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**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF FOREIGN
LANGUAGE COMMUNICATIVE COMPETENCE IN STUDENTS MAJOR
IN AGRICULTURE**

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Abstract: This article examines the pressing issue of teaching agricultural terminology in English to Uzbek students, taking into account the focus of their future major. The author draws attention to the concept of continuous education in the Republic of Uzbekistan, which is based on the principles of democratization, humanization, differentiation, and individualization of English language learning process, drawing on national and cultural traditions and humanistic values. It is concluded that students' acquisition of professional terminology is more effective if teachers organize instruction based on the principle of increasing complexity in teaching professional vocabulary.

Key words: agriculture, lexical units, agricultural terms, English, Uzbek, language comparison, communication, agriculture terminology.

Terminology is one of the specific layers of vocabulary, which, due to the special structural organization of components, close internal interrelation of parts, the peculiarity of the formation and development of semantics, relationships within terminology and its relationship with other categories of vocabulary, functioning, relationship with the object of nomination, differs from commonly used words and thus occupies a special place in the structure of the lexical system of the language.

Foreign language communicative competence of future agronomists is a component of communicative competence aimed at professional intercultural communication, developed through foreign language study at an agricultural university. It represents an integrated characterization of the future agronomist's personality, reflecting the specifics of their future professional activity. It ensures effective self-realization of future agronomists in solving typical professional problems and facilitates successful communication with colleagues and

international partners through the use of acquired professional knowledge, skills, creative methods, and accumulated experience.

Foreign language communicative competence of future agronomists is viewed as the ability to effectively influence participants in professional interactions through a system of linguistic, sociolinguistic, sociocultural, pragmatic, discursive, and strategic means in accordance with the goals and conditions of professional communication in agriculture.

The pedagogical model for developing foreign language communicative competence in students major in agriculture is based on the following principles: professional focus, motivation, non-linearity, integrativity, communicative orientation, and problem-based approach; it includes conceptual ideas, methodological approaches, goals, objectives, content, methods, pedagogical conditions and technological support for their implementation, criteria and indicators for the effectiveness of developing foreign language communicative competence in future agronomists; it reflects the integrity of its structural components, which are defined on the basis of competence-based, communicative-cognitive, integrative, and problem-based activity approaches.

Students develop skills and abilities for professional communication through work with professionally oriented scientific texts. The primary goal of working with texts is to teach reading skills to extract necessary information from the text, as well as the minimum vocabulary needed to better understand the professional situations being described. The teacher's primary goal is to help students master the skills of understanding texts at the structural-verbal level,

and develop skills in structural-semantic text analysis.

The assignments developed for the texts included an element of self-study, allowing them to learn techniques for extracting necessary

information and how to convey it in the form of annotations, reports, or messages.

All texts contained a certain number of specialized terms. For example, texts for students majoring in agronomy include terms such as “yield,” “pest,” parasite, aphid n., bearing n., harvest, berry n., biennial adj.; biennial, bogging n. - waterlogging, bottom n. - lower part of a plant, broadcast n. - broadcast sowing; v. to broadcast sowing, bud n., cabbage white butterfly, carbon dioxide, cash crop - agricultural products intended for sale for cashcattlepillar n., etc.

Thus, reading professionally oriented foreign-language texts is carried out with the aim of analyzing vocabulary and content, analyzing and translating difficult passages, highlighting key, meaningful information, searching for lexical units and phrases, discarding redundant information, deciphering abbreviations, etc.

Direct work with the text included the following stages:

1. Read the text.
2. Copy and translate unfamiliar words and terms.
3. Answer questions about the text.
4. Copy words related to the profession. Compose sentences using them.
5. Select one or two sentences from the text that contain the main idea.
6. Answer the questions to the text.
7. Look through the text and, beginning with the title, write all descriptors into your notebooks, analyze the frequency and length of their use in the text.
8. Scan the text and find a sentence or the sentences, expressing the main idea of the text.
9. Express your opinion on the problem of the text.

Currently, the terms “foreign language competence” and “foreign language communicative competence” are used synonymously, as there is no consensus regarding their definition, component composition, or developmental characteristics due to the interdisciplinary nature of these concepts.

In our study, foreign language competence is considered part of the professional competence of an agricultural specialist and consists of functional proficiency in a foreign language, which allows the specialist to expand business contacts with foreign partners and continuously improve through professional communication with foreign colleagues.

All of the above allows us to conclude that the concept of “foreign language competence” is a component of professional competence and a type of communicative competence.

Graduates of any university, including agricultural universities, are required not only to possess fluency in their profession, but also to be able to navigate related fields of knowledge, be prepared for professional mobility, and engage in continuous professional development. With the development of international cooperation in all fields and spheres of activity, the challenge of developing foreign language competence in future specialists arises. In this regard, teachers often face a number of challenges. For example, the study of certain humanities disciplines, including foreign languages, by students at agricultural universities is often associated with difficulties in understanding the material, negative attitudes toward the subject, and internal alienation. Consequently, the teacher’s goal at the initial stage is to create a general motivation for language learning and to generate interest in the subject among students. This is largely facilitated by innovative educational technologies and a communicative approach to teaching.

It is necessary to develop a pedagogical model that ensures the level of foreign language competence is sufficient to accomplish the tasks assigned to the specialist.

Development of foreign language competence includes a number of criteria, such as:

- ❖ motivation to learn a foreign language;
- ❖ acquisition of skills and abilities for professional communication in a foreign language;

- ❖ knowledge of the cultural characteristics and traditions of speakers of another language.

In conclusion, Studying the fundamentals of communicative competence at university will help future specialists understand its importance for their professional activities. The study of the terminological system in Uzbekistan in its holistic form is one of the unexplored issues of cognitive linguistics from the perspective of translation studies, in particular, the lexical-semantic features of translation from a foreign language into our national language. This topic is being specially analyzed for the first time.

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