

COMMUNICATIVE STRATEGIES AND THEIR ROLE IN FORMATION OF FUTURE SPECIALISTS IN NONLINGUISTIC UNIVERSITIES

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Annotation. *The relevance of doctors' knowledge of a foreign language is primarily due to the need for their professional self-improvement through the development of a huge amount of new, rapidly outdated information and the expansion of not only scientific, business, but also cultural ties with specialists from various countries. In this regard, university pedagogy faces the task of optimizing the educational process and improving the methodology of teaching a foreign language for future doctors.*

Key words: *foreign language, communication, learning strategies, language proficiency, a communicative strategy, culture.*

INTRODUCTION

The process of globalization contributes to the increase in the internationalization of education, one of the most important results of which is the emergence various concepts of the formation of the communicative competence of a specialist. In this connection, the need of students to master a foreign language as the most important means of business and intercultural communication. For successful communication to a modern specialist, in addition to background historical and cultural knowledge and the active use of lexical and grammatical structures, necessary to achieve a level of language proficiency that allows respond flexibly to unforeseen turns in the course of a conversation, quickly determine an adequate line of speech behavior, accurately select specific language means. In the English-speaking communicative culture, there are groups of strategies that allow you to provide a comfortable atmosphere for conversation.

In Uzbekistan, the role of mastering foreign languages, especially English has been increasing rapidly. Currently, you can easily find lots of language courses suggesting IELTS results in short period of time. However, in practice, we should convince that mastering the language and using it in each profession isn't so easy, as it seems to be. Therefore, future specialists, no matter in what sphere they will work should have communicative competence for successful communication and finding a better job.

MATERIALS AND METHODS

It is known that the student's motivational orientation towards the process and the result of his future professional activity contributes to the success of teaching a foreign language (B.C. Merlin, 1971). The severity of this orientation depends on many factors related to the personality of the trainees themselves. At the same time, in the motivational sphere of a person as a subject of foreign language speech activity, a communicative-cognitive need is distinguished as its source, which initiates this activity (I.A. Zimnyaya, 1999).

Students need to know that in order to communicate effectively with English speaker's interlocutors should be guided by communicative rules, namely: observe the rules, measure and proportion in communication; keep your distance. First rule based on compliance with generally accepted requirements on the organizational and communicative level (mainly in relation to the phases of communicative contact) and involves knowledge of the structure of the communication process and acceptable topics. The second rule assumes knowledge of strategies that allow the use of various speech means (including and formulas) adequately to the set communicative tasks.

A communicative strategy is a language tools set and speech techniques to achieve the intended goal of communication. Groups of strategies, determined taking into consideration such factors as the speech situation and the purpose of communication, the degree of familiarity, interlocutor's social status can be subdivided into macro-strategies of maneuvering and responses, which, in turn, are subdivided into distancing strategies, hinting, evading, supporting the interlocutor and maintaining contact.

The first group strategies – distancing, evasion and allusion, reflect the characteristic features of English-language communication: highly developed capabilities verbal maneuvering and maneuvering, allegorical statements. Most they are clearly manifested in situations involving the expression of a personal relationship and intentions, and allow you to regulate the responsibility for the power of speech impact and the credibility of the statement. If the macro-strategy of maneuvering is oriented towards any of their speakers, then the macro-strategy of response is addressed primarily listener.

Each of the communicative strategies in English has a characteristic linguistic design, reflecting the specifics of the sociocultural approach to communication. In order for the features of communicative behavior described above not to remain the lot of purely theoretical knowledge, the teacher needs to regularly use language means for implementing strategies in the practice of students' speech.

These provisions are intended to serve as a starting point for the discussion of the socio-cultural orientation in the classroom, including in a non-linguistic university. In view of this, it is necessary to draw the attention of students to the consideration of issues of interaction between cultures.

RESULTS

For independent work, students may be offered to watch films. In this case, it is important to focus them on their purposeful perception: on the features to hold on and carry on a conversation, as well as the use of non-verbal means of communication.

Improving the effectiveness of teaching English is due to the skillful combination of various teaching methods and techniques. The use of some techniques from the technology of critical thinking in the educational process allows teachers to engage students in interactive activities in English lessons, to develop their creative potential so that they can apply their knowledge in later life and easily adapt to the outside world.

In order for communication in the classroom to come closer to reality, it is necessary to purposefully develop relevant skills. At the same time, it is of interest to analyze the content of educational communication in order to determine how real this communication is and what are the functions of various statements in the used foreign language.

Additionally, using graphic organizers: mind maps, cluster, T- charts, Vein Diagram, brainstorming, INSERT and other methods facilitates for comprehension of new material, analyzing and mastering lingual skills. For the formation of communicative competence, teachers can use dialogues containing Doctor and Patient dialogues, Role plays and Case studies. These ways of conducting lesson are very beneficial for both students and teachers.

CONCLUSION

Mastering communication strategies allows use a foreign language as a means of intercultural communication in situations of everyday and socio-cultural spheres of communication as a tool for searching and analyzing foreign sources of information and as a means of professional communication.

The fact is that the ultimate goal of language learning is not mastery its system, but the mastery of speech, speech actions in a given language. For creating stimulus in learning, it is very important that the language material be communicatively rected. The process of teaching oral speech can be considered brought to its logical end. Only when the student has the ability to use the processed language material in natural acts of communication.

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