

COMMUNICATIVE LANGUAGE TEACHING IN NON-PHILOLOGICAL UNIVERSITIES

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Annotation. This article analyzes the process of formation of communicative skills in ESP learners. Higher education today faces the problem of finding effective ways to form competencies that are part of a foreign language communicative competence, as well as introducing new ways of forming communicative competence by developing its constituent components that are necessary for future specialists in any area of their activity.

Key words: *communicative, linguistic, sociocultural, strategic, discursive, cognitive competences, educational paradigms, extrasensory perception, socio-cultural environment.*

ОБУЧЕНИЕ КОММУНИКАТИВНОМУ ЯЗЫКУ В НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ

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Аннотация. В данной статье анализируется процесс формирования коммуникативных навыков у студентов изучающих английский язык для специальных целей. Перед высшими учебными заведениями сегодня стоит проблема поиска эффективных способов формирования компетенций, входящих в состав иноязычной коммуникативной компетенции, а также внедрения новых способов формирования коммуникативной компетенции путем развития составляющих ее компонентов, необходимых будущим специалистам в любой сфере их деятельности.

Ключевые слова: *коммуникативные, языковые,*

социокультурные, стратегические, дискурсивные, когнитивные компетенции, образовательные парадигмы, экстрасенсорное восприятие, социокультурная среда.

Currently, the problem of mastering a foreign language at all levels of the educational process is becoming increasingly important. High school is faced with the task of not only updating the content of education, but also introducing new ways of forming communicative competence by developing its constituent components that are necessary for future specialists in any area of their activity.

According to the State educational standards of the higher education system, learning a foreign language is mandatory, its goal is the formation of foreign language communicative competence of a graduate, his preparation for professional communication in a foreign language in various situations. To solve everyday problems in the modern socio-cultural environment, a young specialist needs a level of proficiency in a foreign language that would be sufficient for the implementation of personal and various industrial contacts, for further professional growth and self-development.

The concept of foreign language communicative competence has been repeatedly considered by a number of methodological scientists, and most of them believe that here we are dealing with a complex phenomenon that includes a number of components. [1, p. 87].

Since communication is a difficult, multifaceted process, therefore, its component composition is heterogeneous and can be determined by the main competencies: linguistic, socio-cultural, strategic, discursive, cognitive. Competence as a result of educational activity implies a complex of interrelated knowledge, skills and abilities in combination with the personal experience of students, obtained in the process of completing the assigned tasks, and

emotional attitude to various types of educational activities and methods of its implementation [2].

The flexibility of the competence-based approach to the organization of the educational process makes it possible to introduce elements of the basic educational paradigms (knowledge-oriented, personal, cultural) into the competence-oriented educational environment [3].

Higher education today faces the problem of finding effective ways to form competencies that are part of a foreign language communicative competence. Quite effective methodological techniques include project activities related to the collective solution of the assigned tasks, problem discussions, role-playing games with modeling situations of professional communication.

The formation of communicative competence can be imagined in the form of climbing to the top of pyramid, at the highest point of which is the ability to perform tasks for productive thinking, and the whole process of moving to this point is the daily overcoming of educational difficulties for the transition from simple to complex, from reproduction of knowledge to simple mental actions (description), then to more complex operations (argumentation, explanation), and then to the generation of speech utterances.

The effectiveness of the formation of communicative competence depends on the correct choice of the strategy underlying the learning process. The optimal didactic strategy is related to how correctly the set of target tasks is defined and whether it takes into account the logic of the development of the assimilation process, that is, it is important to clearly understand what the set of target competencies should be at each stage of the educational process, and how to correctly emphasize the priority points in their choice [2].

As you know, language competence as one of the main components of communicative competence implies knowledge of vocabulary, grammar and phonetics of a foreign language, as well as the ability to use this knowledge receptively and productively in various types of speech activity.

The development of linguistic (linguistic) competence requires from the teacher such an approach to the organization of training, which would give each student the opportunity to develop and open up as a creative person, who understands that her worldview, feelings, interests are significantly important at every stage of language acquisition. In order for the immediate activities of students to come to the fore, it is reasonable to use such a form as project development. Work on the project helps to form a universal system of students' speech actions, which are applicable not only for solving a specific educational and communicative task in class, but also for real professional tasks in a multicultural space. It is important for the student to feel not so much a "student" as a full-fledged partner, on whose activities overall success depends, as a result of which the student turns from a passive listener into an active participant in communicative interaction, and the process of communicating knowledge takes the form interdependent exchange of knowledge.

Project activity as a didactic method is inextricably linked with the development of team work skills, as well as with the method of problem learning, since a project is, first of all, a problem that needs to be resolved. This method is not new, but its effectiveness is undeniable, because it encourages students to actively, creatively, independently acquire knowledge.

The system-forming components of project activities include the selection of topics, in which not only teachers, but also the most active students should take part, while their interests, potential opportunities, creative and professional needs should be taken into account. Important components are also the organization of the workplace and the formation of working teams, within which the planning of specific directions for the implementation of the project begins, the definition of the role and tasks of each team member, based on his individual linguistic abilities and taking into account the possibility of realizing a subjective position [4, p. 134].

As an example, we can cite the study of possible unforeseen (emergency) situations on an oil and gas field oil rig and ways to prevent them. The first stage of work in a team is to search for information in various sources, including teachers of the graduating departments. Then work with special dictionaries, study of the found authentic text and video material, accumulation of the necessary vocabulary. The final stage is a role-playing game - a "production meeting", at which each team reports on an "incident" (shutdown of drilling equipment, release of associated gas, fire at an oil storage facility), asks other teams for help and advice, and then offers his own ways to solve this problem. The purpose of this work is to simulate a real production situation, focusing on the behavior of a petroleum engineer (drilling foreman or other specialists), his ability to find a solution and manage a team, as well as the willingness of each team member to do everything possible to find solutions and competent justification of options.

Thus, the project participants are involved in the process, where they are subjects of their own activities, where they are faced with the task of seeing and isolating the problem, formulating and organizing the study and solution of a particular issue, and applying the knowledge gained in speech activity.

The activity approach is focused both on the assimilation of knowledge and on the formation of skills and abilities, it helps to bridge the gap between theoretical knowledge and the practice of its application in speech, makes it possible to develop skills and abilities from an activity position. A student, when he obtains knowledge, and does not receive it ready-made, realizes the meaning of educational activity. This contributes to the effective development of their own abilities and general educational competencies. If each subsequent stage is logically based on previous results, it means that the general didactic strategy is defined correctly, and the result is a smooth transition from the formation of skills to the development of competencies that are so necessary for a future specialist.

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