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### RESEARCH ARTICLE

#### IMPROVING THE EFFECTIVENESS OF TEACHING STUDENTS A FOREIGN LANGUAGE BASED ON A COMMUNICATIVE METHODOLOGY

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#### Abstract

In the context of globalization and integration in the country into the international community, the modernization of foreign language teaching in domestic higher education is taking place. The development of international contacts in the country causes a need for specialists of various profiles who are well-versed in foreign languages, but their training does not always give the desired results. Practice has shown that the grammatical translation method used in the last few decades to teach a foreign language to specialists of various profiles, in which the emphasis is on learning rules and translating texts, rather than on communication, has not fully justified itself. Having generally good grammar knowledge, and skills in the field of translation, graduates of non-linguistic universities have difficulties in communication with foreigners in the course of professional activities, and the question about the level of knowledge of foreign language professionals are increasingly responsible "read and translate with a dictionary", which actually means no possession and failure to carry out practical communication in a foreign language.

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#### Introduction:-

Practice shows that emotionally rich vocabulary used in speech phrases and clichés without appropriate paralinguistic means does not attract attention, is not perceived or remembered by students, while the presence of intonation, pauses, and in the teacher's speech that are adequate to the meaning of the utterance helps students guess the meaning of unknown, emotionally unsaturated lexical units. Paralinguistic learning tools help future teachers not only perceive, assimilate, memorize, and use foreign-language speech models that express different emotions more quickly and easily in various communication situations, but also help to expand the arsenal of these models in their native language, develop the ability to accurately express their own emotions, and build their own communication tactics and strategies in order to solve communicative problems of professional communication. Thus, speech models of musical clarity, which include both emotionally colored phrases and expressions, and the corresponding paralinguistic means, are used, firstly, to express their own emotions obtained as a result of the perception of melodic and textual components of musical lingo didactic variations, and, secondly, to evoke emotions in others.

#### Research Methodology:-

The methodological basis of the study was the following methodological general scientific approaches: historical, on the basis of which a historical and pedagogical analysis of the research topic was carried out; system-structural,

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which provided a theoretical justification for improving the effectiveness of teaching foreign languages to university students based on a communicative methodology; complex, which contributed to identifying the main ways and conditions for improving the effectiveness of the described process and organizing a pedagogical experiment.

### **Analysis of relevant literature.**

The search for effective management of the educational process is carried out from different points of view and approaches. Among them, we can distinguish system, program-target, situational, professional-activity, synergetic, and others. In modern conditions, pedagogical science increasingly uses a systematic approach, which proceeds from the study of objects as systems, the consideration of objects as systems that determine the integrity of the object, its internal organization and functioning. From the point of view of the project approach, the management system of an educational organization is defined by a set of targeted programs and management projects that contribute to the most complete satisfaction of a set of goals, requirements, standards, rules and consumer requirements.

The problem of the need to take into account and develop the emotional sphere in the training of future teachers is extremely relevant and is considered in the works of many researchers as B. A. Slastyonin, I. F. Isaev and others). By opinion I. F. Isaev when preparing a teacher, in addition to professional skills expressed in professional competence, the issue of forming creative motivation in the development of his pedagogical activity should also be raised. Along with such integral characteristics of teacher's work as orientation (motivation) and competence (professionalism), this author highlights the emotional flexibility of the teacher. These characteristics determine the content of teacher training

### **Main part**

The need for specialists who speak a foreign language has increased especially at present due to the development of international contacts, the development of new technologies and the intensification of professional activities in close contact with foreign specialists. Due to the social order of society, the development of issues of teaching foreign languages to specialists is one of the most urgent problems of teaching foreign languages. The new concept of teaching a foreign language in a non-linguistic university emphasizes that a foreign language is an integral component of the professional training of a modern specialist of any profile. Many research teachers pay close attention to the problems of teaching a foreign language in a non-linguistic university. The tasks of the university course are determined primarily by the communicative and cognitive needs of specialists of the relevant profile, and it includes the study of the laws of language, thinking, and features of the real communicative activity. activities, as well as modeling and training situations of communicative impact.

