

PalArch's Journal of Archaeology
of Egypt / Egyptology

METHODS OF FORMING PROFESSIONAL COMPETENCIES IN
TEACHING FOREIGN LANGUAGES TO FUTURE CUSTOMS OFFICERS

Gulshan Asilova

Doctor of Pedagogical Sciences, Tashkent State University of Uzbek Language and
Literature, Tashkent City, Uzbekistan

**Gulshan Asilova: Methods Of Forming Professional Competencies In Teaching Foreign
Languages To Future Customs Officers-- Palarch's Journal Of Archaeology Of
Egypt/Egyptology 17(7). ISSN 1567-214x**

**Keywords- professional competence, foreign language, business communication, oral
communication, written communication.**

ABSTRACT

Relevance. Competence consists of many components. A foreign language occupies an important place in the professional image of a modern specialist. Civil servants, whose duties include direct communication with clients, face a number of psycholinguistic problems, the solution of which requires some work experience. He sets the appropriate methodological tasks for the system of language training of specialists in those areas where the competence of qualified professional communication in foreign languages is required. One of these professions is a customs officer. For the successful implementation of this activity, among many other types of competencies, it is necessary to have communicative competence. In the course of their professional activities, customs officers have to communicate with citizens of many countries of the world. The process of communication takes place at customs posts with foreign passengers or participants in foreign economic activity and requires knowledge of foreign languages. **Aim.** The purpose of this article is to analyze the methods and technologies that contribute to the development of the competence of oral and written professional communication among future customs specialists. **Methods.** The methods of comparative analysis, generalization of scientific research describing the theory and practice of teaching languages in the preparation of customs specialists in higher educational institutions were used. The article also uses the methods of developing the language competence of future customs specialists, associated with business communication in the professional sphere. Particular attention is paid to methods and technologies aimed at developing skills in working with official documents used in the field of customs. **Results.** In the course of the study, conducted in order to identify effective methods and technologies for the formation of professional communicative competence in future customs officers, a three-stage lexical work with professional terms was tested. Practical tasks on working with terms made it possible to trace the dynamics of the learning process, from understanding and interpreting the meanings of terms to their free use in context. **Conclusion.** Based on the analysis of various approaches to the development of linguistic competence of effective forms of work with professional monologue and dialogical speech, as well as with types of speech.

I. INTRODUCTION

The globalization of the world economy, the rapid development of international relations has increased the role of foreign languages as a means of international and intercultural communication. This determines the demand in the labor market for specialists who speak several languages. The main condition for the training of a modern specialist is the formation and development of professional competencies. Since teaching languages at a university imply the development of the communicative competence of future specialists, the organization of training is carried out in an inseparable connection with their profession.

II. MATERIALS AND METHODS

Literature review

It is common to rank customs officers among the number of those professions in whose activities the foreign language competence of oral and written professional communication is of importance. It is known that the professional competence of customs officers is mainly found in the process of customs clearance and customs control (Goryacheva, 2003). The effectiveness of these measures largely depends on the prompt perception and competent processing of information. This requires not only understanding, recognizing, and transmitting information in a foreign language, but also mastering the necessary level of professional communication in it.

At the same time, there are moments in the work of customs officers that require the ability to act quickly and accurately. Since communication problems of customs officers include not only linguistic but also psychological aspects, the search for solutions leads to research in the field of psychology. We are talking about controversial and conflict situations that customs officers have to prevent during the service, as well as make effective decisions. In studies devoted to the psychological problems of communication with clients, examples of such decisions are given (Solopov, 2005).

The communicative process in the activities of customs specialists provides for the possession of the skills of competent and friendly communication with clients, as well as the knowledge and appropriate use of special terminology. Various aspects of the language training of future customs officers are reflected in several scientific works. In particular, based on common European competences, multilevel successive programs of foreign language training for customs specialists were developed (Krupchenko, 1999), pedagogical conditions for the development of communication skills among customs officers (Maksimov, 2001) were studied, the influence of inspection activities on the effectiveness of professional communication of customs officers (Goryacheva, 2003) was developed, methods have developed the formation of socio-cultural competence among customs specialists (Zhenzheruka, 2011), the content and technology of the formation of bilingual competence among future customs officers at the university (Tarusina, 2015) were studied, some aspects of the formation of professional competencies among future customs specialists (Belousova, 2015) were considered, the structure and individual components of the competence of professional communication of customs officers and tax services (Asilova,

2017). The above studies to a certain extent contributed to the improvement of the process of training highly qualified specialists in the field of customs.

