: shakllantirish, kommunikativ kompetensiyalar, samarali metodlar, kompetentsiyaga asoslangan yondashuv, kognitiv yondashuv, interferensiya, lingvistik kompetensiyalar.

Ключевые слова: формирование, коммуникативные компетенции, эффективные приемы, компетентностный подход, когнитивный подход, интерференция, лингвистические компетенции.

Key words: formation, communicative competences, effective techniques, Competency-Based Approach, cognitive approach, interference, linguistic competencies.

It is known to everyone that competency-Based Approach to Teaching English in Higher Education Institutions Republic is by far the most optimal. Concerning, qualification of university graduates is determined by compliance with a number of competencies according to state educational standard for basic curriculum.

With all the positive dynamics of improving the level of English proficiency among students, graduates of non-linguistic universities most often face the problem of insufficient the formation of foreign communicative competence, due to the specifics of training and insufficient teaching load for learning a foreign language. Moreover, the conditions of bilingualism/trilingualism in our country have a significant influence on the educational, cognitive and communicative abilities of students, as a result what is the interference between the Uzbek, Russian and English languages.

The purpose of teaching a foreign language is to improve the linguistic, sociolinguistic, strategic, social and sociocultural competencies, acquired at the previous stages of learning a foreign language, and the formation of on this basis of foreign language professional communicative competence of students non-linguistic universities, necessary for business and professional communication.

Achieving this goal is impossible without solving the following tasks:

1) Development and improvement of the level of formation of linguistic competencies.

2) Development and improvement of communicative competence by types of speech activities.

3) Further formation of sociocultural competence based on authentic content of educational materials.

4) Formation of foreign language professional communicative competence in the process of working with texts of original scientific and technical literature with the use of structures of professionally oriented vocabulary, including analysis and discussion of a scientific and technical problem in the direction of the specialty.

The solution of these problems, in turn, is impossible without the use in the educational process various technologies based on the principles of problematic, interactivity, cognitive orientation, activation of speech-cogitative activity, the need increasing the motivation of students, focusing on the development of intellectual activity, situationality by modeling contextual situations that are most related to the future professional activities of students, problem method and project work. Aim teaching a foreign language to students of non-linguistic universities should be the achievement of a level sufficient for its practical use in future professional activities.

Vocational-oriented training provides professional focus not only on the content of educational materials, but also on activities that form professional skills [1, p. 27]. A modern graduate of non-linguistic universities already it is not enough to only be able to read and translate texts in English, but also to be able to correctly apply English in various areas of communication, taking into account the specifics professional activity.

At the moment, the cognitive approach has firmly entered the teaching methodology. Accounting for cognitive processes in speech activity is understood as an important condition for the effectiveness of training. With a cognitive approach to learning, special attention is paid to thought processes and the problem of optimal actions of students.

In linguodidactics, the cognitive approach is aimed at learning by students linguistic phenomena, to the development of techniques and strategies that provide knowledge of a foreign language and improvement of speech skills. A new direction of learning, called linguocognitive, within which linguocognitive approach to teaching English. This approach

is one of the most intensively developed areas in the theory of teaching foreign languages.

Thus, linguodidactics allows to reveal some problems related to the analysis, management and modeling of language acquisition processes. In this case, we are talking about the description and explanation of the mechanisms and internal structurally-forming processes of mastering the language, both native and foreign.

The Swiss psychologist Jean Piaget placed acquisition of language within the context of a child's mental or cognitive development. He argued that a child has to understand a concept before s/he can acquire the particular language form which expresses that concept.

Cognitivists believe that language emerges within the context of other general cognitive abilities like memory, attention and problem solving. Once language does emerge it is usually within a specific sequence of stages that is universal in most children (Goodluck, 1991). Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.

One of the approaches to cognitive phonetics is called Cognitive Etymology, with capital initials, but it is additionally regularly spelled cognitive etymology with all lowercase letters. This development saw its starting in early 1980s when George Lakoff's allegory hypothesis was joined together with Ronald Langacker's Cognitive Language structure, with consequent models of Development Linguistic use taking after from different creators. The union involves two diverse approaches to phonetic and social advancement: that of the conceptual representation, and the construction. Cognitive Phonetics characterizes itself in restriction to generative language structure, arguing that dialect capacities within the brain concurring to common cognitive principles. Lakoff's and Langacker's thoughts are connected over sciences. Cognitive etymology offers a logical to begin with guideline course for evaluating states-of-mind through common dialect handling.

As said prior Cognitive Phonetics approaches linguistic use with a nontraditional see. Customarily language structure has been characterized as a set of basic rules overseeing the composition of clauses, expressions and words in a common dialect. From the viewpoint of Cognitive Etymology, language structure is seen as the rules of course of action of dialect which best serve communication of the involvement of the human livingbeing through itscognitive aptitudes which incorporate discernment, consideration, engine abilities, and visual and spatial processing. Such rules are inferred from watching the conventionalized pairings of meaning to get it sub-context within the advancement of dialect designs.

The cognitive approach to recognizing sub-context by watching what comes some time recently and after each phonetic build gives a establishing of meaning in terms of sensorimotoric em education, sociology, musicology, computer science and theology.

Cognitive linguistics is a branch of linguistics that examines the relationship between language and the mind. The idea that language and language production is a cognitive ability is a basic idea around which the field is centered.

The different teaching approaches in this post can be classified into four theoretical orientations: structural, cognitive, psychological and functional.

So, in order to increase the effectiveness of teaching English to students, it is necessary to use the technology of forming English-language linguocognitive competence.

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РЕЗЮМЕ

Ushbu maqolada samarali usullardan foydalangan holda chet tilini o'rganish jarayonida talabalarning kommunikativ kompetentsiyalarini shakllantirish masalalari muhokama qilinadi.

РЕЗЮМЕ

В данной статье рассматривается формирование коммуникативных компетенций студентов в процессе изучения иностранного языка с помощью эффективных способов.

SUMMARY

In the given article the formation of students' communicative competences in the process of learning a foreign language via the effective techniques is discussed.

TECHNOLOGY FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF STUDENTS IN LEARNING FOREIGN LANGUAGES

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Tayanch so'zlar: til kompetensiyasi, til o'rganish, muloqot muammolari, ko'nikmalarni rivojlantirish, so'z boyligini oshirish, ravonlik.

Ключевые слова: лингвистическая компетенция, изучение языка, коммуникативные проблемы, развитие навыков, увеличение словарного запаса, беглость.

Key words: linguistic competence, learning language, communicative problems, development of skils, increasing vocabulary, fluency.

At the present stage, the dialectics of the development of science determines the consideration of research objects within the framework of a systematic approach. This means that the object under study is viewed from different angles as a complex system formation of a certain level of organization. A unique feature of a system (technology) is that its properties cannot be reduced to the properties of its individual elements. A system is the interaction of all components in a hierarchical relationship.

The main characteristics of the system are: 1) integrity (the result of the integration of components (serves a common goal); 2) the interdependence of elements (a change in one component of the system leads to a change in the entire system).); 3) expediency (the result aimed at achieving a specific goal). The realism of the system provides a certain result; 4) manageability (the most important feature) ensures the achievement of the goals of the system.

The development of lexical competence is a complex and multifaceted process that should be considered as a purposeful system. Based on the formation of the motivational basis of learning, in the system of developing the linguistic competence of students of a linguistic