For students of non-linguistic specialties, the subject "foreign language" is a non-professional one, and therefore, in order to make the learning process the most effective and purposeful, the teacher must clearly understand the role and place of a foreign language in the life and activities of a future professional. For students of technical specialties, the scope of application of a foreign language is: reading (literature in the specialty, periodicals, and sometimes fiction in regional studies); communication (usually officially business, informally business, and under certain conditions everyday); educational and research work, although in each specific case, the features of using a foreign language are determined by the content of the student's or specialist's activity, the profile of the university. The content of the subject "foreign language" includes educational information about aspects of the language (phonetics, vocabulary, grammar, stylistics), which forms the basis for the formation and development of skills and abilities related to mastering four types of speech activity – reading, listening, speaking and writing – due to a specific communication situation. The first priority is the task of teaching a foreign language as a means of communication, the solution of which assumes that students have a complex of foreign language knowledge, speech and communication skills, which is the basis of foreign language cognitive potential. In this regard, the principle of communicativeness and the principle of interactivity of professional and foreign language knowledge in teaching a foreign language are of particular relevance.

Knowledge of a foreign language as a means of communication requires the ability to navigate in a certain situation, find the most effective ways and means of solving emerging problems, and predict the results of your educational and communicative activities. Readiness to solve problems of mastering a foreign language as a means of communication implies the presence of linguistic, communicative and technical competence, i.e. the presence of various types of foreign language knowledge, knowledge of methods, techniques and means of updating this knowledge in a specific situation, knowledge of reading, listening, speaking and writing skills in the language being

studied. It also implies the ability to show mental and cognitive activity, independence and self-organization in solving communicative and cognitive tasks. Different levels of proficiency in the system of foreign language knowledge, skills, and abilities, as well as different degrees of activity and independence of the individual, also determine different levels of readiness to make independent decisions and perform independent actions.

The ability of the student's personality to design and design their own activities, both foreign-language and creativethe activity as a whole is realized only in conditions of a conscious assessment by the individual of his own "I" and the significance of individual foreign language knowledge in accordance with the level of collective knowledge and collective consciousness. In this aspect, it seems quite reasonable to review the content of students ' academic work in the framework of mastering a foreign language. This refers to the reorientation of the pedagogical goal-setting of students ' academic work: from purely educational activities, which combine the features of teaching and professional activity. It is necessary to create an environment of professional activity in educational conditions. In this case, educational information performs not only the function of goals and the subject of foreign language perception, but is also a means of optimizing professional activity. Foreign language and foreign language knowledge should also be considered as a special type of human activity.

This implies that students have the skills to manage their knowledge and design future activities. In this sense, special attention should be paid to the development of students ' abstract thinking, the ability to correlate cognitive potential with the real needs of society, as well as the enrichment of the emotional and value sphere of the student's personality. A foreign language should be considered as the development and transfer of individual knowledge, and its transition to collective knowledge. Foreign language, foreign language knowledge form the basis of foreign language cognitive potential, and it, in turn, foreign language competence, and create prerequisites for the development of speech-thinking activity, and this determines the student's ability to manage knowledge and activities. Thus, the pedagogical task is how to ensure the volume of foreign language and professional knowledge, what engineering, fundamental knowledge and in what respect contribute to the development of foreign language cognitive potential. As part of the professional training of a modern specialist of any profile, special attention is paid to communication skills in professional situations. It is known that at the cognitive level, the knowledge and skills required by future specialists for successful foreign language professional activity differ significantly in accordance with the field of science, due to the professional orientation of the thesaurus as a component of the cognitive base of the language personality. One of the features of communication-oriented foreign language teaching is the combination of mastering language norms and communication as the main activity in the "person – to-person"learning model.

