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# The Methods of Communicative Culture in The Process of Teaching the English Language on The Example of Technical Direction Students at Non-Philological Universities

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ABSTRACT

This article describes the recommendation of interactive methods of preparing the English language for professional activity in the development of the communicative culture of future specialists in higher education.

## Keywords:

Communicative culture, interactivity, future specialists, non - philological universities, interactive methods, technical direction, students.

## 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 the knowledge of scientific achievements, mastering modern techniques and technologies used in various fields, exchange of experience with foreign partners, 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, the improvement of the methods of teaching foreign languages in non-philological areas of higher education, the training of specialists

who are well versed in science and technology [17, 273].

As a result of reforms in the education system, an effective system of teaching foreign languages has been introduced in the system of lifelong education. In addition to the work done, today there is a need to improve the quality of effective and systematic teaching of the English language. Consequently, the rapid increase in the coverage of international educational programs also requires students to be able to use English not only for professional purposes, but also as an academic field of communication in modern conditions [17,271].

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 [14, 47].

Practical experience in non-philological areas prompts to take into account the above points and consider the issues of linguodidactics. It is well known that linguodidactics is a general theory of language learning. It studies the general laws of teaching a language, the content, methods and means of teaching a particular language, depending on the didactic goals, objectives and nature of the material being studied. According to D.V. Bulatova, didactics is the methodological basis of the theory of teaching foreign languages. Therefore, we need to improve our methodology of teaching foreign languages on the basis of requirements, taking into account professional needs and social education [16,14].

The possibilities of English lessons in the development of the communicative culture of future professionals are very wide. Especially in English lessons, the use of interactive methods aimed at developing a communicative culture in English related to the professional activities of future highly educated specialists gives high results. Below are the guidelines for using these interactive techniques in your English lessons [10, 98].

The organization of the lesson based on interactivity is such that in the process not a single student is left on the sidelines, that is, they have the opportunity to openly express what they see, know, think. Students will have the opportunity to work together, find out the content of the topic, and make their own personal contribution to the development [8,430]. There is a process of mutual knowledge, ideas, exchange of ideas. Such situations ensure mutual sincerity, increase the desire to acquire new knowledge, and in the process of supporting each other, mutual friendly relations are formed. This is of great educational value. Thus, when organizing interactive lessons, you can use in the learning process individually and in pairs, group work, research projects, role-playing games, work with sources of information, creative work [15,122]

Teaching English language is recommended to use the following methods to develop the communicative culture of students of technical universities:

**Developing of communicative culture technology (DCCT)** – this method is aimed at high-quality and systematic mastering of interdisciplinary, most problematic topics in the shortest possible time. The essence of the technology of applying the method lies in the fact that it provides innovative information on various areas of the development of communicative culture in English for the future of higher education, professional personnel, and professional activity. At the same time, their individual elements are discussed [13, 48]. For example, pros and cons, advantages and disadvantages are identified, and the decision is made based on the views of the group during collective bargaining. This will be an important factor in the development of an English-speaking communicative culture of future highly educated professional personnel.

**Portfolio of pedagogical ideas of professional development (PPIP)** – advanced training, a graphical way of reflecting information in the process of thinking in an easy-to-understand for higher education professionals - in logical and associative schemes to help assimilate and understand complex topics, create projects and prepare for educational control. This method is aimed at developing a communication culture of professionals to think independently, to express their thoughts freely, as well as to develop their communication culture in English related to their professional activities, and such methods are usually carried out in small groups [12, 48].

**Developing language skills strategy(DLSS)** – this method is a language skills development strategy and is an interactive oral presentation method. This is a well-thought-out system of questions that leads students to a gradual mastery of knowledge in the field of the development of a communicative culture in English in relation to the professional activities

of future highly educated professional personnel. Used when repeating, consolidating and presenting new information. In the process of applying these questions, it is assumed that students must correctly answer one question to the teacher.

### Conclusion

In conclusion, it should be noted that the use of the interactive methods recommended above is one of the modern teaching technologies in the development of the communicative culture of future higher education specialists in English, related to their professional activities.

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