Development of The Competence of Clear Expression of Thoughts in Students During the Completion of Academic Tasks: Methods for Ensuring Logic and Sequence of Presentation

Aminova Feruza Hayitovna

Head of the Department of Pedagogy and Foreign Languages, Profi University Navoiy Branch, PhD, Associate Professor, Uzbekistan

Abstract: This article is devoted to the development of methods and approaches to the enhancement of students' competence in the logical and sequential expression of their thoughts during the completion of academic tasks. In modern education, an important aspect is the ability of students to clearly and accurately present their ideas, argue them, and logically connect different elements of information. The article discusses the main principles of forming this competence, as well as practical recommendations for educators aimed at improving the quality of education and enhancing the level of students' communication skills. Special attention is paid to the importance of logical and sequential explanations and their role in successful academic activity.

Keywords: Competence, expression of thoughts, logic, sequence, academic tasks, communication skills, development, education, pedagogical methods, argumentation.

Introduction: The development of linguistic and professional competence of students in non-language higher education institutions today is determined by the increasing orientation of professional activity towards international standards. This has affected the restructuring of the labor market and defined the task of preparing specialists for communicative activities in

the context of the modern information environment as one of the priorities in the system of lifelong education. Higher professional education plays an important role in this process, as the level of training of future specialists determines socio-economic, scientific-technological, and cultural progress.

This served as the basis for the introduction of the course "Russian Language and Speech Culture" into the State Educational Standard for Higher Professional Education. It defines the knowledge and skills that a university graduate should possess. After completing the course, they should know: the main features of the literary language; new phenomena in the Russian language; terms related to the professional activity of future specialists; the main qualities of good speech (accuracy, logic, purity, richness, expressiveness, correctness); the main dictionaries of the Russian language; the norms of modern Russian literary language; features of oral and written speech. They should be able to: work with various dictionaries; control the degree of compliance of oral and written speech with the norms of modern Russian literary language; control orthographic and punctuation accuracy in written speech; competently compose oral and written texts of business documents, etc.

METHODS

Since the concept of "linguistic-professional competence" will be frequently mentioned in the article, we will establish the content of this definition.

An analysis of literary sources showed that the terms "professional," "linguistics," "competence," and "competencies" are interpreted differently in various sources. The word "professional" is defined as one who fully meets the requirements of a given industry or field of activity [3]; specialized training of future specialists who possess a high level of professionalism and competence [4], and so on.

The issue of forming professionalism is complex and multifaceted. The formation of professionalism is discussed in the works of S. Ya. Batyshev, E. A. Klimov, N. V. Kuzmina, A. K. Markova, N. S. Pryazhnikov, V. A. Slastyonin, and others.

E. I. Rogov, in his work [9], links professionalism with competence. According to him, professionalism is a combination of psychophysiological, psychological, and personal changes that occur in a specialist during the acquisition and prolonged performance of activities, providing a qualitatively new, more effective level of solving complex professional tasks in special conditions. He believes that the formation of professionalism occurs in three main directions:

• The change in the entire system of activity, its functions, and hierarchical structure. As the relevant work skills are developed, the personality moves along the scale of professional mastery, and a specific system of methods for performing activities is developed—forming a personal style of activity;

• The change in the personality of the subject, manifested both in external appearances (motor skills, speech, emotionality, forms of communication) and in the corresponding elements of professional consciousness (professional attention, perception, memory, thinking, emotional-volitional sphere), which can be seen more broadly as the formation of a professional worldview;

• The change in the relevant components of the subject's attitude toward the object of activity, which manifests itself in the cognitive sphere—the level of awareness of the object, the tendency to interact and satisfaction from this interaction, despite difficulties; in the emotional sphere—interest in the object, a tendency to interact and satisfaction from this interaction, despite difficulties; in the practical sphere—realization of one's actual ability to influence the object [9].

