



Peculiarities Of Communicative Oriented Teaching in Non-Philological Universities

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ABSTRACT

The article deals with professionally oriented teaching of speech activity based on interdisciplinary integration as a means of forming the professional and communicative competence of non-philologist students in the English language course. The competency-based approach involves the formation of key competencies, one of which is communicative competence, which should be improved in students of all specialties and in the study of all disciplines.

Keywords:

Competency-based approach, professionally oriented teaching, communicative competence, communicative method, creativity, general outlook.

At the present stage of development of higher education, one of the main tasks is to update professional education by strengthening its practical orientation while maintaining its fundamental nature. The solution of this problem should be facilitated by the reform of higher education, which prescribes the introduction of a competency-based approach, which, without denying the importance of knowledge, focuses on the ability to acquire, process and use it, and actualizes the pragmatic aspect of education.

The increased interest in the communicative side of education in higher education is also explained by the fact that Russian specialists, as data from modern studies show, experience significant difficulties in professional communication.

That is why in recent years, the need to form the communicative competence of a future specialist through the implementation of professionally oriented training has been increasingly recognized. Despite certain differences in interpretation, the essence of professionally oriented education, as a rule, boils down to the fact that it directs the

pedagogical process to the final result of the student's education at the university - the future profession, which will ultimately become the sphere of application of all the knowledge, skills and abilities acquired, testing their effectiveness.

Let us turn to the specifics of a foreign language. First of all, a foreign language teacher teaches children the ways of speech activity, so we are talking about communicative competence as one of the main goals of teaching a foreign language.

Ya.M. Kolker dwells in detail on the following point: "In recent decades, it has been customary to oppose traditional teaching of foreign languages with communicative and intensive methods" [3, p. 48]

Communicative teaching of foreign languages is of an activity nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people (I.A. Zimnyaya, G.A. Kitaigorodskaya, A.A. Leontiev). Participants of communication try to solve real and imaginary

tasks of joint activity with the help of a foreign language.

A.A. Leontiev emphasizes: "Strictly speaking, speech activity, as such, does not exist. There is only a system of speech actions that are part of any activity - wholly theoretical, intellectual or partially practical.

According to the point of view of I.A. Winter "speech activity is a process of active, purposeful, language-mediated and situation-conditioned communication, interaction of people with each other (with each other)" [3, p. 93] Therefore, the author concludes that the teaching of speech activity in a foreign language should be carried out from the position of formation and independent activity, determined by the fullness of its characteristics.

The peculiarity of the activity type of learning lies in the fact that, in its purpose and in its essence, it is associated primarily with a separate type of speech activity, so we find it widely used when it comes to teaching reading, listening, translation, etc. And only in one of the methods known to us, trying to cover the teaching of a foreign language as a whole, namely, in the communicative method, we find the main features of the activity type of learning.

According to E.I. Passov, the author of the communicative method, "communicativeness implies a speech orientation of the educational process, which consists not so much in the fact that a practical speech goal is pursued (in fact, all areas of the past and present set such a goal), but in the fact that the path to this goal is the actual use of the language. Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

M.B. Rakhmanina focuses on the following: "Speech partnership depends to a large extent on the communicative behavior of the teacher, which, finally, is also included in the aspect of the speech orientation of teaching and is due to the activity nature of communication" [9, p. 53]. In fact, at all stages of assimilation of the material, communication is taught. But there are a number of points that require special training. So, for the ability to communicate, a special role is played by: the ability to enter into communication, curtail it and resume it; the ability to pursue one's strategic line in

communication, to implement it in the tactics of behavior contrary to the strategies of other communicating; the ability to take into account each time new (several new at once) speech partners, change the roles of partners, or the appeal of communication; the ability to probabilistically predict the behavior of speech partners, their statements, the outcomes of a given situation.

The modern communicative method is a harmonious combination of many ways of teaching foreign languages, being probably at the top of the evolutionary pyramid of various educational methods.

At the present stage of teaching foreign languages, most linguists consider "communicative" to be the most effective and criticize traditional methods that work on the principle of "from grammar to vocabulary, and then the transition to reinforcement exercises." Artificially created exercises do not form a language user, and a person who learns a language using this particular technique is more likely to remain silent than to utter an incorrect phrase. And "communicativeness", on the contrary, is called upon to "untie" the language.

The Communicative Approach develops all language skills - from speaking and writing to reading and listening. Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas, and only then begins to understand what they are in a grammatical sense. The goal is to teach the student to speak a foreign language not only fluently, but also correctly.

