

The Role of Foreign Language Teaching in The Formation of Professional Competence

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ABSTRACT

This article analyzes the didactic and practical importance of teaching a foreign language, in particular English, in the process of forming professional competence. In modern education, a foreign language has become an integral factor in professional development, and not just a means of communication. The article will cover the experience of teaching a foreign language on the basis of innovative methods, educational technologies and a competency approach that serve to develop professional competencies.

Keywords: Professional competence, Foreign Language, English, competency approach, ESP, professional training, modern methods, professional-oriented language teaching.

INTRODUCTION

In today's globalization and competitive economic environment, professionals with highly qualified, professional competencies in the labor market are becoming the main priority force. Such specialists should not only have deep knowledge and practical skills in their field, but also be able to effectively master modern technologies, information resources and international experiences. In particular, knowledge of a foreign language, in particular English, is one of the important key factors for personal and professional success today.

Knowledge of a foreign language allows a specialist to freely understand professional information, study technical documents and literature, be aware of scientific and technical innovations, establish effective communication with foreign partners and actively participate in international projects. All this serves as an important ground for professional development, increasing productivity and quickly implementing innovative innovations.

Therefore, it is important to radically revise the process of teaching a foreign language in educational institutions, to organize it in such a way that it is in accordance with the professional direction, and not just limiting it to the study of grammatical rules. That is, a foreign language should be considered as a means of professional-oriented education, while being a means of general communication. This assumes a deep integration of the principles of English for Specific Purposes (ESP), the teaching of language in accordance with the needs of a specific field and professional activity, into the educational process.

Such an approach to the formation of professional language competencies develops not only the linguistic knowledge of students, but also their skills, which are practical, communication-oriented and can work in a professional context. This, in turn, ensures that young professionals can successfully compete in the labor market

Professional competence is not just a complex of theoretical knowledge, but a holistic complex of deep

knowledge, practical skills and qualifications, as well as certain personal qualities necessary for the effective functioning of a specialist within his field of activity. It is formed in the student or student by the development of such qualities as independent solution of problems related to the profession, initiative, flexibility and innovative thinking.

The concept of professional competence has also been internationally recognized as an important pedagogical category. In particular, organizations such as UNESCO, OECD (Organization for Economic Cooperation and Development) show this concept as a key element of modern educational systems. According to them, professional competencies are skills that ensure that an individual is willing to learn throughout life, acts responsibly in their professional activities, can solve problems and work effectively in a team.

In the Republic of Uzbekistan, special attention is paid to improving the system of professional education, the formation of modern professional competencies. Presidential decisions clearly define strategic tasks in this regard [1]. For example:

Resolution PQ-2909 (2017): the task is to radically reform the vocational education system, harmonizing training programs with the requirements of the labor market.

Resolution PQ-5117 (2021): comprehensive measures to popularize the study of the English language in the Republic of Uzbekistan are established, in which the role of the English language in professional activities is also highlighted.

Resolution PQ-3775 (2018): aimed at improving secondary specialized, vocational education, noting the importance of a competency approach in the training of qualified specialists.

On the basis of these decisions, comprehensive reforms are being carried out in the direction of a competency approach in professional education, that is, the formation of the necessary knowledge, skills and personal qualities in students in real life and professional situations. In particular, scientific and methodological foundations for the formation of professional competencies are being created by re-developing curricula and programs on the basis of competencies, improving teacher skills, introducing modern educational literature and

technologies.

Thus, the concept of professional competence stands at the heart of today's educational policy, through which the training of competitive personnel, responding to the needs of society, is achieved.

In today's globalized world, English is taking the field not only as a means of international communication, but also as an important source of information and a means of professional activity in such strategic areas as science, technology, economics, especially the automotive industry. For this reason, the process of teaching English is being revised on the basis of modern approaches. In particular, ESP (English for Specific Purposes) — a profession-oriented English Language Teaching concept is becoming increasingly relevant.

Teaching based on the principles of ESP is aimed at developing the ability of language learners to perform specific professional needs, field-specific terminology, technical texts and communicative tasks in production[2]. For example, a student or specialist studying in the automotive industry will learn to work in English with service instructions, technical descriptions, operating procedures, safety standards. It also acquires practical skills such as maintaining correspondence with foreign manufacturers, preparing professional presentations and being able to comment on technical failures in English.