Training in cross-cultural professional communication involves the assimilation of professional and linguistic-socio-cultural concepts of "foreign language". Speechcommunity". The analysis of the experience of teaching English at a technical university shows that the introduction of students to professional fragments of the English-language worldview is significantly limited by the absence of many stereotypical communication situations in their worldview that are characteristic of the society of the country of the language being studied. The greatest difficulties in learning a foreign language are caused by such situations of business communication: establishing personal contacts, writing business letters, talking on the phone, etc.; native speakers of Russian have limited knowledge of strategies for communicative deployment of the above situations at the cognitive level.

The subject of cognitive activity of students studying a foreign language should be typical situations that arise in business communication in an English-speaking society. This is achieved by modeling situations of professional cooperation in the educational process, in which a foreign language acts as an instrument of social interaction between an individual and a professional foreign-language team. Professional communication involves such speech actions as presentation of material, written and oral exchange of information, expression of opinions, discussion, etc. For successful professional interaction, which is based on the unity of the subject of activity and focus on solving production tasks, it is necessary to combine language competence, professional knowledge and social and behavioral context.

Methodological support of its development process. The main component of the development of foreign language cognitive potential is the student's personality in the variety of manifestations of its value relations. The system of value relations of the individual determines the educational-and cognitive motivation in a foreign language professionally significant activity. Methodological support of the process of developing the foreign language cognitive potential of university students involves the creation of an axiologically significant professionally oriented

environment in the educational process. This is quite consistent with the process of unitarization of higher education in general and engineering in particular. An axiologically significant professionally oriented environment implies the presence of such educational conditions that affect the actualization of axiological meanings of personal and professional self-determination of the student's personality. B.I.Morozov defines "education as a way of producing meaning and understanding". Based on the thesis that "for the joint "living" of the educational process by its direct participants, it is necessary to create conditions for the exchange of not only meanings, but also personal meanings", methodological support for the process of developing the foreign language cognitive potential of university students is built by applying the following organizational forms and methods.

1. Training dialog.
2. Training text.
3. Intensity of foreign language material.

Methodological support of the process of developing the foreign language cognitive potential of university students includes: - accounting for the main blocks of cognitive potential (information cognitive, activity, value); - accounting for the main stages of cognitive potential development (beginner, formative, final); - activation of mechanisms for developing the foreign language cognitive potential of university students. The main goal in such conditions is to develop the foreign language cognitive potential of university students.

Educational dialogue Dialogue-based learning can humanize the process of vocational education and introduces humanitarian, i.e., human foundations into it. At the same time, the teacher's influence on the student is replaced by their personal (and in this regard, equal) interaction. In the dialogue with the teacher, self-determination and self-development of both the teacher and the student occur, a new type of relationship arises: a relationship of cooperation in achieving common goals, mutual education and cooperation. Dialogical relationships in learning are determined not only by the content of education, but also by the learning process itself. Due to its universality, the educational dialogue is not a plot, not a fragment of the lesson, because it does not end with a particular educational and cognitive situation, it is independent of it, although it is prepared by it.

A dialogue is a person-to-person dialogue, not a teacher-to-student one. Rigid social roles disappear in the dialog. Educational dialogue serves as a way to overcome a number of antinomies of the learning process: between professional training and comprehensive development, independence and leadership, reproduction and creativity. Educational dialogue in professional education, and above all the teacher – student dialogue, is not only a dispute, discussion, during which various elements of social experience can be questioned and re – evaluated. It gives a set of angles, at the intersection of which it is shown, according to explanation "trust in someone else's word, layering meaning on meaning, voices on voice, strengthening by merging, complementing understanding, going beyond understanding." Co-creation of teachers and students is a fundamental characteristic of professional training that implements the tasks of becoming a specialist in professional culture. Understanding and comprehending the content of training involves mastering its meanings and generating personal meanings by direct participants in the learning process. A necessary condition, a productive form of co-creation between teachers and students is an educational dialogue.

