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УДК 37.091.33

MAIN ASPECTS IN THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF A TECHNICAL UNIVERSITY

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Abstract: *The article provides an overview of aspects in the formation of communicative competence among students of technical universities. Special attention is paid to the main aspects. Their definition and brief description are given.*

Key words: *pronunciation and intonation, reading, oral speech, writing, lexical and grammatical aspects.*

Recently, there have been changes in our country that have put many graduates of technical universities in front of the need to know a foreign language. With the development of international relations, the demand for specialists who speak a foreign language is expanding every day. Many enterprises and companies work closely with foreign colleagues, which forces employers to form new requirements for their employees, including the requirement for knowledge of a foreign language.

With the strengthening and expansion of economic ties with foreign countries, there is a need for qualified specialists with good knowledge of a foreign language. Along with this, the humanistic orientation of the education reform and the change of priorities - from the preparation of a set of narrow specialists necessary for the state to study in higher education as a way of personal self-development, the formation of widely educated and thinking citizens of a democratic society - forces us to look for ways to satisfy the educational needs of students in accordance with their personal aspirations. Thus, the study of a foreign language can be not only a goal, but also a means of development, education of the personality of a future specialist.

Many non-linguistic universities develop individual programs for teaching future specialists in foreign languages. But, as a rule, there are a number of main tasks that teachers face in the learning process:

- teaching pronunciation and intonation;
- teaching to read;
- development of oral speech;

- teaching writing;
- learning the lexical and grammatical aspects.

One of the main aspects in the formation of the communicative competence of future specialists is teaching to read. The ability to read literature in the specialty remains extremely important. At the same time, it is necessary to develop several types of reading: studying, introductory, search and viewing.

Learning reading forms the student's ability to independently understand a foreign text, since it implies the most accurate understanding and comprehension of the information given in the text.

Review reading involves getting a general idea of the material being read. This type of reading requires the reader to master a significant amount of linguistic material.

Introductory reading does not imply obtaining any specific information for the purpose of its further use or reproduction. Its main task is to extract basic information from the text.

The purpose of the search reading is to quickly find specific data in the text (facts, indications, numerical indicators, characteristics). This type of reading helps to read newspapers and literature on the specialty. Reading, especially aloud, is also the basis for developing speaking and pronunciation skills.

As recent studies show, the ability to prepare and implement a monologue statement in the form of a message and a report is the most typical for the sphere of professional communication. In this regard, much attention is paid to the development of oral speech. Future specialists are trained to participate in an elementary dialogue and polylogue, which implies the need to develop the ability to express their own opinion, approval or disapproval of other people's statements, make a request for information, etc.

The next necessary aspect when studying a foreign language in technical universities is the mastery of written speech. Learning to write involves mastering spelling and performing various training exercises in writing. It is also important for students to form the skills necessary to fill out various questionnaires and forms, conduct informal correspondence and write some types of business letters.

When teaching a foreign language in a non-linguistic university, it is necessary to take into account that the process of intercultural communication implies taking into account the cultural conditionality of one's own language and the language of a communication partner. It is necessary to perceive the language of the partner, taking into account the culture in which he lives and the carrier of which he is. This requires a certain level of competence in the language and in the associated behavior. There are significant differences between cultures in how and what means of communication are used when communicating with representatives of other cultures. Thus, representatives of individualistic Western cultures pay more attention to the content of the message, to what is said, and not to how it is said. Therefore, their communication is weakly dependent on context. Such cultures are characterized by a cognitive style of information exchange, in which significant requirements are imposed on fluency of speech, accuracy of use of concepts and logic of statements.

Both in writing and in speech practice, the lexical and grammatical aspect is necessarily involved. In the process of learning, students have to work with a dictionary, with text, lexical exercises. Materials for teaching, which are selected by universities, focus on the structures that are most typical for the scientific and technical style. In the learning process, students repeat the grammar material that they studied in school, as well as learn new sections of grammar. The

skills that are formed are then consolidated in communicative-oriented exercises developed for a particular specialty. Such exercises allow us to consider the vocabulary and grammar of the target language not only as a system of language rules and their use, but also as a system of communicative functions performed by certain linguistic units.

Since speech material is a means of implementing speech communication, students are actively studying new vocabulary and terminology, which is widely used in their specialty. This helps them in the future to better understand spoken and written speech.

All of the above aspects help to correctly form the communicative competence of students of technical universities, which allows them to be competitive in their professional field of activity.

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УДК 372.881.111.1

THE GUIDED DEVELOPMENT OF STUDENTS' META-SUBJECT SKILLS AND PERSONAL TRAITS WHILE TEACHING ORAL FOREIGN LANGUAGE COMMUNICATION

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