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SPECIALITI LANGUAGE IN THE COMMUNICATIVE ASPECT

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Abstract

Communicative method is occurrence in demand in up-to-date terms of education, where educational process is the model of communication. Specialty language is regarded in communicative aspect on the texts of sublanguage in this article. Individual approach for the development of communicative skills is offered.

Keywords: specialty language, communicativeness, in demand, motivation, problem, individualization, integration, differentiation, text resources.

Practically, all fields of human activity have their own linguistic specificity related to the subject content. The interest of many branches of scientific knowledge in substantiating the theory and practice of specialty language study at the present stage, when traditional professions develop dynamically enough, acquiring new forms and contents, and new ones appear, and with them language needs expand and a new lexical core develops, becomes quite relevant. Starting to consider the specialty language in the communicative aspect, it is necessary, first of all, to define the notion of "specialty language".

The literature defines a specialty language as a set of all linguistic means used in various spheres of human activity for communicative purposes. Other characteristics of a specialty language, indicating its connection with other specialties, are also highlighted. In the description of the structure of the specialty language three plans interacting in the process of communication are defined: 1) lexico-terminological; 2) morphological-syntactic; 3) textual. In our opinion, forming the choice, approach and method of teaching at the initial stage of building the structure of training classes, we should follow the way of textual presentation, and lexico-terminological and morphological-syntactic components are laid in the aggregate, to consider the communicative aspect as one of the main ones in the



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formation of all kinds of speech activity and the development of communicative skills.

To date, the development of communicative skills of personality is much more successfully manifested in students, when the communicative needs are formed and the target attitude is manifested, laying the foundation for its further development "The processes of information transfer are called communication, and the totality of means intended for this purpose is called communication means. Communication is a social phenomenon in terms of its origin, essence, conditions of its development. The goals of communication are social and are affected by society. Communicative behavior is social behavior" [1.P.14] We propose to understand the notion of communicativeness as the ability to use linguistic knowledge in a speech situation, when in the conditions of modern society the necessity of successful mastering of information and its exchange at the professional level is underlined as one of the main requirements.

We will consider the specialty language in the communicative aspect on the material of special texts, since the study of text functioning as a sample of grammatically correct word usage in a sentence, hence communication at the present stage becomes a task of integrative research. Since the main purpose of learning is to develop speech activity, the selection of the text block should be carried out taking into account the communicative tasks solved in each specific case. O.D. Mitrofanova, speaking about communicative types of utterance, notes that some scientific disciplines and areas of scientific knowledge are predominantly narrative types of texts, i.e. descriptions and narratives, others - explanatory, i.e. reasoning and proofs. This is reflected in the not quite legitimate, but current division of sciences into exact and descriptive. The most communicatively productive texts are those that stimulate students' imagination. For this purpose, the text should contain all the main semantic features of the object under consideration [2. P.23].

Scientific literature of each field is broken down into types of scientific publications, and each of these types represents a slender and strict system of speech works, has a certain form, size, structure and fulfils a certain communicative task. Undoubtedly, when selecting texts on specialty, the first task set by a teacher



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working with non-philology students is the communicative needs of students in the educational and professional sphere. Long-term experience and observation confirm that one of the main needs in language learning is reading, understanding of scientific and educational literature on the chosen specialty, as well as the construction of monological and dialogical speech as the main form of communication in the communicative aspect. The analysis of the needs carried out by the method of questionnaires and interviewing allowed us to draw the following conclusions:

- students actively use the Russian language to obtain information through information communication technologies;
- collect information for the purpose of preparing a scientific report or writing a term paper;
- read and discuss literature on their specialty, where there are certain difficulties due to the lack of lexical stock and ignorance of the lexicon of the sublanguage;
- inability to determine semantic-syntactic relations of words and word combinations in the text;
- lack of skills in constructing monologic and dialogic utterances with reference to the text.

These are some of the students' needs that were obtained as a result of the research. Of course, from the methodological point of view, there are many more, but in our work we will limit ourselves to the above-mentioned needs for the time being.

