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**A PROFESSIONALLY ORIENTED APPROACH TO THE FORMATION  
OF A STUDENT'S LINGUISTIC PERSONALITY**

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**Abstract:** The article discusses the concept of a professional linguistic personality, its structure, as well as the role that a professionally-oriented educational linguistic environment plays in its formation. Particular attention is paid to the use of a professionally oriented approach to the formation of a linguistic personality at a university, since the general professionalization of a linguistic personality begins with the introduction of students into a professional discourse, as well as specific professional thinking.

**Key words:** professionally oriented learning environment, professional discourse, learning a foreign language, development, computer programs, teaching.

In modern realities, the readiness for adequate communication with colleagues and partners in labor activity is the most important criterion for assessing the professionalism of a specialist in any field, since the success of business contacts directly depends on this readiness.

Therefore, today the formation of the linguistic personality of students through the creation of a professional learning environment at the university acquires special significance and is an integral component of the professional training of a specialist.

Thanks to this preparation, students should develop the following skills:

- ❖ the ability to speak the same language with professionals in their field and work with literature in their specialty;
- ❖ knowledge of the basics of business communication and compliance with the ethics of business communication;

- ❖ the ability to critically comprehend the information obtained from the text;
- ❖ the use of methods of generalization, analysis and assessment of the reliability of information when working with texts.

As already noted, one of the central tasks of professional education is to form in each student a unique linguistic personality, creative, fluent in correct and clean, meaningful and logical, rich and expressive speech. It is such a personality that is in demand.

In modern society, primarily in the professional sphere. The increase in sources and media, the variety of their interpretations, including depending on the mental, ethno-national pictures of the world, "blur" the space of goals and life guidelines of the subjects of communication. Consequently, in educational discourse, it is necessary to create an innovative methodology for protecting a person from harmful communicative influences, conceptualization of basic approaches that ensure the differentiation of information, assimilation of only the necessary part of it, correlating with the moral, value, spiritual attitudes of the individual, is needed.

The specificity of the professionally oriented approach lies in the fact that the development of a student's linguistic personality occurs primarily through immersion in the sphere of professional knowledge, through the specifics of his future profession. The formation of a professional language personality, the main components of which are: mastering a professional thesaurus, understanding and accepting a professional lifestyle, mastering a style of professional communication and forming one's own speech style.

The formation of a professional thesaurus is not an easy task, since in this case it means the development of skills to recognize the motives and attitudes of a person belonging to a professional community. To master a certain body of knowledge about the professional picture of the world means to reach the linguo-cognitive (thesaurus) level of a professional linguistic personality. The main task in the preparation of an active participant in professional communication who knows

how to use the professional language as a means of professional communication is to teach him to correctly understand the carrier of the professional linguistic image of the world.

The use of the concept of a professional linguistic picture of the world and a professional thesaurus of an individual as a way of organizing professional knowledge makes it possible to assert that it is possible to understand any phrase or text only after it has been passed through a professional thesaurus, correlated with professional knowledge, and a place corresponding to its content has been found in the professional picture of the world. At the same time, the process of teaching a professional language involves passing through all levels of the structure of a linguistic professional personality, its qualitative characteristics change, at each level they are filled with their own content and develop in accordance with the goals of learning.

Interconnected communicative, socio-cultural professional and the cognitive development of students, being a means and result of the formation of a professional linguistic personality, is designed to help them:

- ❖ understand and assimilate a professional lifestyle;
- ❖ use the language in all its manifestations in authentic situations of professional communication (processes of formation of skills and abilities);
- ❖ to expand the "individual picture of the world" by introducing the speakers of the studied professional language to the "professional linguistic picture of the world";
- ❖ form your own speech style of behavior, which will demonstrate the uniqueness of the linguistic personality and will allow you to take a worthy place among professionals in a particular field.

Cognition, skills and abilities, development and self-improvement are links in one chain associated with the formation of the personality as a subject of society. At the same time, the cognitive aspects of personality functioning and human intelligence are manifested primarily in language. Linguistic personality consists of a person's ability to carry out various types of speech-thinking activity

and use various kinds of communicative roles in the conditions of social interaction of people with each other and the world around them.

Consequently, a professional linguistic personality is a category that has an outlet for such qualities of an individual's personality as creativity, independence, the ability to build interaction and mutual understanding with partners in professional communication (professional interaction).

A professional linguistic personality is an ideal construct, the achievement of which in the conditions of a university is hardly possible in full, just as it is impossible to achieve "full proficiency" in the language, including the native one.

However, despite this, the adoption of a professional linguistic personality as an initial concept and its structural organization make it possible to raise the question of the levels of proficiency in a professional language achieved by a person in certain conditions of the social context of life.

The model of a professional linguistic personality makes it possible to reveal the conditions for the realization of the personal developmental possibilities of the process of teaching a professional language and, therefore, to get a complete picture of the mechanisms of mastering a professional language by students in an educational setting. It is known that the personality, with all the differences in its definition in science, is a stable system of socially significant traits that characterize the individual as a member of a certain society. Consequently, if we are talking about the personality developmental possibilities of the process of teaching a professional language, then we mean the development of the personality as a whole, both its non-cognitive aspects (emotional characteristics, will, etc.) and intellectual (cognitive), which are primarily manifested in language and explored through language.

The more the images of the professional consciousness of two or more native speakers of the professional language coincide, the more complete their mutual understanding will be in the context of professional communication. Therefore, it is very important to form students' readiness for a deep understanding of the professional language that they are studying. At the same time, one should

bear in mind all types of transformations carried out by students in oral and written form (lexical, semantic, grammatical, cognitive and intentional), corresponding respectively to different levels of organization of a professional linguistic personality.

The implementation of the above task is possible provided that a professionally-oriented learning environment is created at the university for the formation of a professional linguistic personality.

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