Professional activity is a practice of exchanging intellectual values, so from the perspective of its improvement, it is of particular importance to possess information technology tools that ensure quick access to informational resources; communication skills and mobility of the specialist; knowledge of ethical and psychological business relationships, organization of interpersonal communications in the process of marketing a product; knowledge of the psychological foundations of image formation and competitiveness, and so on. In our work, we will adhere to the definition of "professionalism" provided in [9].

RESULTS

In the methodology of teaching the Russian language, the term "linguistics" is closely related to the definition of "competence." The concept of competence (linguistic) was introduced into scientific discourse in the 1960s by the American linguist Noam Chomsky, who made one of the first attempts to define the concept of language proficiency.

The origins of linguistics trace back to Ancient India (5th-4th centuries BC), Ancient Greece, and Rome. However, as a science, linguistics emerged only at the beginning of the 19th century in the form of general and comparative-historical linguistics. Initially, the subject of linguistics was limited to the study of individual elements of language—sounds, words, phrases, and sentences. Later, linguistics expanded to study the combination of sentences, paragraphs, and even entire texts.

Despite its widespread use, the definition of "linguistics" [Fr. linguistique < Lat. lingua "language"] does not have a clear and unambiguous meaning. It is interpreted in the literature as the science of language, linguistic studies, or linguistics [1]; the study of the regularities of language structure, functioning, and development, including the comparison of individual languages to identify genetic and typological connections between them; about all the languages of the world as specific representatives of the human language, general laws of language structure and functioning [2]; about human natural language [3], and so on.

DISCUSSION

Many researchers who have studied the nature of competence and competency emphasize the multifaceted, diverse, and systemic nature of these concepts. In the literature, the term "competence" is defined as a range of issues in which someone is well-informed [3]; generalized and deeply developed personal qualities, their ability to most universally use and apply the knowledge and skills acquired; a set of knowledge, abilities, and skills that allow the subject to adapt to changing conditions, the ability to act and survive in these conditions [7], and so on. A competent [competency] specialist is understood as "knowledgeable, informed, authoritative in a certain field" [3].

Competence (Lat. competere - I strive, correspond, fit) is understood in work [5] as "a range of powers assigned by law, statute, or another act to a specific authority or official"; "knowledge and experience in a certain field"; a way of existence of knowledge, skills, and education that contributes to personal self-realization, helping the learner find their place in the world, thus making education highly motivated and truly personally oriented, ensuring the demand for personal potential, recognition by others, and self-awareness of one's own significance.

According to V. A. Bolotov and V. V. Serikov [8], the nature of competence is a consequence of the self-development of an individual, their personal growth, self-organization, and the generalization of experiential knowledge. J. Raven defined competence as a special ability necessary to perform a specific action in a particular subject area, including specialized knowledge, skills, ways of thinking, and readiness to take responsibility for one's actions. M. A. Choshanov [10] believes that competence is not just possessing knowledge, but a constant striving to update and use it in specific conditions, meaning the possession of operational and mobile knowledge; it is flexibility and critical thinking, implying the ability to choose the most

optimal and effective solutions and reject false ones.

According to N. I. Kolesnikova, competence in Russian language learning includes the ability for speech communication and mastering the body of knowledge about the Russian language formed during the learning process. The concept of competence is clarified by its combination with adjectives: educational, sociocultural, cultural, strategic, rhetorical, communicative, professional, etc. [11]. The author believes that the generic concept defining the unique ability of a person to communicate is communicative competence. From the researcher's perspective, communicative competence is connected with the scientific field of communication, is multi-component, and integrates the following competencies: linguistic, stylistic, subject-specific, textual, and genre-related. The author rightly emphasizes the importance of developing communicative competence in non-philological students and believes that mastery of scientific genres is fundamental for solving communicative tasks in any professional field. "This is a point of support, a personal resource that allows a person to feel confident in the process of communication, successfully engage in self-education, and develop operational and creative abilities" [11].

