



Innovative Opportunities for the Development of Communicative Culture in the Process of Teaching English Language to Future Professionals

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ABSTRACT

This article describes the main criteria for teaching English to specialists in professional activities, provides an overview of interdisciplinary connections in the learning process and new methods of teaching English in order to form a communicative culture in English, focused on the professional activities of future graduates.

Keywords:

Communicative culture, didactic opportunities, future specialists, non-philological universities, energy, technology, higher education institutions.

Introduction

At present, the development of a communicative culture focused on professional activity is becoming increasingly important and important in improving the skills of future professionals. In order to achieve effective teaching in the development of communicative culture in professional-oriented English in non-philological higher education institutions, it is necessary to develop priority textbooks for the development of language skills based on relevant types of educational activities for future professionals in the field of energy. Also, the direct application of the studied material in practice will increase the effectiveness of the training process. For the successful implementation of the process of teaching English, it is necessary to develop a communicative culture and self-improvement. Through a communicative culture, the student acquires skills such as the accumulation, storage, transmission of their knowledge, the creation of their logical structure and their

effective use in the organization of future creative activities.

L.D.Grebenyok stressed the need to develop oral communication skills and focus on conducting scientific discussions on topics focused on professional activities. In the learning process, oral speech should be understood as a listening comprehension or reading skill. The oral form should be expressed in the form of a dialogue and a monologue, i.e., comprehension and reproductive reproduction of what was heard or read [2, 187-188]. We agree with the scholar, because the integration of writing, reading, speaking and listening skills, as well as the consideration of interdisciplinary links in the teaching of professional English is one of the modern requirements for the educational process.

We know that the basis for learning a language in a non-linguistic environment is lexical material. So these are texts, new words and terms. A career-oriented English teacher should carefully select teaching materials for

the specialty being studied based on the needs of the students. This will help to develop a communicative culture in English focused on the professional activities of future professionals.

For example, texts can be selected according to the nature of the narrative (description, message, story, reflection, translation, and discussion), several types of speech activities are combined, and you have to work on lexical material for energy areas. As an example, we can cite the following training material on the topic of "Lightning", which is reflected in the textbook "Power Engineering" for future professionals to read and reflect. That is, students read the text and think about natural phenomena related to energy, while the text in the written material is based on answering questions on the topic.

LIGHTNING

The lightning flash is certainly the earliest manifestation of electricity known to man, although for a long time nobody knew that lightning and atmospheric electricity are one and the same thing. Indeed, for thousands of years people knew nothing about thunderstorms. However, they saw long sparks falling from the dark sky and heard thunder. They knew that these sparks could kill people or strike their houses and destroy them. Trying to understand that dangerous phenomenon, they imagined things and invented numerous stories.



Take the early Scandinavians as an example. They thought that thunderstorms were produced by Thor, the god of thunder. Besides his throwing both thunder and lightning at some people, he was a hammer-thrower. According to the story, his powerful hammer had the property of always coming

back to his hands after it had been thrown. The fifth day of the week, that is Thursday, was named after him. A story like that invented by those early Scandinavians could be also heard from other peoples.

However, time flies. Thunderstorms have long stopped being a problem that scientists tried to solve. All know, at present, that lightning is a very great flash of light resulting from a discharge of atmospheric electricity either between charged clouds or between a charged cloud and the earth.

Even now some people do not like being out during a thunderstorm. Dark clouds cover the sky, turning day into night. There are lightning flashes followed by thunder which can be heard for kilometers around. Needless to say, there is always some danger in a thunderstorm for a very high building or a man standing in the open field.

Many years ago people learned to protect their houses from thunderstorms. Coming down from a charged cloud to the earth, lightning usually strikes the nearest conductor. Therefore, it is necessary to provide an easy path along which electrons are conducted to the earth. That Benjamin Franklin invented the lightning conductor is a well-known fact. The lightning conductor, familiar to anybody at present, is a metal device protecting building from lightning strokes by conducting the electrical charges to the earth.

B. Franklin's achievements in the field of electricity were known to M. Lomonosov who, in his turn, made experiments of his own. Among other scientific problems that M. Lomonosov studied was also that of atmospheric electricity. It greatly interested both M. Lomonosov and his friend Professor G. Rihman. Both of them tried to solve the problem in question. They made numerous experiments and observations without thinking of the possible danger. In order to get better results G. Rihman constructed the first electrical measuring device in the world.

Answer the following questions.