Such an approach serves to develop the following aspects of professional competence:

Ability to select and understand information: reading and analyzing professional texts and technical documents in English;

- Access to professional communication: using technical and professional terms to establish effective communication with industry professionals;
- Performing practical tasks in English: for example, explaining the process of diagnostics of cars, describing technical problems.

In this regard, teaching a foreign language as a means of forming professional competencies — serves to adapt the content of the educational process to the requirements of the modern labor market. This, in turn, increases the competitiveness of students, expands their employment

opportunities and increases the potential for international labor migration and active participation in cooperation.

The use of modern and innovative approaches in teaching a foreign language for professional purposes, in contrast to traditional methods, increases the motivation of students to acquire knowledge and forms the skill of applying the language in real professional situations. In particular, through a teaching model established on the basis of a competency approach, language is viewed not only as a system of grammatical rules, but as a means of carrying out professional activities.

In this regard, the following innovative methods are especially relevant:

- CLIL (Content and Language Integrated Learning) is a method of teaching science and language integrated. Through this approach, learners acquire professional subject information in English while also developing language skills. For example, when lectures on automotive mechanics are held in English, it forms competence in both directions.
- Edutainment (Education + Entertainment) is a method aimed at conducting the teaching process in an interactive, fun and emotionally enriched way. Through this method, students perceive the material they are learning in a viable, contextual, and memorable Form [3].
- Case-study (situational analysis) — serves to develop language skills through the analysis of real or conditional professional problems. For example, by analyzing in English about a malfunction in a car and offering a solution, the student actively Masters the professional language.
- Project-based learning (Project training) — directs students to train by working in small groups, solving problems, preparing technical presentations. In the process, language becomes a means of communication.
- Simulation technologies-train students to communicate in English in conditions similar to real professional situations. For example, the conversation at the car service center, the process of working with the client is imitated in English.

Through these methods, the student or student will not only master a foreign language, but also have the opportunity to

effectively organize their professional activities through it. All this makes it possible to achieve high results in teaching a foreign language on the basis of a competency approach.

Today, career-oriented foreign language teaching experiments show that bringing the course process closer to the real professional context — leads to the fact that students perceive language not only as a means of communication, but also as an integral part of professional activity [4]. Practical experiments on teaching English, especially in the direction of car service, show significant results in this regard.

The following methods and tools have been found to be effective in teaching a foreign language in this direction:

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The following methods and tools have been found to be effective in teaching a foreign language in this direction:

- Special educational materials – lessons compiled on the basis of texts, technical descriptions, manuals in English on automotive mechanics, diagnostics, maintenance;
- Dictionaries of professional terms-a list of English-Uzbek terms by field, studying them in context;
- Multimedia tools-video tutorials, interactive simulations, technical animations;
- Tasks based on professional situations – activities such as communicating with the customer in English about car failures, filling out service documents and making

presentations [5].

Classes organized using these tools are those of students:

- linguistic competence (knowledge and understanding of the language system),
- communicative competence (access to professional communication),
- specialization competence (ability to understand and apply professional terms),
- develops structural aspects such as information handling skills (being able to work independently with technical documentation).
- At the same time, through experimental studies, the effectiveness of this methodology has also been proven on a scientific basis. Including:
- Constational stage-the level of initial knowledge, skills and competence of students is determined;
- Formative stage-the process of training is carried out on the basis of a new methodology;
- Assessment (consequential) stage – the level of development of students is analyzed.

The results of the study showed that teaching a foreign language in a professional context enhances not only the interest in the English language in students, but also the desire to be qualified and competitive within the framework of their specialty. This, in turn, confirms the important place of Foreign Language Teaching in the formation of professional competence.

CONCLUSION

Teaching a foreign language plays an important role in the formation of professional competence. By integrating modern approaches to the educational process and career-oriented techniques, not only the language knowledge of students increases, but also their professional training. Therefore, the organization of Foreign Language Teaching in educational institutions in a new way remains an urgent task.

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