

IMPROVING COMMUNICATION SKILLS IN ENGLISH AMONG NON-PHILOLOGY STUDENTS

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Abstract: *the article deals with psychological features of dialogic speech, its linguistic component, types of dialogue, as well as approaches to teaching a dialogic speech in the conditions of professionally oriented teaching of foreign languages in a non-philological higher educational institutions. The author of the article believes that in the course of professionally oriented foreign language teaching it is necessary to prepare students for communication in this language in situations characteristic for their future professional sphere. Modern professionally oriented training is aimed at mastering the language as a means of communication within the chosen specialty. In this case, the foreign language serves as a means of increasing communicative competence and personal and professional development of students and is a prerequisite for the successful professional activity of a specialist-graduate of a modern institution of higher education, who is able to conduct business contacts with foreign partners.*

Keywords: *a dialogue speech, speech situation, professionally oriented foreign language teaching, successful development, means, condition, specialty, sphere.*

Political and socio-cultural transformations in Uzbekistan have created new opportunities and conditions for studying foreign languages in the higher education system aimed at training highly qualified specialists capable of professionally directed communication not only in their native 51 language, but also in a foreign language. Therefore, in the course of professionally oriented foreign language study it is necessary to prepare students for communication in this language in situations typical for their future professional sphere. Modern professionally oriented training is aimed at mastering the language as a means of communication within the chosen profession. In this case, the foreign language is a means of increasing communicative competence and personal and professional development

of students and is a prerequisite for the successful professional activity of a specialist graduate of a modern higher school, able to conduct business contacts with foreign partners. However, the success of verbal communication depends not only on the speaker's desire to come into contact, but also on the ability to realize his or her verbal intention, which depends on the degree of knowledge of language units and the ability to use them in specific situations of communication.

Dialogue is a process of mutual communication, when a replica is replaced by another phrase and there is a constant change of roles. Dialogic form of speech suggests that in the course of training, students will acquire skills such as freely using certain stamps characteristic of this type of speech, understand the speech of the interlocutor, quickly respond to the words of the interlocutor and continue conversations by making up replicas that would encourage the partner to respond to them. The process of teaching dialogical speech is inextricably linked to another type of speech activity, namely listening, because it is necessary to perceive speech by ear during the conversation [3]. From the point of view of the objectives of learning dialogue speech, educational and natural dialogues are distinguished.

Natural dialogue is realized in different situations of communication between native speakers, between native speakers and a foreigner who speaks the language. In the context of professionally oriented foreign language teaching, educational dialogues are used that would prepare students for natural dialogues. The natural dialogues are divided into three groups: contact making, information and reference, and social and domestic. Information and reference dialogues imply the request for any information or reference (dialogue-reference, dialogue-request). Social and household dialogues are used during a conversation on various household or social topics. Educational dialogues modeling natural dialogues, in turn, are divided into fully learned, partially transformed, transformed, prepared under the guidance of a teacher, independently prepared and spontaneous. The main criterion for such division of dialogues is the degree of readiness. The highest level of proficiency in dialogical speech implies a relaxed and structurally diverse conversation, whether paired or group, that is, free or "initiative" speech. The

method emphasizes the ways of teaching dialogic speech: deductive and inductive.

The reproduction of dialogue on roles, stimulation of dialogical communication happens on the basis of a similar speech situation. In this case, the dialog model is a support for orientation in the substantive plan of communication, as well as introduces the socio-cultural peculiarities of native speakers and their speech behavior. So, for example, students of nonlinguistic higher education institutions should be able to discuss, describe and compare graphs, tables, formulas, conduct business and telephone conversations, conduct presentations and participate in conferences, participate in scientific discussions, both in formal and informal atmosphere in a foreign language, which is impossible without dialogues support [4]. Therefore, the question of including such areas of communication as educational and professional, official business and research, which would recreate the conditions of possible professional contacts and research activities, in addition to social and domestic and socio-cultural areas of communication inevitably arises.

The inductive approach assumes a way from assimilation of elements of dialogue to its independent conducting on the basis of an educational and communicative situation, and also on the basis of the knowledge received at work with dialogues- samples. At the same time, the most effective teaching of dialogic speech is the variation of these approaches, which makes it possible to form such components of communicative competence as: linguistic competence - knowledge of 52 language system in speech and ability to understand other people's thoughts and express oneself with the help of the system; speech competence - ability to choose a suitable linguistic form and method of expression depending on conditions of speech act; subject competence - ability to orientate oneself in the substantial plan of communication in a certain sphere of human activity; research competence - ability to carry out scientific research in professional sphere; pragmatic competence - ability to work in a certain sphere of human activity.

Teaching a foreign language as a means of professional communication should have a scientific and practical orientation, which implies a close relationship of classes with the profiling disciplines, as well as active participation

of students in scientific activities of the university in order to improve the ability to communicate in a foreign language. In this regard, the role of teaching for specific purposes has significantly increased and is designed to prepare competent specialists capable of successfully carrying out foreign language speech communication in professional activities [6].

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