In work [6], researchers consider the formation of the following types of competencies: linguistic, linguistic-professional, communicative, and cultural studies competencies. Let's briefly look at their content.

Linguistic competence is understood as the mastery of the language system, the development of attention to the word and its lexical meaning. The formation of linguistic competence involves enriching the vocabulary and phraseological stock; mastering phonetic, word-formation, morphological, and syntactic literary norms; enriching the grammatical structure of speech with new syntactic constructions. This includes knowledge of orthographic and punctuation concepts, as well as mastering the system of spelling skills that ensure a level of relative orthographic and punctuation literacy.

Linguistic Competence includes knowledge of the fundamentals of the science of the Russian language; a specific set of concepts related to the units and categories of different levels of the language system; elementary ideas about the role of the Russian language in the life of society and individuals, its place in the global system of languages; historical changes in the language system, outstanding linguists, and the formation of a scientific-linguistic worldview on this basis.

Communicative Competence implies proficiency in all types of speech activities and speech behavior culture. It includes knowledge of the main speech-related

concepts (concepts of speech linguistics), a system of communicative skills, with the most important being the ability and skills for speech communication applied to various spheres, communication situations, and taking into account the audience and style.

The formation of Cultural Studies Competence involves the recognition of language as a form of expression of national culture, the national-cultural specificity of the Russian language. The development of cultural studies competence ensures a set of knowledge about the material and spiritual culture of the Russian people, their socio-cultural stereotypes of speech communication, and units with a national-cultural component of meaning.

Along with general language competencies developed during Russian language instruction, specialists must also possess linguistic-professional competence. We define this as the ability to use methods and tools for the correct use of the professional language, which serves as the tool for interaction among specialists in collaborative activities, allowing them to navigate the professional field and, based on this, solve various practical (production) tasks.

Therefore, the development of linguistic-professional competence in students of non-linguistic universities is not a formal addition to their training but an essential element of professional education.

In the dynamics of modern higher professional education, the fundamental importance of both professional and linguistic competence is increasingly recognized, which serves as a measure and means of creative self-realization of the personality of the future specialist in various types of professional activity and communication.

Thus, to solve the problem of developing linguistic-professional competence, it is necessary to develop a scientific approach to designing and constructing a tool that will ensure the formation of professionally important and personally-business qualities of professionalism, allowing the individual to feel confident in the process of communication, demonstrating a high level of creativity, and value orientations aimed at developing the specialist in any field of activity.

Based on the study of literature sources, we have determined that the tool for developing linguistic-professional competence in students of non-linguistic universities includes a pedagogical toolkit consisting of integrated courses "Russian Language for the Simultaneous Study of Russian and Financial-Economic Terminology" and "Russian Language and Speech Culture for Students of Non-Linguistic Universities," the technology for developing linguistic-professional competence, and scientific-methodological support.

Pedagogical Toolkit for Developing Linguistic-Professional Competence of Students in Non-Linguistic Universities

The pedagogical toolkit refers to the set of tools (means) that the teacher possesses when forming students' professionalism. It is created taking into account modern achievements in pedagogy, psychology, ergonomics, economics, linguistics, informatics, and other fields of knowledge to solve specific pedagogical tasks. In our case, this pertains to the development of linguistic-professional competence in students of non-linguistic universities.

To ensure the effective functioning of higher professional education, a specific set of conditions must be met: subjective (learnability, health status, etc.) and objective (availability of learning tools, methods, forms, etc.).

