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## FORMATION OF COMMUNICATIVE COMPETENCES OF LEARNERS STUDIED IN THE NON-LINGUISTIC SPECIALTIES

*Мақалада тілдік емес мамандықтардың студенттеріне арналған коммуникативтік құзыреттілікті қалыптастырудың заманауи әдістемесі талданады, кәсіби бағдарланған білім беру саласындағы жетекші лингвисттер мен әдіскерлердің ұстанымдарын адамға бағдарланған ұстанымнан зерттейді.*

**Түйін сөздер:** коммуникативті құзыреттілік, шет тілі мұғалімі, ағылшын тілі, адамға бағытталған тәсіл, кәсіби бағдарланған оқыту, бәсекеге қабілетті тұлға, тілдік емес мамандықтар.

*В статье анализируется современная методология формирования коммуникативных компетенций у студентов неязыковых специальностей, рассматриваются позиции ведущих лингвистов и методистов ВУЗов в области профессионально-ориентированного обучения с позиции лично-ориентированного подхода.*

**Ключевые слова:** коммуникативные компетенции, преподаватель иностранного языка, английский язык, лично-ориентированный подход, профессионально-ориентированное обучение, конкурентоспособная личность, неязыковые специальности.

*This article presents the analysis of modern methodology in formation of the communicative competences by the non-linguistic students, considers the positions of the leading linguists and methodologists of the higher institutions in the field of the professional-oriented study from the position of the personal-oriented approach.*

**Keywords:** communicative competences, teacher of foreign language, English language, personal-oriented approach, professional-oriented study, competitive personality, non-linguistic specialties.

The possession of communicative competences largely determines the degree of competitiveness of specialists in the conditions of market relations, the market of educational services, and success of the state in international competition.

One of the most important components of the model of a competitive personality is the possession of the foreign language, which allows the professional specialist to navigate the information flows successfully, establish business and intercultural contacts, relations.

In this regard, the need of the learners in mastering a foreign language as an important means of carrying out business and intercultural communication becomes especially urgent. For this reason, it is required to expand the range of knowledge, skills and abilities for using a foreign language as a means of foreign professional communication to establish first contacts, conduct business correspondence and telephone conversations, participate in meetings and negotiations, international conferences. Also it is required to form the communicative key competencies that ensure the competitiveness of a professional specialist.

The working conditions of teachers of foreign languages have significantly changed for the last 10-15 years; the compulsory for all programs, textbooks, strict requirements to the organization of the pedagogical process have been left in the past. The road for independent choice of the creativity initiative of the teacher is open. Freedom of the teacher imposes many additional obligations: to select competently the general strategy of training, specific methods appropriate to the personality, the needs and opportunities of the students, the teaching conditions.

The teacher himself has the right to decide whether his students need an oral introductory course, on what kind of motivation he can rely first of all: on communicative, cognitive, aesthetic, etc. [1, 39]. To achieve the main goal of teaching foreign languages is possible, in our opinion, only in conditions of communication. Consequently, communication is a means of achieving the goal, a means of learning. The learning objective is the formation of students' competencies, which are understood as the possession of a number of skills that allow the learners communicate in everyday life and professional sphere.

The concept of a person-centered education is essentially an attempt at such an association. Personally oriented technologies used in teaching a foreign language in a non-linguistic institution put the personality of the student at the center of the entire educational system, providing comfortable, conflict-free conditions for its development, and the realization of natural potentials. The teacher needs to combine two systems: teaching the subject and working with the personal sphere of students. At the present time, the process of mastering new technologies is quite natural, in which traditional methods, developing training, and personally oriented elements of teaching can be used. With this combination, the teacher of a foreign language of the non-linguistic specialties is given the opportunity to personalize various stages of educational activity using proven methods (conscious, practical, problematic, communicative, intensive training and game modeling).

In terms of personality-oriented foreign language teaching, each student group is actively involved in the process of communication. They have a real opportunity to meet important social needs in achieving prestige, status, attention and respect from others. The teacher creates a tonality of communication, full of joy, goodwill, satisfaction with the achieved successes and confidence in the final result of the training.

The experience of teaching foreign languages at the university allows to conclude that there are great potential opportunities and the appropriateness of using role communication in teaching. Role theory was considered in studies of M.A. Ariyan, N.G. Baryshnikova, G.A., Kitaygorodskaya, A.A. Krashennikov [2, 3, 4, 5].