The next task is to motivate learning. Motivation occupies an important place not only in learning, but in human life in general. Since it applies to all types of activity, and especially learning activity, which determines its productivity. I.A. Zimnyaya defines the concept of "Motivation" as a set of reasons that psychologically explain human behavior. Motivation represents the energetic side and direction of behavior. It determines a person's choice, gives him strength and perseverance and makes his behavior expedient. Here it should be said about the teacher who takes into account psychological, personal, individual characteristics and who is able to methodically organize work competently. It should be noted that motivation in the student audience is quite high, as it is determined by his own motivations and realized needs that cause purposeful activity. [3. C. 84]. The technology of teaching



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should provide the basic principles and tasks based on needs and affecting communicativeness. Highlighting motivation as one of the most important didactic aspects, we believe it is appropriate to model classes in such a way that the teaching material is presented with the purpose of speech communication to create a communicative orientation of learning. Of course, it is important to pay attention to the organization of the very system of proposed exercises and tasks. We propose a modification of the phasing, i.e. the learning content should be divided into several stages. Where the system of the first stage includes such communicative components as the formation of receptive vocabulary, the development of skills of operating a word combination, and then a sentence and phrase.

The system of the second stage should be built with the aim of controlling the level of formation of skills of understanding of the topics offered within the framework of the subject.

The system of the third level should be considered in an integrated way, namely, the tasks and exercises are modelled in a combined way in order to use the reproductive method and then the productive method. When using a set of exercises and tasks, it is necessary to build a logical sequence in the presentation of both teaching material and in the sequence of activity operations.

Adhering to certain stages in the learning process, we should remember that they are interrelated and the main condition for success is the use of integrated teaching methods in the construction of a system of exercises and tasks aimed at communicativeness.

A.A. Leontiev identifies the following didactic principles, which, in our opinion, affect the communicative aspect:

- the principle of activity. In order for learning to be effective, the students must take the initiative and be able to think creatively about the subject. It is the most important task of the teacher to ensure and organize the students' activity;
- Problem principle. The audience should be faced with a problem, for the solution of which they need the knowledge, skills, abilities, skills, which are included in the curriculum. The whole training should turn into solving a number of problems, gradually becoming more complicated;



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- the principle of motivation. The very problem posed to the learner does not ensure his/her activity. There must be a need to solve this problem, i.e. the appropriate motivation must be created. The motivating function of the teacher is among the most important ones;
- the principle of developmental learning. The teacher should set in a certain sequence increasingly complex communicative and cognitive tasks in the classroom;
- the principle of individualization. To ensure the effectiveness of learning, we must take into account the individual characteristics of students [4. P. 32].

Taking into account these principles, we propose to introduce the work with texts on specialty of integrative type in a differentiated order and to consider the text on specialty as a communicative unit, highlighting the following principles:

- the principle of developing differentiated learning with mechanisms of self-organization and self-regulation;
- the principle of personal realization of the value and advantages of cooperative learning.

In the communicative aspect, the main element of the learning process should be the solution of a learning task, which is based on a three-component structure: information, cognition and communication. To form communicative competence, which in our opinion is one of the most important tasks for a teacher of a non-philological university, it is necessary to solve such didactic tasks as:

- formation of reading skills and abilities on the basis of direct use of texts on specialty;
- improvement of listening skills on the basis of authentic texts;
- improving the skills of written speech as a type of speech activity in accordance with the needs of communication;
- improving the skills of monological and dialogical statements based on problematic discussion of textual material.

It is also worth mentioning the objectives of the subject when teaching the language of the specialty.

Specialty language. They are as follows:



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- formation of the system of knowledge necessary for the integration of innovative methods and means of language teaching on the basis of communicative approach;
- formation of skills of critical understanding of modern educational resources presented both in educational materials and in mass media.
- creating conditions for familiarizing students with the vocabulary of the specialty, its educational potential, the accuracy of the information conveyed.
- Formation of skills and ability to use text resources related to the chosen specialty, work with texts of open and closed type.
- creation of conditions for students' self-education through the preparation of projects on the material of contexts where the semantic component is interconnected.
- organization of activities with the use of info-communication technologies in language teaching through the modelling of learning situations, with the creation of a step-by-step learning system.

