

# NOFILOLOGIK OLIV O'QUV YURLARIDA TALABALARNI CHET TIL O'QITISH KOMMUNIKATIV KOMPETENTSIYASI

## ОБУЧЕНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ

### TEACHING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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#### Annotatsiya

Ingliz tilini o'qitishning muhim jihatlaridan biri bu kommunikativ kompetentsiyani shakllantirishdir. Talabalarda ingliz tilini o'qitish xususiyatlarini tahlil qilish, ingliz tili darslarida talabalarning kommunikativ kompetentsiyasini shakllantirish ularning kelgusida shu tilda ravon so'zlasha olishi, o'z sohasi raqobatbardosh kadr bo'lib shakllanishi bilan belgilanadi. Ilmiy tadqiqot metodlaridan tahlil qilish, sintez, deduktsiya metodlariga o'lanildi.

#### Аннотация

Формирование коммуникативной компетентности у студентов на уроках английского языка, владение иностранным языком даст возможность быть востребованным на рынке труда в будущем. Она точно определяет потенциал будущего специалиста в той или иной сфере, так как в наши дни потребность в специалистах со знанием иностранного языка возрастает. В данном исследовании были применены методы научного исследования анализ, синтез, дедукция и др.

#### Abstract

The formation of communicative competence acts as a leading one in teaching foreign languages. It accurately determines the potential of a future specialist in a particular field, since today the need for specialists with knowledge of a foreign language is increasing. The methods of scientific research as analysis, synthesis, deduction and other theoretical research methods were applied.

**Kalit so'zlar:** kommunikativ kompetentsiya, kommunikativ kompetentsiyani shakllantirish, chet tillarini o'qitish, tibbiy terminologiya, o'qitish metodlari, ingliz tilini o'rganish, chet tili, lingvistika.

**Ключевые слова:** коммуникативная компетенция, формирования коммуникативной компетенции, обучения иностранным языкам, методы обучения, медицинская терминология, навыки владения английским языком, иностранный язык, лингвистика.

**Key words:** competence, communicative competence, foreign languages skills, non-linguistic universities, communication, teaching foreign languages, mastering the skills, methods of teaching, foreign language communication.

## INTRODUCTION

Foreign language skills make a specialist in any field more competitive in the labor market. The educational role of a foreign language is associated with the opportunity to join sources of information, timely access to which is practically closed due to lack of knowledge of the language, with the expansion of the general and professional horizons, with the mastery of communication skills with foreign colleagues, with an increase in the culture of speech. The formation of communicative skills of students has become an important issue. The foreign and native specialists have done research in different aspects of forming the communicative skills in students. This paper elucidates the importance of communicative skills of future specialists of foreign language teaching.

## MATERIALS AND METHODS

According to M.K. Kabardov, communicative competence is the assimilation of ethnic and socio-psychological standards, standards, behavioral stereotypes, mastery of the "technique" of communication [1]. I.A. Zimnyaya expressed similar position on the definition of communicative competence as M.K. Kabardov. She defines it as "mastery of complex communication skills and abilities, the formation of adequate skills in new social structures. Also it is a knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, good breeding; orientation in communication means,

inherent in the national, class mentality, mastering the role repertoire within the framework of this profession"[2].

Actually, communicative competence is not considered as a personal characteristic of a person, but it can be manifested in the process of communication.

The methodological basis of the study was the conceptual provisions of prominent researchers in the field of theory and methodology of teaching foreign languages. Among them are (I.L. Bim, N.I. Gez, A.A. Mirolubov, E.I. Passov, G. V. Rogova, E. N. Solovova, I.A. Zimnyaya, A.A. Leontiev, R.P. Milrud, S. K. Folomkina, S. A. Khavronina, N. Brieger, R. Ellis, T. Hutchinson, D. Hymes, V. Kupper-Herr, L. Loveday, S. Savignon, HH Stern, J. Swales, E. Williams, J. Yalden and others.

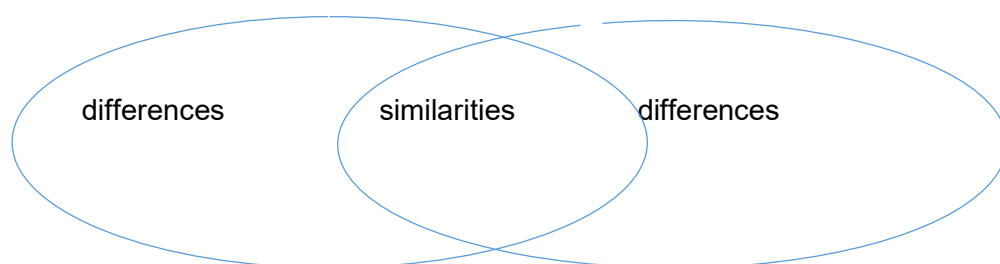
## RESULTS AND DISCUSSION

As I teach English to medical students in a medical university, our topics are related to the medical themes. We learn the peculiarities of - anatomical structure of human body and its systems (Skeletal system, Heart and Cardiovascular System, Digestive system anatomy and Physiology, Brain and Central Nervous System)

-illnesses(LobularPneumonia, Tuberculosis, Chronic gastritis, Oncology,  
- disorders (Hepatic disorders, Obesity, The Effect of Weather to Health and Mood, Smoking and its harmful effects).