Research methods

Today, in the countries of the post-Soviet space, the issues of teaching foreign languages to future customs officers do not lose their relevance, and this motivates the search and development of effective methods and technologies aimed at developing foreign language communicative competence in the process of training specialists. The purpose of our study was to identify teaching methods and pedagogical technologies that contribute to the development of future customs specialists' skills and abilities of foreign language professional communication.

The customs service of each country, first of all, needs personnel who know the state language (or languages), as well as the languages of neighboring countries and partner countries in international relations. When considering a candidate for a position, along with economic and legal competence, an important place is occupied by bilingual or multilingual competence.

It should be noted that today in the activities of the customs services of the countries of the post-Soviet space, the Russian language is the most in-demand. This is because in their work certain types of documents drawn up in Russian are often used. Of the foreign languages, English and Chinese are preferred. These are the main languages of a large amount of customs documentation that employees have to work with.

As noted above, for a customs officer, a competent foreign language speech is a significant component of successful professional activity. A competency-based approach in teaching a foreign language requires that the methods and technologies used to be as close as possible to the conditions in which specialists will perform their tasks. This process can be conditionally divided into the following stages:

- study of the terminology of customs in a foreign language and the formation of skills for its competent use in context;
- formation of skills and abilities of oral foreign language communication in various professional situations;
- development of skills and abilities to draft and fill out business documents in a foreign language through electronic training modules;
- development of training projects on customs topics in a foreign language.

It is advisable to build training according to the above scheme in an integrated manner. At the same time, the main condition is the organization of the learning process in such a way that in its main qualities and features it was similar to the communication process (Passov, 1991).

III. RESULTS

In a study conducted to identify effective methods and technologies for the formation of professional communication competence among future customs specialists, a three-stage lexical work with professional terms was tested (Fig. 1). Throughout this work, various pedagogical technologies were applied, contributing to the gradual movement of terms from the passive vocabulary of students to the active one. Practical tasks on working with terms made it possible to follow the dynamics in the learning process, from understanding and interpreting the meanings of terms to freely applying them in context.

Thus, the results showed a gradual shift of terms from the passive vocabulary of students to the active. Moreover, each stage corresponded to a certain level of language proficiency.

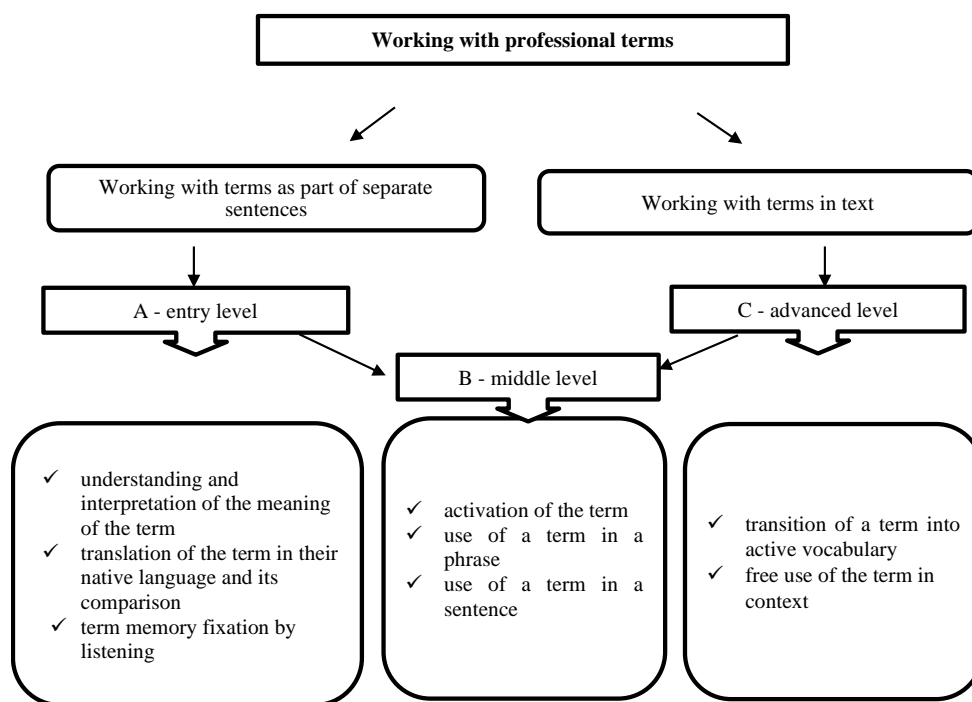


Figure: 1. Model of three-stage work with professional terms.

