

PEDAGOGICAL BASES OF DEVELOPMENT OF COMMUNICATIVE CULTURE OF ESP STUDENTS IN NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT:

The article discusses that the emergence of professional lingvodidactics is determined by the objective social needs of millions of engineers, scientists and other professionals in learning a foreign language as an international resource for the exchange of professional information and experience.

Keywords: non-philological institutes, communicative culture, ESP students, linguodidactics, methodology, language, future specialists.

INTRODUCTION:

Language has always been considered important. Especially in the current age of science and education, the development of the digital economy, information and innovative technologies, its importance is growing. Particular attention is paid to knowledge of scientific achievements, mastering modern techniques and technologies used in various fields, exchange of experience with foreign partners, and the ability of specialists in various fields to communicate freely in foreign languages in their professional fields.

In the context of globalization in our country, a special place is given to the development of advanced pedagogy, improving the methods of teaching foreign languages in the non-philological areas of higher education, training specialists who are well versed in science and technology. In the missive of the President of the Republic of Uzbekistan Sh. M. Mirziyoev dated December 29, 2020, «The study of physics and foreign languages should be a priority in the coming year, and for this

purpose it is necessary to radically improve the quality of teaching these subjects at all levels of education in the coming year» [1]. Identifies important tasks such as improving the model of development of communicative competence of future professionals in the professional and cultural aspects on the basis of integration of interactivity, linguistic thinking and communicative criteria.

As a result of reforms in the education system, an effective system of teaching foreign languages in continuing education has been introduced. In addition to the work done, there is a need today to improve the quality of effective and systematic teaching of English. Consequently, the rapid growth of the scope of international educational programs also requires students to be able to use English not only professionally, but also as an academic field of communication in modern conditions.

This requires us to form and develop a communicative culture in English related to the professional activities of future higher education personnel studying in the field of non-philological education.

The methodology of pedagogical communication, influencing the culture of interpersonal relationships, the effectiveness of subject knowledge, skills by students, creates a unique moral and psychological climate in the educational process.

Communication is an important condition for a person's socialization. Pedagogical communication is a collaboration between educators and learners in the learning process, which is based on the exchange of information (primarily educational information). In pedagogical communication, it

helps to understand the personal and professional thinking of the process participants, as well as to carry out interactive activities. In this case, information is conveyed through both verbal (speech) and nonverbal (visual, emotional) actions [12, 32].

The communicative culture of the student is a professional communication between the object and the subject of the educational process. The necessary level of communicative culture related to professional activity allows the teacher to positively receive his students and colleagues and unconditionally ensure the achievement of educational goals [14, 48]. At present, the task of teaching a foreign language in our country is to train specialists with a new approach to the professional activities of future professionals. In the process of global education integration, the development of professionals with the ability to communicate fluently in a foreign language requires scientific research that will ensure their competitiveness in the labor market. An English teacher faces a number of challenges in organizing the learning process at non-philological universities: increasing students' interest in the language being studied, ensuring the integration of the language being studied with professional skills, integrating various disciplines and organizing learning activities.

We have repeatedly stated in our scientific articles that a foreign language teacher should know not only the foreign language and its teaching methods, but also the specific features of the information about the profession of a representative of a particular field. Preparing a logical sequence of exercises using appropriate terminology in the professional teaching of English and the organization of educational work requires a great deal of hard work.

Practical experience of working in non-philological directions encourages us to

take into account the above ideas and consider issues of linguodidactics. It is well known that linguodidactics is a general theory of language learning. It explores the general laws of language teaching, the content, methods and resources of teaching a particular language, depending on the didactic goals, objectives and the nature of the material being studied.

RESULTS AND DISCUSSION:

Given the peculiarities of language teaching in non-philological areas, the teacher should not only rely on the complementarity of English with other subjects in the selection of educational content, but also study the integration between relevant disciplines, as this is important in the preparation of teaching material.

