



## **FEATURES OF COMMUNICATION CULTURE IN THE PROCESS OF TEACHING FOREIGN LANGUAGE IN NON-PHILOLOGICAL UNIVERSITIES**

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**Abstract:** *This article describes the methodological basis of teaching communicative culture in a foreign language by future professionals.*

**Key words:** *communicative culture, methodology, future specialists, non-philological universities, higher education institutions.*

### **Introduction**

In the process of teaching a foreign language, technical universities face the following tasks: the current trends in education in the socio-political and economic conditions necessary for the development of science and technology in the era of globalization, the development of communicative culture of future professionals.

The combination of education in the leading fields of science and technology, the direct participation of future professionals in research and development serve as a basis for achieving the goals set for the basic training of students in non-philological higher education institutions.

The main purpose of teaching foreign languages in higher education is to direct future professionals to the development of a communicative culture in English related to professional activities. While this has significant social significance on the one hand, it is methodologically self-justifying on the other.

The current evolving era of technical higher education requires students to acquire the skills to read, write, listen and communicate in a foreign language. In modern education, perfect mastery of a foreign language focused on professional activity is interrelated with the growth of the professional level [5, 118].

Based on the social needs of our country, the training of future specialists in higher education institutions on the basis of state educational standards should be carried out in accordance with the different stages of education. The goals and objectives of science teaching are clearly defined [1, 4-32]. Today, the teaching of foreign languages requires the improvement of the system of methodological research in accordance with modern requirements.

The role of these technologies in the teaching of foreign languages and in the social life of society, the level of modernity and the place of teaching a foreign language are set before the educational institution. It needs to be analyzed in terms of the extent to which it can help achieve the goal.

In organizing the formation and development of students' oral skills in English on the basis of professional communication, it is necessary to first study and analyze the views of scholars on the interpretation of communicative culture in scientific sources on foreign language teaching technology. This process helps to determine the essence of communicative technology, its role as a basis for the development of oral language skills in a foreign language, to determine its



effectiveness and to provide guidance, advice on the development of spoken language teaching technology and the development of speech communication technology (exercise group).

Communicative culture closely contributes not only to the exchange of information in social activities, but also to the implementation of education and upbringing in the process of communication, the development of motivation for intellectual development, knowledge, learning.

Communication is a means of uniting people in the process of moving and working together, and it provides a link between the interlocutors. The person sending the information (communicator) and the person receiving it (the recipient) must use a single system of coding and decoding the essence, that is, speak “one language” in order to achieve the goals of the relationship and collaboration. If the communicator and the recipient speak in different “languages”, they will not be able to achieve mutual understanding, success in working together. The exchange of information will be possible only if the essence of the symbols used (words, gestures, etc.) is familiar to those involved in the conversation.

An analysis of traditional methods of teaching foreign languages in non-philological higher education institutions shows that they have a number of shortcomings. Traditional education is not aimed at developing the self-study skills of future professionals, but at raising the level of general education. Unfortunately, many students have become accustomed to the ready-made materials that teachers provide in the learning process.

### **Conclusion**

We propose to develop motivation for self-education, ie individualization of education, among students of non-philological universities. According to D.M.Israilova, “Today, it is necessary to improve the system of teaching foreign languages in non-philological universities, to look for new forms and methods. It is necessary to take into account not only the needs of future professionals, but also their capabilities and abilities” [2, 358-363].

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