The rules and meanings of new words are explained by the teacher using vocabulary familiar to the student, grammatical constructions and expressions, gestures and facial expressions, drawings and other visual aids. Computers with CDs, Internet, TV programs, newspapers, magazines, etc. can also be used. All this contributes to the awakening of students' interest in the history, culture, traditions of the country of the language being studied.

In foreign language lessons, the teacher creates situations in which students communicate in pairs with each other, in

groups. This makes the lesson more varied. Working in a group, students show speech independence. They can help each other, successfully correct the statements of the interlocutors.

The teacher in the classroom assumes the functions of an organizer of communication, asks leading questions, draws attention to the original opinions of the participants, and acts as an arbiter in the discussion of controversial issues.

The difference between communicativeness is that instead of training texts and dialogues specially adjusted to the active vocabulary and the grammar being studied, it uses imitation of situations from real life as the main technique, which are played out in the classroom in such a way as to arouse maximum motivation for students to speak. So, instead of endlessly chewing on typical textbook phrases: "My name is Tom. I live in London. I am a student", etc., students studying the topic "Acquaintance" actually begin to actively get to know each other and discuss issues of interest to them.

Mostly topics are discussed with which students are familiar in their native language: this makes it possible to focus specifically on the development of communicative abilities, that is, the ability to use the language spontaneously. It is preferable that the topics be "hot" - related either to the life of the students themselves, or to all aspects of modern life that are of interest to all (ecology, politics, music, education, etc.). In Western textbooks, especially at levels below Upper Intermediate, you will hardly find such "topics" as a biography of Shakespeare or the achievements of nuclear physics. Only at the senior levels are introduced "bookish" and "scientific" styles.

Unlike the audiolingual and other methods based on repetition and memorization, the communicative method sets exercises "with an open ending": the students themselves do not know what their activity in the class will result in, everything will depend on reactions and answers. The situations used every day are new. This is how students' interest in classes is maintained: after all, everyone wants to

meaningfully communicate on meaningful topics.

Most of the time in the lessons is occupied by oral speech (although reading and writing are also given attention). At the same time, teachers speak less and listen more, only directing the activities of students. The teacher sets the exercise, and then, having "talked" to the students, fades into the background and acts as an observer and arbiter. Preferably, he should use exclusively the target language.

The communicative method consists in likening the learning process to the communication process, more precisely, it is based on the fact that the learning process is a model of the communication process, albeit somewhat simplified, but adequate in terms of basic parameters, similar to the real communication process.

All of the above regarding the communicative method of teaching speaking a foreign language allows us to assert that the subject of training in this case is speech activity in a foreign language. In this method, the allocation of speech skills of speaking is clearly traced, and exercises are offered for their consistent formation. All this, in turn, gives grounds to assert that the communicative method of teaching E.I. Passova represents an activity type of teaching foreign languages.

Based on this chapter, the following positive aspects of the communicative method of teaching foreign languages can be distinguished:

Only in the communicative method of teaching foreign languages do we find the main features of the activity type of learning, the peculiarity of which is that, in its purpose and in its essence, it is connected primarily with a separate type of speech activity, so we find it widely used when speaking it is about teaching reading, listening, translation, etc.

Practical speech orientation is not only a goal, but also a means, where both are dialectically interdependent.

The modern communicative method is a harmonious combination of many ways of teaching foreign languages, being probably at the top of the evolutionary pyramid of various educational methods.

The use of the communicative teaching method removes the language barrier.

Grammar is mastered in the process of communication in the language: the student first memorizes words, expressions, language formulas, and only then begins to understand what they are in a grammatical sense. The goal is to teach the student to speak a foreign language not only fluently, but also correctly.

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In the course of the work, it was revealed that the first line in the popularity rating of methods is actively held by the communicative approach, which, as its name implies, is aimed at the practice of communication.

This method is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical structures and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. This method is focused on the development of not only language knowledge, but also the creativity and general outlook of students. The language is very closely intertwined with the cultural characteristics of the country, therefore, the study of the language certainly includes the regional aspect.

The communicative technique involves the maximum immersion of the student in the language process, which is achieved by reducing the student's appeal to his native language to a minimum. The main goal of this technique is to teach the student to speak the language fluently first, and then to think in it.

However, not all teachers are in a hurry to apply this method in practice.

It is not clear why, since in the course of the work many advantages of the communicative teaching method were revealed:

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The main thing that is necessary for the introduction of the communicative method into the practice of the school is the psychological

preparedness of teachers, their conviction in the need for communication, their faith in the effectiveness of this direction.

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