Dialogical understanding is a joint search that can become a mutual teaching, the basis for co-creation of direct participants in the educational process in higher education. The dominance of the monologue in professional education (monologue, at best involving the exchange of meanings, presentation of the content of education by the teacher with passive, polite perception of it by students; monologues of students again in the "presence" of the student group and the teacher...) should be considered as a significant drawback of professional education. Building personal knowledge involves shifting the focus from monologue to educational dialogue in teacher education. On the basis of dialogue as an exchange of not only meanings, but also personal meanings, conditions are created for the joint "living" of the educational process by its direct participants.

Monologue as a style of interaction "teacher-student", " student – content of education " significantly limits the possibilities of education, since it is inadequate to the humanitarian nature of the educational process. When applied to the development of foreign-language cognitive potential, educational dialogue involves: - orientation to the spiritual needs of the student's personality and the teacher's personality – idolization of the development of foreign-language cognitive potential. Educational dialogue includes many pedagogical functions: informational, creative, and professionally significant. In the course of the educational dialogue, an axiologically significant professionally significant environment is formed in the educational process. In this environment, the student and teacher interact in

a dialogue; the value relations of the student and teacher's personality are actualized. Consequently, the educational dialogue places high demands on the teacher's pedagogical culture and on the culture of communication of students.

Training text (from Lat. "connection", "connection") It acts as a "connection" between the author and the reader and implies a "connection" of explanation and understanding. Both have a three-dimensional structure that includes the actual rational, operational, and model or figurative components.

The educational text should produce personal meanings of the reader, generate a "secondary text". Understanding the educational text is a way of co-experiencing and co-thinking attitude to the world as a whole and is developed in the field of meanings. The relationship between the meaning and meaning of an educational text can be represented as a relationship between the universal and its personal (subjective) reflection: meanings belong to the language, and meanings belong to the individual. Mastering the meaning embedded by the author in the educational text, and moreover, endowing readers with personal meanings of what they read, require taking into account the diverse, specific connections of the subject of study in their unity. There is an ascent from the abstract to the concrete, similar to the cognitive movement from explanation to understanding. In this movement, the student not only masters knowledge as abstract moments contained in the explanation, but also transforms them, enriches them through concretization, and discovers personal meanings in them. Thus, the procedure for creating an educational text includes: - content processing of the text in order to identify value meanings in it; - structural processing of the text in order to identify its points of contact with the context (broad, socio – cultural context) and in order to adapt it to the level of understanding of students; - pedagogical processing of the text in order to include it in the educational dialogue and create an axiologically significant professionally oriented environment.

Intensity of foreign language material The axiological essence of the intensity of foreign language material in modern psychological, pedagogical and methodological literature is defined, as a rule, by such concepts as compression, conciseness, saturation. The intensification of the learning process is based on the student's value attitude to learning a foreign language, which takes place with an awareness of the importance of English language proficiency as a means of international communication. The analysis of scientific papers confirmed that the authors considered the intensification of learning most often as a complex of external conditions: reducing time costs and efforts of subjects of the educational process, increasing tension, using automated systems in training, optimal organization of training, maximum effectiveness, increasing the productivity of educational work, improving the quality of education, speed of assimilation of a given activity, etc. The axiological approach to the process of intensifying foreign language material requires taking into account not only the external circumstances of training, but also updating the internal motives of the individual in the learning process: motives, needs, value orientations, aspirations, claims. In this article, the use of educational dialogue and educational text is considered as one of the means of intensifying the process of teaching a foreign language. They imply valuable interaction between the teacher and the student, promote understanding of the transmitted information in the interaction, activity and feedback of participants and in the mandatory creative use of new assigned knowledge.

The result of the intensity of the foreign language material is the cognitive independence of students in using the language and methods of searching, processing the necessary information according to their needs. The intensity of a foreign language course is understood as a measure of its appropriation by students and actualization as a way of expressing their own thoughts. The intensity of learning, understood from the above positions, is based on the principles of building an educational dialogue and an educational text. The acquisition of a foreign language by students is the comprehension of the meanings contained in foreign-language texts. As the results of the study showed, in the process of mastering the content of special courses related to professionally oriented translation, in the conditions of value-oriented forms and teaching methods, students of various specialties showed in most cases a high level of proficiency in professionally significant vocabulary in English, participation in scientific and practical conferences.