In his work, F.M.Litvinko emphasized the general laws of linguodidactics regarding the functioning of mechanisms of communication with foreign languages and the ways of their formation. It is also possible to enumerate the concepts, principles, content, organizational forms of teaching, research mechanisms and design of the learning process, which serve as a theoretical basis for the process and study of languages, the object of linguodidactical research.

The subject of linguodidactics is the technology of language teaching (teacher activity), learning (student activity), the principles of choosing the content of educational materials and the technology of acquisition of personal knowledge. Linguodidactics teaches the laws of mastering any language, whether it is a primary or a second language [11].

If we study the works of our scientists, such as M. Dzhusupov, we can give another definition of linguodidactics and methodology: «Linguodidactics deals with the creation of the theoretical basis of language teaching, while the methodology deals with the implementation of the results of

linguodidactical research in the educational process» [9, 21].

A.K.Krupchenko is one of the founders of professional linguodidactics, which he writes in his works - «Professional linguodidactics is the development of a methodology for teaching a foreign language based on the professional activities of representatives of various fields and its components aimed at the formation of professional communicative competence in the foreign language of future professionals» he mentioned. Currently, the issue of taking into account professional linguodidactics in the selection of educational content in non-philological areas is being considered [10, 310]. A.K.Krupchenko notes that the emergence of professional linguodidactics is determined by the objective social needs of millions of engineers, scientists and representatives of other professions in the acquisition of a foreign language as an international resource for the exchange of professional information and experience.

Modernization of the content of training requires the renewal of modern approaches and knowledge, as well as the development of theoretical and practical skills of teaching a foreign language in non-philological institutes [16, 88-92].

In the process of professional-oriented teaching of a foreign language in the formation of professional linguodidactics of future specialists, a set of specific principles of professional linguodidactics of teaching a foreign language can be considered as its basic laws. Professional linguodidactics includes general didactics and target principles. These principles can be variously called - integral, interdisciplinary, functional, as well as the principles of problem, continuity, multilevel, variability, communication and reciprocity. Linguodidactics includes both general didactic and purposeful principles. These principles can be called integrative, interdisciplinary,

functional, as well as the principles of continuity, variability, communicativeness and integrativeness.

Thus, the student should be placed in a learning environment and communication, in such conditions of interaction, as a result of which the student acquires communicative knowledge and skills, participates as a subject of activity and communication. In order to create this learning environment, these conditions of interaction, it is necessary to create purposeful situations in the classroom. A foreign language, formed through communicative culture, is a socio-historical product, like the whole language system, which reflects the history of the people, the system of social relations and values, as well as culture in general.

The development of a communicative culture requires the creation of problematic situations. The situation itself is the basis for the implementation of the dialogue: therefore, the whole process of communication is a practically continuous, dynamic series of interchangeable situations. So, it is seen as a unit of organizing the whole process of teaching communication.

Hence, the interaction of the interlocutors occurs when solving any problem. Methodological point of view, this is important because situations are organized as an activity consisting of solving communication problems. In this process, situations are used in the development of communicative culture in students, each of which is understood as a system of student interaction. In English classes, students have a wide range of opportunities to communicate, defend their ideas, persuade, and develop an important communicative culture [18, 1416]. Because organizational and communicative aspects are important organizers of the effectiveness of professional activity.

However, it gets into the situation, the student thinks more about how to express his opinion quickly, clearly and logically through the available vocabulary, minimal language resources, rather than how to use more expressions on the topic given by the educator. The acquisition of the necessary expressions is carried out during the performance of other special exercises and tasks.

CONCLUSION:

The above allows you to determine the following basic rules for the development of communicative culture in the study of English in the professional activities of students of higher education:

- Attention should be paid to interpersonal and intercultural orientation in the activation of communicative skills;
- If the speech material is organized around authentic situations as systems of interaction of communicators for the development of communicative culture, their content increases and are considered problems in the interests of students;
- In order to develop a communicative culture in students, the formation of knowledge and skills should be carried out in the context of the language material following the purpose of individual speech.

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