

# Pedagogical Conditions for Forming Competence in Future Specialists

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**Abstract---** *The article touches upon the problem of the practical creation of pedagogical conditions for the formation of students' professional competence. The author considers a pedagogical process as a complete phenomenon in which all components are closely interconnected and their realization influences the result – training of highly professional specialists.*

**Keywords---** *Pedagogical Conditions, Professional Competences, Preparation of Qualified Staff, Modeling of Future Students' Professional Activity.*

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## I. INTRODUCTION

Large-scale innovative changes have affected almost all types of activities. Higher education did not stand aside. Theorists and practitioners of innovative tourism education speak of the importance of forming a specialist in the field of tourism not only certain knowledge and skills but also special professional skills for using them in practice, in professional activities, when organizing competitive services.

A detailed picture of a modern graduate is a fundamental difference between the standards of the third generation. The main characteristics of competencies guide the vector of specialist training, determining the purpose and result of education.

Professional competence can be called subject-specific. Some requirements are put forward for it, and above all, these are academic preparedness and requirements for professional preparedness. In other words, we can say that professional competence is its component - competence.

Based on the definitions of interactive technologies given by researchers and educators, and specifying the features of the concept under consideration, the interactive learning technology used to develop social and communicative competence, we understand as a set of methods, tools and organizational forms of the educational process that provide the goal, filling it with professional content taking into account the possibilities of a foreign language.

## II. MAIN PART

When designing the educational technology for the formation of social and communicative competence, we were guided by the fact that the specificity of the subject "Foreign Language" dictates the following models of interactive methods:

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- A model of educational discussion, the characteristic features of which are, first of all, familiarization of each participant with the information that others have; encouraging different approaches to the same subject of discussion; coexistence of different points of view on the issues under discussion; the ability to criticize and reject any of the opinions expressed; Encouraging participants to search for a group, as a rule, compromise agreement in the form of a common solution;
- Organization of training based on a game model, which involves the inclusion in the educational process of simulation and role modeling, trainings and exercises.

Both of these learning models are closely interconnected since almost all gaming technologies are based on the intra-group and inter-group discussion. It is convenient and interesting to carry out training on such a game “foundation”, interactive technologies, in our opinion, fit well into the curriculum, without interfering with the traditional method of training.

Improving the quality of tourism services is closely related to training. Modernization of the quality of education is a key area of development of modern civilization. At the same time, Uzbekistan is clearly lagging behind the civilized world in using such a bright source of growth in the national economy. That is why vocational education and training issues occupy one of the important places in the overall tourism development strategy in Uzbekistan. Education in the tourism industry is becoming a key and indispensable condition for successful activity in it.

The modern process of training future tourism industry specialists, along with pluses, also has disadvantages that do not allow for its modernization. In such a situation, the formation and implementation of a model for creating basic professional competencies for a future travel industry specialist in the process of training are particularly relevant. In the current educational system, it is impossible to form professional activity and initiative of the professional and practical activities of future tourism industry specialists.

The use of modern forms and technologies for the formation of professional competencies among future tourism industry specialists includes theoretical and practical directions. The key forms of theoretical direction are brainstorming; situational role-playing games; practical work with problem-solving; conferences research work.

The essence of the concept of foreign language competence of a future tourism specialist, which is the student’s personal and professional quality, means a willingness to work effectively in the tourism industry based on the mastery of the communicative and informative skills of a foreign language, which provides the potential for the effective implementation of intercultural and business communication and a high level of fulfillment of the basic functions of tourism.

The specificity of the foreign language competence of a tourism specialist is determined by the need to develop language readiness for successful, productive and effective activities in the tourism industry based on the mastery of the communicative and informative capabilities of a foreign language, which provides the potential for effective implementation of intercultural and business communication and a high level of implementation of the basic functions of tourism.

The effectiveness of the educational model of training a future travel industry specialist during vocational training at a university is ensured by the implementation of a number of institutional conditions:

- Stage-by-stage formation of professional competencies through the system of knowledge, skills during field trips, based on the adjustment of training schedules;
- Purposeful stimulation of student activity based on the adjustment of curriculum programs in accordance with regional characteristics and the possibility of forming practical competencies;
- Interaction between the teacher and students in the process of their preparation for independent professional activity on the basis of the dominance of student activity in organizing and conducting field practical classes.

The problem of scientific and pedagogical substantiation of pedagogical conditions for the formation of basic professional competencies for future tourism specialists in modern conditions is very relevant.

For the successful formation of basic professional competencies of students - future tourism industry specialists, it is necessary to determine the pedagogical conditions that will contribute to this process and, thereby, ensure the improvement of the quality of their professional training.

### **III. DISCUSSIONS**

The formation of basic professional competencies is due to the presence of external factors and conditions. The external aspect of the approach to training a specialist is associated with a systematic approach to the organization of training, the allocation of basic professional competencies, the implementation of personality-oriented training, and the optimization of the ratio of theoretical and practical training methods.

Innovative pedagogical technologies contribute to the formation of basic professional competencies of students in the educational process of the university, during which the knowledge, skills, and skills that make up the professional competence of a travel industry specialist are mastered.

Using modern teaching methods, it is possible to guarantee the successful development of the personality of the future professional in the educational environment of the university. In modern Uzbekistan, a foreign language is becoming the most important basic element of the educational system in universities, one of the effective means of achieving the professional realization of a person. This means that today it is necessary to develop such a language policy in the field of foreign language education, which is aimed at satisfying both public and personal needs of students, which involves the search for innovative technologies for teaching a foreign language that will help students develop professional, social and cultural communication skills, as well as the ability to freely operate their forms and means.

The pedagogical process is a holistic pedagogical phenomenon, all components of which are closely interconnected. Therefore, it is important to ensure the process of quality professional training that creates a set of organizational and pedagogical conditions that meet the requirements of a modularly competent approach. Only taking into account all the conditions that affect the formation of professional competencies of students, it is possible to create an optimal model of organizational and pedagogical support of the learning process, which will ensure the quality of training of future specialists that meets the requirements of employers.

#### IV. RESULTS

The main pedagogical conditions for the formation of the socio-communicative competence of a specialist in the field of tourism are the use of interactive teaching methods, the development of students' creative activity in solving professionally significant problems, dynamism, situationality, and functionality.

The main criteria for assessing the formation of socio-communicative competence are the possession of linguistic skills of foreign language communication, the ability to navigate in the social and business situation, the communicative task, the ability to see and implement non-standard ways of solving communication problems.

#### V. CONCLUSION

The results of a theoretical study, stating, forming and control stages of experimental work allow us to conclude the effectiveness of pedagogical technology for the formation of social and communicative competence of specialists in the field of tourism using interactive teaching methods. This was confirmed by positive dynamics in the qualitative and quantitative changes in social and communicative competence.

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