

UDC: 37.30

MODELING FOR THE FORMATION OF STUDENTS' READINESS FOR PROFESSIONAL COMMUNICATION

Abdullayeva G.¹ *Teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies, Andijan, Uzbekistan*

Annotation: The article gives a meaningful characteristic of the professional training of a graduate of an educational institution, describes a model for the formation of students' readiness for professional communication.

Key words: Readiness for professional activity, model of formation of readiness for professional communication, competence-based approach.

In modern socio-economic conditions, the most important characteristic of a specialist is his readiness for future professional activity. The success of a graduate of an educational institution in the labor market, his "movement in the profession" is determined not only (and perhaps not so much) by the knowledge that he received in the course of professional training, but also by a number of objective and subjective factors.

The essence of the process of vocational training in an institution of higher professional education lies in the gradual accumulation and generalization by the student of special knowledge, ideas, step-by-step development.

The creation of effective conditions for the formation of readiness for professional communication is based on the use of the potential of the communicative environment of the educational process of the university. The training period should be considered as the most important stage in the professional self-determination of a future specialist. Due with this one of the main tasks is the formation of a professionally competent specialist.

The competence-based approach involves considering a university graduate as a specialist who owns competencies, that is, what he can do, what method of activity he has mastered, what he is ready for. In this regard, the competence-

based approach presupposes the formation of a set of competencies that determine the potential, ability of a graduate to survive and sustain life in a modern socio-political, market-economic, information and communication-rich space. The professional competencies of the future teacher appear as a system of unique professionally significant qualities, knowledge, abilities and skills, united by a humane attitude towards children and colleagues at work, a constant focus on personal and professional improvement.

Professional competencies not only reflect the ability to use the knowledge gained, but and generate new phenomena, information, orientation of the content of higher education through the definition of the set and content of key professional and personal competencies that have a personal meaning, a system of knowledge, skills, and abilities that are of universal significance.

In the "Concept for the modernization of Uzbek education for the period up to 2010", the key competence is defined as a system of universal knowledge, skills, as well as the experience of independent activity and personal responsibility of students. This system can be used in various types of student activities in solving many professional and life personally significant problems in the present and in the future.

The concept of "personality formation" has long and firmly established itself in the psychological and pedagogical literature. Despite the variety of semantic shades that are included in its content by various authors, they are united by the interpretation of this concept as a process of improvement, development of knowledge, skills, skills, personality traits necessary to perform a certain job.

The basis of pedagogical communication is diagnosis, interaction between the participants in the pedagogical process, namely between the teacher and the student - "face to face". Therefore, the formation of students' readiness for professional communication should become the goal of educational activity as a specially organized pedagogical process aimed at personal development.

To achieve the set educational goals of the formation of a university graduate as a subject of professional activity, a subject of interpersonal relations

in the collective and in the labor market, it is necessary that the personality in the educational process is considered as a subject of activity, which, being formed in activity and in communication with other people, determines the nature of this activity. When forming, we relied on an understanding of the essence of professional communication, assessment criteria and the realized potential of the educational process.

The result of the theoretical research was the creation of a procedural model for the formation of readiness for professional communication. She, speaking a theorist about the methodological basis of the design and forecasting of the result, reflects the continuity of the pedagogical process, integrating the goal (formation of readiness for professional communication), content, dynamics of this process, approaches, forms and methods, criteria, indicators and levels of formation of students' readiness for professional communication , pedagogical conditions.

The developed model of the formation of students' readiness for professional communication, which ensures an increase in the efficiency of this process, includes the following components: target, meaningful, procedural and control diagnostic.

The target component of the model is focused on achieving students' readiness for positive communication based on the formation of a culture of professional communication, which presupposes a holistic view of students about the traditions and modern forms of communication culture, the formation of the moral and aesthetic foundations of behavior and dialogue. In this regard, the educational process will be aimed at solving the following tasks:

- 1) Familiarization of students with the main types, goals, models, means and functions of communication;
- 2) Formation of understanding of the basics of professional communication;

3) Communication of a set of knowledge necessary to understand the role of verbal and non-verbal means in professional communication and their impact on the final result;

4) Acquisition and development of such necessary psychological and pedagogical qualities as the ability to show attention, care for trainees, interest in the results of their activities, the creation of trusting relationships in communication with them.

The content component includes the necessary knowledge, abilities and skills, gives an orientation to the implementation of the intended pedagogical goal. The formation of students' readiness for professional communication is based on the principles of consistency, continuity and activity. The functions of formation of readiness for professional communication are the regulation of behavior and communication, socialization and adaptation. Content reflects the structure of pre-designed cognitive activity.

The identification of the components of students' readiness for professional communication is based on the understanding that this personality characteristic is a complex structural-level formation that goes through a long period of formation, improvement and development. Because of this, we can talk about the levels of students' readiness for professional communication: low, average, acceptable and high.

The control-diagnostic component of the model characterizes the result of the process of formation of readiness for professional communication. The criterion for the formation of readiness for professional communication, the author of the article considers the psychological and pedagogical readiness of students for positive communication, contributing to the establishment of trusting and mutually beneficial relationships between partners, the development of their interaction and cooperation.

The formation of communication skills can be carried out extensively (based on attracting additional hours) and intensively (at the expense of internal reserves), through purposeful development based on special methods and

teaching technologies. The intensive path is most preferable for the analyzed sphere of professional activity and offers the use of all possible means, forms and methods of formation of readiness for professional communication.

Acquaintance with open and closed questions, their analysis contributed to the development of communication strategies of participants in communication.

To provide students with knowledge and skillful use of the models of social interaction that underlie communication, it is necessary to develop interaction-situational communicative tasks, the monitoring of which focuses on knowledge of national traditions and culture, etiquette formulas.

The importance of tolerance as a professional competence acquires a special role in the development of a competent specialist.

The main idea of fostering tolerance is the need to instill in everyone the values of human dignity and the inviolability of every human person. Our research has shown that personality-oriented education creates conditions for the manifestation of students' personal qualities, ensuring the development of their professional competencies.

Literature

1. Egamberdiyeva D.U. Methods of using computer technology in the process of teaching English. International scientific journal. Economy and society. № 6(73) -s.: 2020.
2. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.
3. Matkarimova G. Formation of the english scientific competence in students of non-factual faculties. International journal. Moscow.2019.
4. Gulomjonova M. Introduction Of Remote Learning Technologies In Organization Of The Educational Process Of Higher School. International journal. Questions of science and education. 32(82). p.71.