Learning a foreign language using methods of developing critical thinking provided not only active cognitive activity of students in the search for information, but also creative activity: the ability to analyze, comprehend, evaluate, compare different points of view, defend, argue their own, draw conclusions, assume the possibility of solving a problem.

Teaching foreign languages pursues a comprehensive implementation of practical, educational, educational and developmental goals. At the same time, educational, educational and developmental goals are achieved in the

process of practical mastery of a foreign language. A truly integrated approach to learning objectives requires introducing all aspects as components of the goal on an equal footing. Neglect of any aspect leads to significant losses: the cognitive aspect does not develop motivation, the developmental aspect does not facilitate the process of mastering speech skills, the educational aspect is also not implemented – speech knowledge, skills, and abilities do not in themselves affect the formation of personality. It is illegal if learning a foreign language is not aimed at forming a personality, but only at mastering the skills to speak or read. When determining the purpose of training, not only the skills should be mentioned, but also the functions that a person can perform based on these skills.

Students in the learning process must "accept" these functions and realize their significance. Thus, the practical orientation of training consists in the social content of the goal. In addition, the goal of teaching foreign languages also has a league of international studies, pedagogical and psychological content. In the multi-factor nature, the specificity of the phenomenon of "foreign language" is manifested. Therefore, when determining the content of the learning goal, none of the aspects of this content should be overlooked. All of them are interconnected, interdependent and manifest themselves in the form of a teaching, cognitive, developmental and educational result, which is achieved gradually in the process of mastering a foreign language.

One of the tasks of linguistics is to study the means of language and speech, systematize them and present them in a form that is optimal for teaching a foreign language. Therefore, it is possible to speak freely about the linguistic foundations of the country-specific aspect in teaching a foreign language, which should be understood as part of the general linguistic foundations of its teaching, which are on a par with other sciences: psychology, pedagogy, etc., as a theoretical foundation for teaching a foreign language in general. It is known that the use of country-specific information in the educational process increases the cognitive activity of students, expands their communication capabilities, promotes the creation of positive motivation in the classroom, gives an incentive to work independently on the language, and contributes to the solution of educational tasks.

The main volume of regional studies material is concentrated in books for home reading. It would seem that the content of regional texts should contribute to the formation of cognitive interest, but some students complain about the difficulties of translation and the large amount of independent work spent. And then the rich educational material can act as a brake in the formation of a positive attitude to the educational process as a whole. Therefore, we need a special system of techniques and exercises that take into account the specifics of the proposed material. We can offer students to answer questions about the text, give explanations for some words and phrases. This helps students develop the ability to search for the main idea of the text being read, understand its general meaning, and also contributes to the development of the ability to summarize the content, thereby developing their communication skills. It is safe to say that the linguo-cultural material will always help to increase interest in the language being studied and contribute to the creation of sustainable motivation.

Thus, in professional situations created by the teacher, the process of modeling the social and subject content of future professional activity should be carried out, which helps students to understand its essence and requirements, mentally build an image of a professional who can effectively perform this activity, correlate it with the image of their own "I" and develop an action strategy aimed at achieving the desired result.

### **Analysis and Results:-**

The development of models of processes and mechanisms for managing educational activities makes it possible to continuously improve the learning process of students in order to achieve the current level of knowledge and competence formation by ensuring the quality of the educational process itself, as well as more efficient use of existing personnel, material and technical resources. technical, informational, and financial capabilities of an educational organization. Due to the highly competitive educational services market, customer orientation and the potential needs of the labor market will provide the necessary competitive advantages for organizations of higher and professional education. By describing the processes of educational activities, determining performance indicators and the effectiveness of its processes, owners of processes and management structures of educational organizations receive an integrated technology for implementing and monitoring all activities of the educational process.

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