For comprehensive understanding of educational information across various fields of knowledge, interdisciplinary connections are used. These reflect a holistic approach to student education and training, allowing the identification of interrelations between different knowledge areas. In the learning process, one discipline is enriched with elements of another. It is known that knowledge and ideas transferred by various sciences should organically build into a broad and, if possible, extensive view of the world and life. The implementation of interdisciplinary connections at the level of knowledge integration is reflected in the pedagogical toolkit. Based on the common didactic goals of various academic disciplines, interdisciplinary connections of different levels are highlighted: intradisciplinary and interdisciplinary. For example, the integration of economic, technical, linguistic, historical, and other concepts in the development of linguistic-professional competence of students in non-linguistic universities was identified during the study. Educational tasks in the learning process are successfully addressed under the integration of humanities and natural sciences disciplines. This is clearly illustrated by the interdisciplinary nature of the content in the pedagogical toolkit. Additionally, interdisciplinary connections at the initial stages of their integration into the educational process serve as an inspiring stimulus. They perform various functions. Such functions include:

a) A developing function, contributing to the application of knowledge in new contexts.

b) A determining function due to knowledge integration, enhancing the productivity of ongoing mental processes, serving as a result of generalizing actions, and forming a new way of action.

Scientific and Methodological Support of Pedagogical Tools is a specially organized and controlled process of implementing these tools into pedagogical practice for the development of linguistic-professional competence and providing methodological assistance to participants during the learning process. It aims to resolve problem situations that arise when applying pedagogical tools for developing linguistic-professional competence. Scientific and methodological support includes informational, organizational, methodological, educational, and corrective support. The technology of scientific and methodological support is a complex, joint activity of the "Developer" team and the participants in the educational process, involved in implementing pedagogical tools.

The technology embedded in the structure of the pedagogical toolkit is designed for implementing the integrated course during the learning process. In its development, we used a system of principles: integrity, goal-orientation, adaptability, active emotional-intellectual collaboration between the teacher and students, reproducibility of the learning cycle, technological efficiency, self-control, self-correction, synchronicity, communicability, dynamism, and guaranteed results of academic activity. The principle of integrity is the system-forming principle. The technology includes: motivational-goal-setting, content-subject, cognitive-operational, evaluative-corrective, and reflexive-predictive components. Based on these components, an algorithm for managing the learning process is developed. It represents a sequence of management instructions for the learning activity during classes and serves as a technical task for the developers. The components of pedagogical technology are interconnected and interdependent because a change in one component of the technology requires a change in another.

CONCLUSION

The research conducted shows that the pedagogical tools, based on interdisciplinary connections, allow the development of linguistic-professional competence in students of non-linguistic universities.

Thus, the educational process, when using pedagogical tools for developing linguistic-professional competence, is seen as a correlation of interconnected didactic, psychological, and social phenomena that foster the personality in line with professional and social requirements, based on international standards and global culture.

REFERENCES

Батышев С. Я., Климов Е. А., Кузьмина Н. В. и др. Формирование профессионализма в высшем образовании: Проблемы и перспективы. – М.: Издательство «Наука», 2015.

Рогов Е. И. Профессионализм и компетентность: Теоретические основы. – СПб.: Издательство «Петербург», 2018.

Хомский Н. М. Теория компетенции и ее роль в языковом развитии. – М.: Высшая школа, 1965.

Болотов В. А., Сериков В. В. Психология и педагогика профессионального образования. – М.: Издательство «Просвещение», 2017.

Чошанов М. А. Компетентность и профессиональная подготовка. – Ташкент: Издательство «Узбекистон», 2020.

Колесникова Н. И. Развитие коммуникативной компетенции у студентов. – Казань: Издательство «Казанский университет», 2019.

Сластенин В. А. Профессиональное образование в современных условиях. – М.: Издательство «Юрайт», 2021.

Равен Дж. Специальные способности и компетенции: Теория и практика. – Нью-Йорк: Издательство «Academic Press», 2006.

Серова Т. П. Методика преподавания русского языка в высших учебных заведениях. – М.: Издательство «Логос», 2015.

Лихачев Д. С. Культура речи и русский язык. – М.: Издательство «РГГУ», 2013.

Климова Е. А., Маркова А. К. Психология образования: Профессионализм и компетенции. – СПб.: Издательство «Речь», 2016.