In this regard, of particular importance for us are logical and semantic models (LSM) used in the work of L.T.Akhmedova, where through the use of (LSM) is implemented a person-centered approach to learning, observing the basic principle of this approach, which focuses on the learner and his learning activities. L.T. Akhmedova states that the use of logical and semantic models stimulates group activity and is a graphic interpretation of the presented topic. Working in different modes - it can be groups, pairs - allows adapting communicative situations, using conversational clichés, reasoning, comparing. The teacher's role is to manage the learning process and create conditions for communicative activity, i.e. to provide motivation, desire to communicate [5. P. 45].

Referring to this approach, in which the student is the main subject in the educational system, we propose to use this definition of LSM in an integrated form, namely the complex presentation of a special educational text with an illustrative accompaniment. The task is to illustrate the stated text as much and as meaningfully as possible. Methodological science knows that specialty texts are somewhat difficult to understand and produce, because the stylistic feature of sublanguage texts is characterized as descriptive. They are texts, as a rule, of narrow meaning, with a set of sentences united by a common theme. When presenting a specialty



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text, the teacher sets the following goal: to develop communicative skills, i.e. skills that facilitate communication, in our case, in a certain sphere. Therefore, the main essence of the communicative aspect should be the active teaching of communication skills. That is, the purpose of learning is reduced to the communicative principle. "The principle of communicative orientation assumes as the ultimate goal of teaching to master a language as a means of communication, the inclusion of students in the sphere of real communication in a given language both in the position of speaker and listener" [6. C. 55].

Let us consider LMS from the communicative aspect of the three-component structure: information, cognition, communication.

Therefore, in any presented information, for learning, the problematic nature is laid down, aimed at creative solution of tasks, i.e. the information is analyzed, compared, formed for perspective.

The texts are defined taking into account cognitive activity and are aimed at communicative activity, where the abilities of students assume a multilevel approach. Thus, by applying a differentiated learning approach, the tasks of individualization are solved in relation to the activities in the classroom. Accordingly, the communicative aspect is activated, reducing the psychological barrier set by the different-level state of knowledge, interest is stimulated, and the need arises.

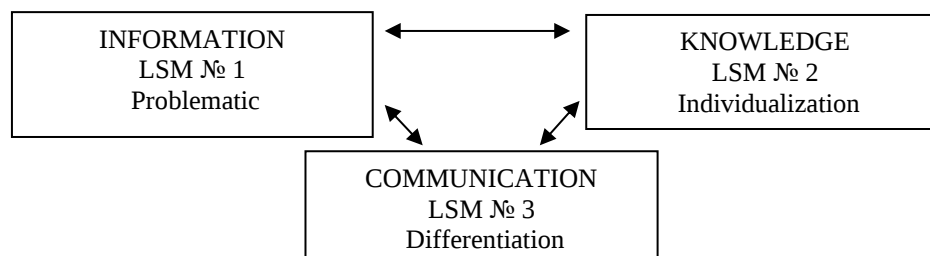
Thus, if we consider a text as a communicative unit, only those texts that are of interest to students should be presented. First, we should consider the requirements for texts on specialty that ensure the adequacy of text comprehension - coherence, integrity, logicity, in formativeness. Putting forward the idea that the text is a communicative unit, or a single communicative whole, we propose to provide and individualized approach, in which conditions for understanding, comprehension and production of communicative material should be created. Individualized perception of the text is built on three levels - high level of perception, medium level of perception, low level of perception.

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At different levels, the communicative material should represent a system of different communicative unities, i.e. phrases; accordingly, the sequence of teaching material is organized according to the principle from simple to complex. Certainly, to consider the specialty language in the communicative aspect means to propose a certain model in the teaching process. We have tried to present one of the many methodological aspects that contribute to the construction of a teaching model system for learning a specialty language. We would like to express our special gratitude to the authors who are conducting research in the field of interactivity in order to develop a modern methodology of teaching a specialty language.

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