1. What is the earliest manifestation of electricity?

2. Are lightning the atmospheric electricity the same thing?
3. What did the early Scandinavians think about thunderstorms?
4. What is lightning?
5. Why don't you like to be out during a thunderstorm?
6. How do people protect their houses from thunderstorms?
7. What does lightning usually strike?
8. Who invented the lightning conductor?
9. What did Lomonosov do to solve the problem of atmospheric electricity?
10. Who constructed the first electrical measuring device in the world?

The examples show that this type of oral lexical and written materials is very effective for developing the communicative culture of future professionals in English and can be applied in practice in enterprises. Other types of speech activities in the development of communicative culture include listening comprehension and speaking skills as the basis for the development of oral speech skills. In the preparation of the above training materials, experts in this field were consulted, convinced that the cooperation of higher education institutions with industrial enterprises is important in the process of teaching English in the energy-oriented professional activities.

In order to develop a scientific and methodological framework for professional English language teaching in the field of energy, it is necessary to consider and address the following issues:

- ✚ selection of educational content, ie preparation of training materials on a specific topic;
- ✚ method, that is, how to define and present the training;
- ✚ space and time, which departments and topics can be saved to teach, as very few academic hours (2 hours per week) are allocated for foreign language teaching in energy higher education institutions.

The optimal solution to the above problems is the use of advanced pedagogical technologies, taking into account interdisciplinary connections and integrated skills.

One of the goals of our research is the introduction of innovative pedagogical technologies in the development of communicative culture in English, focused on the professional activities of future professionals studying in the field of energy. In order to achieve the desired goal, it is also advisable to use situational training "Case Study", assessment method, training technologies and project methods.

Using Case Study technology, in the first stage, students studied lexical texts describing the situation. They were given the following task: independently determine the nature of the problem and define their point of view in assessing the situation, then answer the subtext questions and find specific ways to solve the problem. In the second phase, work was done in small groups, where students exchanged views on the issue. At this stage, the teacher identifies student leaders who can suggest solutions to the problems after the group discussion. In the third, final stage of this technology, the teacher begins to discuss the problem in a group, analyzes the views of the participants, and engages as many students as possible in the discussion [7, 300].

We have studied many scientific articles on interdisciplinary relations and come across different interpretations of them. For example, according to A.V.Usova, interdisciplinary relations serve as a didactic condition for increasing the effectiveness of the educational process. Interdisciplinary relations also include the didactic state of raising the level of knowledge of students, the development of their thinking, creative abilities, the formation of cognitive interests [8, 54].

Based on the above analysis, we came to the following conclusions: understanding the modern importance of interdisciplinary relations and determining ways to apply them to science determine the proposal of pedagogical developments taking into account the social order of society and their introduction on pedagogical and didactic principles.

It comes to mastering lexical material, prospective professionals should include key terms related to the specific topic being studied

that focus on their professional activities, such as terms such as “electricity”, “current, voltage and resistance” [9, 253]. The main task of mastering special vocabulary is to develop professional-oriented communicative culture skills based on the stages of formation of professionally oriented words and terms and the formed vocabulary.

Understanding lexical units in a text focused on the professional activities of future professionals, that is, learning and remembering the necessary terms, is one of the main goals in the training process. The more deeply students engage in this, the more they use lexical materials to form this skill, the more successful the professional language competence in the most complex professional activities will be in developing professional translation skills. Many English language teachers emphasize that translation methods should not be used in the process of teaching a foreign language.

In their opinion, future professionals should intuitively guess this or that word, term when reading texts focused on their professional activities. However, as a result of practical work in non-philological higher education institutions, we have come to the conclusion that it is necessary to use the method of translation and develop these skills in reading professionally oriented texts. According to A.V.Voinova, “Translation competence consists of the skills and competencies required for translation, including: linguistic and speech terminological skills, speech skills from one language to another, semantic analysis of the text, and speaking ability” [10, 182].

Thus, the acquisition of professional-oriented vocabulary is determined not only in the process of working directly with the text (reading and translation), but also in the types of language skills such as speaking, listening comprehension and writing. In the process of working with future professionals studying in the field of energy, we were provided with the necessary teaching materials, and the study of English grammar and vocabulary provided an opportunity to identify the main difficulties of a linguistic nature that may arise among

students. The development of career-oriented communicative culture in English of future specialists in non-philological higher education institutions does not include in-depth study of grammatical materials. This is because translation competence is focused on developing skills and competencies in working with professional-oriented text.

Conclusion

According to N.M.Burtseva, “The communicative purpose of teaching grammar in non-philological higher education institutions allows to form the basic requirements for the volume of grammatical material. Must be able to learn the language as a means of communication focused on professional activities within a predetermined program and in real conditions for mastering” [1, 231].

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