



## METHODOLOGICAL STRUCTURE OF COMMUNICATIVE INFORMATION OF FUTURE AGRONOMISTS THROUGH FIELD TERMS

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### Abstract

The article explains the conceptual terminological field of the problem of formation of communicative competence of future agronomists, describes the semiotic-situational approach as the basis of the research, and determines the pedagogical principles of the studied process.

**Keywords:** formation, communicative competence, semiotics, semiotic approach, situation, approach, situational approach, pedagogical principle, theoretical and methodological basis, future agronomists.

### Introduction

At the current stage, professional competence has become an issue in the study of many studies. Among the professional competencies, the authors distinguish practical, social, psychological, informational and communicative, which includes the development of skills in four types of speech activity in Russian: speaking, listening, reading, and writing.

R. Lado states language is "a complex communicative system, distinguished by levels of complexity, closely related to each other, and including the selection and organization of meanings, sounds, and large units." The ability to use language for communicative purposes, according to D. Bakke, is communicative competence. He sees this concept as "an intensive and creative exchange of information using an open communication system that includes the possibility of language exchange, a collection of symbolic transfer of influence skills." The main task of communicative competence is to understand the interlocutor at any level of information exchange.

The term "communication" refers to a universal concept that is used by all disciplines today. Communication appeared in human society as a need for a person to convey information necessary for joint action to another person. The dictionary of foreign words gives the following definition: "Communication is an act of communication, the transfer of information from person to person using language or other sign systems". In the psychological dictionary, communication is interpreted as "a semantic act of social interaction, and the main functions of the communication process are to achieve a social community while maintaining the individuality of each of its elements."

From the point of view of linguistics, this concept is interpreted as "messaging or conveying through the language of the content of the spoken word." If the language codes (language tools) do not match, help, translation is required.



With all the differences in teaching methods and technologies, all these scholars attached great importance to theory and practice. Each scientist's approach is, of course, unique and has the right to further development.

Several directions of the modern psychological-pedagogical theory define the educational process as a mutual mediating activity between the teacher and the student. A special problem of educational psychology at this stage is the problem of dialogue in teaching or the problem of pedagogical communication. Interest in group forms of cognitive activity is growing. Also, the tendency to move from the informational method to active forms and methods of teaching with the introduction of problematic elements was determined; not only the acquisition of historical and cultural knowledge and the active use of a set of necessary lexical units and grammatical structures are recognized as important in language teaching. But, in addition to this, an indispensable condition is to achieve a level of knowledge of the language, which will give you the following: quickly respond to any unexpected turns during the conversation; quickly determine the adequate direction of speech behaviour; unquestionable selection of specific tools from a wide arsenal; use them according to the recommended situation.

To learn more about source texts, to include original text, communicative competence refers to both knowledge and the skill of using this knowledge in real-life communication. Knowledge refers to everything a person knows, consciously and unconsciously, about language and other aspects of language use; and skill refers to the extent to which this knowledge is implemented in real communication.

It can be concluded that the average member of society has both knowledge and ability in the four domains of communicative competence. These four powers reflect: 1) grammatical (formally possible); 2) psycholinguistic (implemented with tools); 3) socio-cultural (contextually acceptable) knowledge; and 4) knowledge in practice (knowledge that is implemented, as well as the ability to use it).

Based on research, we define communicative competence as a set of interrelated knowledge, skills, abilities and generalized methods of actions necessary to organize effective speech and non-speech interactions by the strategies and tactics of communicative behaviour. we believe that it can be considered.

Acting correctly in communication means a quick, accurate and reliable assessment of the external situation, as well as mental, speech and professional characteristics related to the interlocutor's age, education, level of interest in the topic of conversation, and desire. suppose the topic is related to narrow professional specialization, communication, vocabulary, and competence in this matter. These knowledge, skills and abilities are necessary for the development of speech activity in the natural language environment, in the linguistic field of the mother tongue.

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