The role-playing games teach the norms of verbal communication, ensure possession of those communicative units that are necessary to participate in a business game, when the attention of learners is directed and concentrated on the professional side of speech behavior and speech activity. So, the process of mastering a foreign language becomes more economical and effective if a teacher understands what, why and how he learns. In addition, it is important to establish a link between practical and developmental goals. Here, the developmental goal is seen not so much as an expansion of the outlook (educational aspect), but rather as the development of intelligence. One of the main positions of the personality-oriented approach to teaching a foreign language is the orientation towards the development of the learner's personality as an active subject of learning activity and comprehensive preparation for the continuous process of education, self-development and self-improvement throughout the whole life.

In the practical course "General English" is presented the course of the English grammar. It shows one of the variants of the modern technology of teaching students proposed by L.A. Shestoperova. She says: "Education is a system of generalized structured knowledge, based on clearly constructed functional modules, as well as differentiated rules for the formation and operation of grammatical phenomena for reading and translating special popular scientific and specialized literature" [6, 87]. The great importance for preparation a future specialist is acquired not only by the general course of the English language, which is quite universal for all specialties, but rather as a professionally oriented course, which depends on the chosen specialty at the university. For example, "Professional-oriented foreign language", with the help of which, students have an opportunity to specialize in professional sphere of a foreign language. In addition, at the second stage, the teaching of a foreign language expands the types of work with the text, the number of creative exercises increases in comparison with lexical and grammatical material. This stage differs from the previous one also in the growth of creative, educational and research work. Creative opportunities are manifested not only in the course of ordinary text lessons, but also in the preparation of messages, in the expansion of topics, the inclusion of more complex vocabulary. At this stage, weekly information, as a rule, passes not only in the form of messages, but also as a group discussion. The lessons show the linguistic opportunities of students in a professional field and contribution to the growth of the confidence in their capabilities, increasing interest in the English language. G. Kitaigorodskaya and I. Shekhter [7]. Practice shows that for three to four weeks of intensive classes in these methods, you can master English so that you can effectively communicate in different life situations - at the airport, hotel, store, etc. But if the student is not going to the UK or the USA in the near future and does not have intensive language practice, after a couple of months all the learned will be lost. If English is needed for professional purposes and the student intends to go to the UK for a long time, another method of instruction is needed here, which allows him to acquire a fundamental knowledge of the language and a deeper and broader possession of it. To teach a foreign language in a professional manner must be corresponded to several interrelated points: adequacy to the aims and conditions of teaching; ensuring the assimilation of all aspects of the language; the possibility and availability of technology to monitor the effectiveness of training.

Mastering a foreign language without getting acquainted with the culture of the country, with the mentality of the native speakers can not be full. In other words, it is necessary to master not only the language itself, but also the "image of the world" that speaks it. This does not mean that you need to think, act like residents of the country of the studied language. But you should put yourself in the place of an English-speaking interlocutor, know and understand, at least the minimum of what surrounds him in everyday, social and professional life.

M. Kabardov believes that according to their individual characteristics, students of a foreign language are of two types: the so-called "communicative type" with developed auditory memory, hitting a foreign language environment, quickly grasp the basic stereotypes of verbal communication and the students, the so-called "non-communicative type", need to understand the language system, they have visual memory, they need to see a foreign text, so it's easier for them to understand its meaning than to perceive it by ear [9, 32].

Therefore, speaking of individualization in teaching a foreign language, one should focus more on the independent creative activity of the learner, on the search for the optimal, for him, strategy of mastering the language, for using the hidden reserves of his personality. It is reveal the personality of the student, and new methods of teaching a foreign language developed in the 90s. A whole series of psychological theories and concepts, which are closely connected with process of learning foreign languages, have been appeared.

In particular, the theory of control of the assimilation (P. Galperin); the psychological theory of collective-distributive educational activity (V. Rubtsov, G. Zuckerman, etc.); psychological theory of the formation of educational activities (D. Elkonin - V. Davydov); psycholinguistics in its domestic modification (A. Leontiev, A. Zalevskaya and others). All these theories and concepts develop the approach, which was firstly outlined by the brilliant psychologist L. Vygotsky, do not contradict each other, but can and should lead to the development of new aspects of the methodology of teaching foreign languages [10, 45].

For example, this approach to learning as a problem becomes more and more relevant. This is done by posing problematic tasks (find, learn, understand, express opinions, etc.), search and orientation in the ways of their solution so that the student can come to an independent conclusion and on this basis to the activity. A. Arutiunov and I. Kostina believe that "communication education is more reasonable to implement by cognitive methods through the ability of students to find a solution to the problem situation with reliance on showing, help and correction on the part of the teacher" [11, 83].

The most productive skills are realized, as a rule, only in interpersonal communication. The changes taking place in our country require other approaches to studying a foreign language for students of non-linguistic specialties. We believe that one of the conditions for entering a new level of language teaching is to shift the emphasis from traditional teaching methods to modern innovative technologies based on a person-centered approach.

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