

IMPLEMENTATION OF STUDENTS' ACQUISITION OF COMMUNICATIVE COMPETENCES SPECIFIC TO THE ENGLISH LANGUAGE WITH THE HELP OF SOFTWARE TOOLS

Yusufjon Mansurov Asliddin ugli
Uchkuduk Vocational School English teacher

Annotation: This article fully describes the current situation of students' acquisition of communicative competences specific to the English language with the help of software tools, the use of specialized materials in English language classes in educational institutions.

Keywords: communicative competences, English language, software tools, innovative processes, educational process.

Introduction:

Innovative processes in the field of English language teaching are aimed at a specialist who can constantly improve his educational qualifications. For a foreign language teacher, the ability to find and expand professional information, maintain professional competence and competence in foreign language speech activities, and the ability to constantly improve the educational process is necessary.

Literature analysis and methodology:

English is an important skill in today's globalized world. As institutions of higher education attract increasingly diverse student populations, the demand for effective English language instruction has increased significantly. One approach to improving English language teaching in higher education is to include specialized materials in the curriculum. This article explores the benefits of using special materials in higher education English classes and provides insight into how teachers can successfully incorporate them.

One of the primary advantages of specialized materials is their ability to bridge the gap between classroom learning and real-world application. Students studying English for specific purposes, such as business, medicine, engineering, or law, benefit immensely from materials that align with their future careers. These resources expose learners to authentic language and situations they are likely to encounter in their professional lives, making the learning experience more practical and engaging.

Professional lexical competence is a comprehensive concept that expresses the ability of students to use appropriate vocabulary, skills and competencies formed on the basis of it, speech experience in various situations related to their future professional activities. The lexical component, as a linguistic part of communicative competence, includes the knowledge, skills and abilities necessary to understand the

interlocutor in a foreign language and to create a unique model of speech style in accordance with the goals and situations of communication.

Results:

It is necessary for the students themselves to actively participate in the practical application of the language materials learned in English language classes in technical higher education institutions, not teachers. Activation of independent cognitive speech activity in a foreign language by future engineers remains an important issue for successful mastery of the subject.

Implementation of the process of students' acquisition of communicative competences specific to a foreign language with the help of interactive software tools requires the development of high intellectual strength and the ability of self-organization. Training of professional personnel requires differentiation taking into account their creativity. And this serves their ability, their mental courage and self-control, their creative development.

It becomes difficult to achieve a practical goal in the process of learning English in an educational environment that is geographically distant and does not have the opportunity to communicate with a native speaker. It is this situation that causes a number of difficulties in teaching English. Therefore, it is important to conduct research on bringing the educational process closer to the natural environment and creating natural speech situations in classes.

Discussion:

In order to clarify the communicative indicators of improving the quality of English language teaching in higher education institutions, it is necessary to clarify the essence of the concepts of "quality", "teaching quality", "teaching quality parameters". The concept of quality has philosophical, social, economic, legal and other aspects, it is broad and multidimensional.

Perceptions about him have changed in different periods of the development of human thinking. Faced with such realities, students understand that the studied foreign language, in particular, English, is not only a means of communication, but also a means of gaining knowledge, self-development, broadening their outlook and interests, and satisfying their personal needs. Critical understanding of the material studied by students helps to form their skills and abilities, forms linguistic, socio-cultural, communicative and professional competence.

Conclusion:

In conclusion, the quality and effectiveness of any education depends on the level of accuracy in defining the goal. Practical, educational and developmental goals are recognized in teaching English. The main goal of English language teaching at all levels of education in our country is to form communicative competence in English for students to work in everyday, scientific and professional spheres in a multicultural

world. It is known that the English language is successfully acquired in medical conditions.

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