It should be noted that simultaneously with the introduction of customs terminology into speech, methods of developing professional speech through dialogical and monologue speech, as well as polylogues were used. The skills of composing a monologue were formed using three types of speech: narration, description, and reasoning. Among the most effective methods of developing description skills in future customs officers, the following were noted:

- 1) a description of an unfamiliar appearance from a photo;
- 2) description of the place of the incident.

The first method develops psychological personality recognition skills, which are important for identifying potential offenders carrying prohibited goods or smuggled items across the border. In practice, customs officers acquire these skills only with the appearance of certain work experience. Among young employees, it is rare to find those who have mastered the psychological methods of identifying violators. It should be noted that there is very little methodological literature for customs officers that contributes to the development of the appropriate skills for recognizing the characteristic features of a person, and the existing sources intended for law enforcement officers were developed many years ago and practically do not meet today's requirements.

For students to form certain ideas about the variety of characteristic features of persons crossing the customs border, the research used the methods described in the psychological literature (Brown, 2001/2003). Also, in this

process, such technologies were applied as a business game, case studies, training, discussion, the staging of a speech situation, etc.

It was noted that when using the technology of a business game with a description and recognition of faces crossing the border at airports and railway stations, in addition to developing communication skills, the motivation to study thematic literature in a foreign language significantly increased. The application of the case study method influenced the motivation for solving various problem situations described verbally or depicted in video and audio materials, photographs, diagrams, tables, figures, diagrams. Practical cases, which reflected everyday and business situations, contributed to the development of students, along with communication skills, analytical and creative abilities.

Studies have shown that one of the most effective methods for creating a model of live professional oral communication is training. In teaching foreign language communication, pieces of training were conducted in the form of role-playing games and group discussions. In the course of mastering the elements of professional activity in a foreign language environment, the trainees built various business situations related to the official aspects of the customs work, and also demonstrated communication skills by telephone and online communication. All this together contributed to the creation of situations close to reality and helped students to get a clearer idea of various communicative situations in their future profession.

Narration and reasoning as types of speech were used in the process of teaching the preparation and filling out official documents in a foreign language. In particular, storytelling skills were developed while working with various types of business documents. These include, for example, documents drawn up when violations of customs rules are detected. In the protocols and explanatory documents, the types of official narration were used, while the structure and features of this type of speech were observed. For example, an analysis of a document filled out in a foreign language was used as a visual method. Students were asked to compose a narrative using the little informative information presented in the documents.

Reasoning can also be attributed to the elements that make up linguistic competence in the profession. This type of speech is present in one way or another in both written and oral speech of customs officers. Since reasoning is the most difficult to understand in another language, its application has shown its effectiveness only after the students have developed the skills of description and storytelling. Students were given the task to logically, and clearly state their thoughts on a given problem or situation. At the same time, speech clichés and constructions typical for this type of speech were proposed.

As you know, today electronic documents take an important place in the official activities of customs officers. In the process of developing the competencies of written professional communication among future customs specialists, training versions of documents and various programs designed for the electronic exchange of information were used. Since electronic document circulation is widely used all over the world nowadays, the online method of filling out documents, for example, various types of customs declarations, was used to develop skills in working with professional documentation.

It was also noted that traditional monotonous tasks for drawing up and filling in business documents do not arouse great interest among students. For example, the method of drawing up a document according to a ready-made sample turned out to be ineffective, since it only involves making some changes to the ready-made document template. Working with documents should contribute to the development of skills for independent thinking, analysis, and a creative approach to business. In comparison with the tasks that limit the students' knowledge of the details and schemes of documents, preference was given to tasks that motivate students to analyze speech clichés, lexical and syntactic features of documents.

Prompt and competent execution of documents largely depends on a complete understanding and ability to explain their content, as well as accurate perception and analysis of information and information. However, in the process of working with business documents, problems arose related to the competence of teachers and tutors. The practice has shown that within the framework of special disciplines only separate information is provided about the content and functions of documents. In classes in special disciplines, it is difficult to convey the characteristic features of the preparation and execution of various business documents. Earlier it was noted that in most cases teachers of special disciplines, having a rich stock of professional vocabulary, do not possess the necessary linguistic knowledge (Asilova, 2015). This impedes the competent preparation of documents by students. At the same time, the problem concerning the teacher's competence is also observed with foreign language teachers who do not know the terminology of the students' specialty to the extent that they can teach them how to work with the most frequently used documents. Therefore, the study of professional documentation was built in close cooperation with the profiling departments.

