



**ENHANCING PROFESSIONAL ENGLISH COMMUNICATION SKILLS OF
NON-PROFESSIONAL STUDENTS BASED ON COMMUNICATION
METHODS**

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Annotation: The article deals with the issue of improving students' pronunciation in foreign languages and is based on the methods of improving pronunciation in English and the effectiveness of communication methods in this process.

Key words: pronunciation, foreign language, communication skills, communicative competence, pronunciation skills, oral speech.

Professional communication is one of the main methods of building communicative skills in learning English in these areas, especially in agriculture-oriented educational institutions.

Any modern specialist should have not only professional skills, but also communicative skills, i.e. he/she should know the linguistic and psychological factors necessary to understand the communication partner and express his/her words.

These components of professional communicative competences need to be developed in both native and English.

Communicative methods help agricultural students to explain subtitles and pronunciation features in English. Pronunciation skills are regularly improved, ensuring normal development of such skills as speaking, listening, reading. Social processes taking place in the world and in our country have significantly changed the ratio of oral and written speech.

Public speaking has become a priority, and there is a growing need for accurate training in live performance, not just reading pre-prepared texts.

Today there is an increasing number of people speaking directly to the public, in the media, in debates between colleagues or at scientific conferences. This leads to the influence of acoustic speech on human speech practice.

Unfortunately, native speakers do not always fully understand the subtleties of the language they are learning. Among the many errors encountered in modern conversational practice, errors in reading and pronouncing words are common. Of course, in human pronunciation, both passive and personal errors occur when speaking foreign languages.

With the increasing role of speech in our lives, it is more appropriate than ever to analyse the problems of strict observance of orthographic culture, pronunciation and accent norms of the language.

The relevance of this problem is explained by the following factors: firstly, the communicative and aesthetic significance of the orthographic concept of speech;



secondly, non-philological courses, especially agricultural courses, have not fully developed the methodological basis for improving students' pronunciation; Thirdly, there is no unified, consistent and targeted system of teaching standard pronunciation to agricultural students, covering the whole cycle of English language teaching.

It is also important for language learners to self-assess their pronunciation skills.

According to L. Jacobowitz, a person who pronounces well several sentences learnt in a foreign language is considered to have a good knowledge of the foreign language and to be fluent in it.

People who know a foreign language well but make phonetic mistakes and speak with an incorrect accent do not consider their speech fluent. Some methodologists believe that «when teaching pronunciation, it is only necessary to correct mistakes made in phonetics and reading a text aloud.

The opinion that it is not necessary to correct students' phonetic errors in grammar and vocabulary exercises is erroneous, since pronunciation control is an obligatory part of the process of actively organizing the assimilation of students' pronunciation norms of sounds.

It is necessary to correct pronunciation errors of listeners and teachers not only when reading aloud special texts and phonetic exercises, but also when performing any exercises.

Many young scientists and researchers are involved at some level in developing communication skills and research.

In particular, Russian scientists A.S. Pushkin, A.A. Leontiev, V.G. Kostomarov, O.D. Mitrofanova, A.N. Shchukin, M.N. Kitaygorodskaya, methodologists and psychologists E.P. Shubin, P.B. Gurvich, I.L. Bim, G.V. Rogov, V.L. Skalkina, I.A. Zimnyaya and others; foreign expert G. Lozanov, in Germany G. E. Lozanov, in Germany G. E. Zimnyaya and others. E. Pifo, R. Allrig't, G. Widson, V. Littwood in England, S. Savignon in America and others presented the results of their research to the scientific community.

Applying agricultural skills and competences to foreign language teaching, we can call this skill an automatic part of speech activity and suggest vocabulary concepts, grammar and pronunciation of words, a type of speech activity. He continues to develop scientific knowledge and skills in this area.

Professor N.I. Jinkin [2], a famous psychologist, is a genius of foreign language learning methodology based on the theory of speech mechanisms. V.S. Setlin discovered the concept of grammatical mechanism of speech [3].

According to the scientific concept of the scholar-methodist, the grammatical mechanism of speech consists of three parts:

1) mastering grammatical actions; 2) mastering ready-made material and 3) mastering the generality of grammatical material. The most important of the three is the mastery of grammatical movements. When naming grammatical actions, V.S. Setlin refers to the conscious, automatic part of speech.

In short, not only for agriculture students but for anyone who expresses a desire to learn a language, the tasks that need to be completed to teach correct pronunciation in English are aimed at addressing practical speaking skills. . . ensuring that these gaps do not extend beyond the time of language learning and naturally contribute to the language



learning process. We must ensure that they are able to adapt and demonstrate their abilities. An important factor in this regard is the ability of language teachers to develop learners' language skills and competences in the use of educational technologies that need to be correctly and effectively applied and, at the same time, to increase listeners' interest in language learning through language proficiency their speech in the process of language teaching. Their speech in the process of language teaching.

Emphasizing students' attention to phonetic phenomena, enriching them with material that is constantly expanding in new combinations, is an important indicator of effectiveness.

These factors reduce the likelihood of pronunciation errors in speaking activities and encourage more attention to achieving perfectly accurate pronunciation.

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