

METHODS FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCIES OF STUDENTS IN THE CREDIT-MODULE SYSTEM

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Annotation: *This article discusses the development of communicative competencies of students who study English as a second language in the credit module system and improve their knowledge of English.*

Keywords: *quality of education, communicative competence, cognitive activity, credit-module system.*

INTRODUCTION According to the concept of developing the higher education system of the Republic of Uzbekistan by 2030, approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, 85% of the country's universities should gradually switch to credit modules by 2030. So, for example, in the coming academic year, 2021 /22 more than 33 major universities in the country switched to the credit module system. The credit module training system is a curriculum that regularly assesses students' knowledge, skills, and competences by monitoring learning outcomes and final module control based on the composition of each training module. is a system for organizing the reconciliation process? In this educational system, lectures, theory, practice, seminars, laboratory teaching, teaching practice, clinical practice, and course project (work), as well as independent education is conducted by students, and their loans can be accumulated after evaluation.

MATERIALS AND METHODS

It should be noted that the conversion to a credit module system is a matter of time. In this system, the teachers are elected by the students. The number of electives is increased, which means that the number of subjects that the student can study in their specialty increases. However, students who do not achieve the required score in the credit module system have to study at universities for many years. The credit module system is a process of educational organization that is an assessment model based on a set of modular learning technologies and credit criteria. Overall, their implementation is a multi-layered and complex systemic process. The credit module principle focuses on two core areas: Ensuring that students can work independently; based on the assessment

- Modular organization of educational processes; - Determining the costs for a subject, a course (credit); - Assessment of the level of knowledge of the students based on evaluation points; the learning process; - the usefulness of training programs and the possibility of changes based on the demand for skilled labor in the labor market. This is based not only on innovative teaching technologies but also on a new approach to

independent learning, where the necessary and sound theoretical knowledge is acquired based on the needs of the labor market. Training in the formation of practical skills. In short, this system aims at the professional development and maturity of the student. It aims to ensure the lifelong learning of the scientist and the formation of human capital that meets the demands of the labor market and modernity. Let's take a quick look at the essence of the concepts of module and credit. A module is part of a curriculum that includes several subjects and courses.

It is a set of disciplines (courses) aimed at developing students' knowledge and skills, as well as the ability to make analytical and logical observations. In this case, the teacher organizes the learning process, gives live, video, and audio lectures, and coordinates and monitors the activities of the students. The student deals independently with the topic and works on the assigned tasks. Therefore, one of the tasks of our teachers is to train mature professionals who can work in the relevant fields to work effectively in their fields at the world level, to grow continuously, and to be competitive. As the President said, the basis for the country's development is undoubtedly science and innovation. As the President noted, this year systematic work was carried out at all levels of education, including radically improving the quality of foreign language teaching, opening specialized schools, and hiring qualified teachers.

RESULTS AND DISCUSSIONS

The guiding principle of the subject complex formation of communicative competencies of students with non-philological previous education in the credit module system is in particular the problem of effective learning of foreign languages in higher education on a cultural level and in close relation to the subject. The leitmotif of the topic is the non-philological education in the credit module system and the communicative skills of the students in the subject. They are: - the planning of the educational process in the direction of non-philological education in the credit module system, - the elaboration of the basis for the creation of methodical support for the English lessons, - the creation of a pedagogical-methodical for the subject English language, - the training of the communicative student skills and improving the quality of teaching can be achieved by organizing students' independent work.

Study-related examination of the documents of non-philological educational institutions on the problem; Textbooks and manuals, as well as modern pedagogy, study, and analysis of psychological and methodological literature; Targeted support of the English teaching process; Instructional analysis and comparative method based on the achievements of information technology; surveys and interviews; experimental testing; Test; Mathematical statistics and lexical training are based on the recommendations and conclusions of methodological manuals.

CONCLUSION. The orientation of the non-philological education to the credit module system is important to develop the basis for the creation of methodological support for the English teaching process and the creation of a teaching material set for

the subject of English to determine its effectiveness in practice. Module-based curricula are developed according to a specific scheme and include - full disclosure of learning objectives and tasks; - the qualification of the student, which must be acquired at the beginning and the end of the technical (study) achievements; - a summary (syllabus) of all subjects included in the module, lecture topics, seminar schedules, and practical exercises, tasks to assess independent learning; - Summary of the lesson: teaching methods and tools; Methods and forms of knowledge assessment. Module-based curricula are developed according to a specific scheme and include - full disclosure of learning objectives and tasks; - Requirements for the initial and final qualifications of the students in the subject (course); - a summary (curriculum) of the topics included in the module, ie lecture topics, seminar schedules, and practical exercises, tasks to assess independent learning; - Summary of the lesson: teaching methods and tools; Methods and forms of knowledge assessment.

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