It should be noted that the motivation for mastering language skills in a professional environment among students was significantly increased with the help of electronic training modules containing sections that are diverse in purpose, content, and presentation. These modules consist of theoretical material, schematic images, video materials, audio recordings, presentation materials, sample documents, practical assignments, as well as various types of control and assessment of knowledge, cases, tests, etc. All these sections of the electronic module are interconnected, accessible, and easy to use. At the same time, students always have the opportunity to study with them independently.

IV. CONCLUSION

Modern requirements for specialists imply not only productive oral professional communication but also possession of the skills and abilities of prompt and competent processing of business documents used in customs services following the legislation of each country and international legal norms. The training of linguistically competent specialists is conditioned by the requirements of the modern labor market. A competency-based approach in teaching foreign languages requires improving educational programs, considering the qualification requirements and professional competencies required for each specialty. In the construction of language programs for future customs officers, it is necessary to cover all forms and types of

professional communication. Along with methods related to the development of oral professional speech, educational technologies aimed at working with official documents have shown effectiveness. To work with documents to be successful, future specialists need to learn to clearly understand and be able to explain the content of documents, perceive, quickly analyze, and prepare information materials and information. This confirms that the skills of competent written and oral professional communication play an important role in the development of professional competencies.

As a result of the application of the above methods and technologies in educational activities, we concluded that the choice of methods in teaching a foreign language in vocational training should correspond to the purpose and content of the training course, the types of competencies required in the work of future specialists. The competence of the teacher or tutor, motivation, and abilities of students are also important. At the same time, given that the younger generation is quickly and actively mastering new information and communication technologies, it is advisable to introduce innovative methods into the learning process that contribute to the development of professional competencies.

REFERENCES

- Goryacheva M.A. (2003). *Improvement of professional communication of customs officials with participants in foreign economic activity*. [Dissertation of Candidate of Psychological Sciences, Tver State University].
- Solopov A.A. (2005). *Socio-psychological conditions for the emergence of communicative-semantic barriers among customs officials*. [Dissertation of Candidate of Psychological Sciences, Russian State Social University].
- Krupchenko A.K. (1999) *Construction of educational programs in the system of continuous professional education of customs officials*. [Dissertation of Candidate of Pedagogical Sciences, Institute for the Development of Vocational Education].
- Maksimov A.A. (2001) *Individualization of the process of development of communication skills among customs officers*. [Dissertation of Candidate of Pedagogical Sciences]
- Zhenzherukha R.I. (2011) *Formation of socio-cultural competence of customs specialists by means of socio-psychological training*. [Dissertation of Candidate of Pedagogical Sciences, Sholokhov Moscow State University for Humanities].
- Tarusina S.A. (2015) *Formation of bilingual competence among customs specialists in the process of professional university training*. [Dissertation of Candidate of Pedagogical Sciences, Russian State Social University].
- Belousova T.I. (2015). “Aspects of the formation of professional competencies in training specialists for customs authorities”. *Customs Policy of Russia in the Far East*. 2015. No. 3 (72).
- Belousova T.I. (2015). Aspects of the formation of professional competencies in the preparation of specialists for customs authorities. *Customs policy of Russia in the Far East*. 3(72). Available to: <https://cyberleninka.ru/article/n/aspekty->

[formirovaniya-professionalnyh-kompetentsiy-pri-podgotovke-spetsialistov-dlya-tamozhennyh-organov.](#)

- Asilova G. (2017) *The development of professional communication competence in the State language of students on Customs and Tax directions*. [Dissertation of Doctor of Pedagogical Sciences, Tashkent State Pedagogical University]. Available to: <http://library.ziyonet.uz/static/lib/reader-pdf/web/viewer.html?file=http://library.ziyonet.uz/uploads/books/55273/596302d2f178f.pdf>
- Passov E.I. (1991). *A communicative method of teaching foreign language speaking*. Education.
- Brown S. (2003) *The practical art of face reading*. (Translated, Bogdanova E.) Eksmo. (Original work published in 2001).
- Asilova G. (2015) Professionally-oriented communication in teaching the state language of students in customs directions. *Eastern European Scientific Journal*. No 4, 220-223. DOI: <https://doi.org/10.12851/EESJ201508C06ART01>