At the lessons, students compare the diseases of each system using Venn diagram.

For example, after learning the diseases of alimentary tract students analyse the similarities and differences of Gastric ulcer and chronic gastritis:



In the diagram students analyze the symptoms, causes, clinic manifestations, the way of diagnosing and treating of both diseases. They should write the differences and similarities of both diseases. After this, they can discuss these peculiarities in teams.

Our lessons involve the development of not only communicative competence, but also foreign language communicative competence of students. This concept includes a number of components: linguistic (knowledge of vocabulary, phonetics, grammar and the corresponding skills), sociolinguistic (reflects the socio-cultural conditions of language use) and pragmatic (involves the implementation of a communicative function, the generation of speech acts).

Teacher should pay attention to the following issues in the learning process:

-development of a tolerant attitude towards the characteristics and representatives of another culture;

- learning the language from the point of view of the possibility of its practical application for the purpose of professional self-education;

- overcoming the psychological barrier in foreign language communication.

Communicative competence of foreign language formation allows you to move on to clarify its levels in connection with the awareness of the need for an individual approach that takes into account the inclinations, abilities and motives of students studying a foreign language. It is necessary to establish the relationship between competence and the student's readiness for professional self-education via using of information in a foreign language. This type of readiness is positioned as the highest manifestation of this competence.

One of the main obstacles preventing the successful formation of a competent personality is that we perceive other cultures through the prism of our culture. Therefore, its framework limits our

observations and conclusions. Our ethnocentrism not only interferes with intercultural communication, but it is also difficult to recognize, as it is an unconscious process.

The process of forming a professional communicative foreign language. Competence is reduced to the problem of correlation and interpenetration of teaching a language of a specialty and general teaching a foreign language. [4] It means that, the specificity of the professional lexicon of medicine is reflected in terms of expression in the choice of linguistic means from all their availability in the language.

The purpose of the formation of professional foreign language communicative competence is to form the ability and readiness of medical students to carry out interpersonal and professional communication with native speakers in the professional sphere.

The modern communicative environment is characterized by an increase in foreign language influence on the relationship of individuals who are in this communicative sphere.

Actually, the Internet has strengthened the integration of participants in the communication environment. With the advent of the Internet, the English language has expanded its influence in the world linguistic structure, because the terminology of the Internet is in English.

Examples: chat, website, bit, byte, Facebook; to connect, to click, user, IELTS, CEFR.

Moreover, a kind of Anglo-like slang of the participants in this communicative society arose.

For example: ban, trigger, fake, bullying, freak, spam, trolling; hacker CEP ROFL "Rolling On Floor Laughing".

Therefore, the knowledge of English allows students actively integrate into the communicative society that has already developed on our planet. It gives an opportunity to more easily exchange the necessary information, be able to be acquainted with medical news around the world, learn about breakthroughs in medicine, as well as share their own achievements, and collaborate with foreign colleagues. Therefore, the study of English with medical terminology is of significant importance.

A competent person assumes the correct use of vocabulary and the ability to construct grammatically corrected sentences tolerantly refers to representatives of other cultures. As a result of the student's mastering of all the necessary skills in learning English in medicine, his willingness to help the patient is determined, without having such a linguistic and communicative barrier.

During the research, we tried to analyse the methods of teaching English to future doctors, formation of students' communicative competence in the period of mastering the language. Undoubtedly, the formation of professional foreign language communicative competence is to form the ability and readiness of medical students to carry out interpersonal and professional communication with native speakers in the professional sphere.

The experience of teaching in medical universities also shows that one of the main reasons that impede communication in a foreign language in the field of medicine is the insufficient meaning and inadequate use of the professional vocabulary, including phraseological units of various orientations in their contextual-situational relationship.

As a rule, errors associated with the use of medical vocabulary are expressed in the fact that when constructing statements. Students incorrectly choose the phraseological units that are necessary in achieving communication goals, replacing them with inappropriate synonymous meanings, or compensate for the lack of knowledge of the vocabulary by using lexico-grammatical means and structures that do not allow solve the task assigned to them.

Mastering a foreign language of a medical specialty involves the formation of at least a basic foreign language professional vocabulary of a specialist, which will ensure the further development of his secondary linguistic personality. In this regard, great importance is attached to the selection and organization of lexical material, which occupy a significant place in the methodology of teaching a foreign language

## CONCLUSION.

The development of communicative competence at various levels contributes to the formation of not only a mobile specialist, but also the motivation of professional self-education of the student's personality, his adaptation to the changing socio-economic conditions of the labor market. It is possible to form communicative competence through the use in the educational

process of active and interactive forms of classes in a foreign language (discussions, business games, the use of computer technologies, etc.) in combination with extracurricular, club work in order to form communicative competence.

To sum up, new goals and objectives of the discipline "English in medicine" aimed at the development of foreign language communicative competence contribute to the creation of a full-fledged image of a professional who is ready to use information in a foreign language. This is the fundamental difference from the goals and objectives adopted today. All this can be achieved by using the above modern forms and methods of teaching.

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