DEVELOPMENT OF ENGLISH COMMUNICATION SKILLS OF TECHNICAL STUDENTS

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Abstract: this article discusses the development of communicative competencies of students of technical universities in foreign language classes. The author analyzes the importance of foreign language proficiency for future specialists in the technical field and offers methods and approaches for the effective development of students' communication skills.

Key words: analysis, method, research, innovation, training.

Communication competencies are key skills necessary for successful professional activities in the modern world. At technical universities, students study many disciplines that require knowledge of a foreign language to read specialized literature, participate in international projects and exchange experiences with colleagues from other countries.

Teaching a foreign language at a technical university is aimed at developing students' communication skills necessary for effective work in an international environment. To achieve this goal, teachers use various methods and approaches such as interactive activities, role-playing games, group projects and discussions.

In the modern world, knowledge of a foreign language is becoming an integral part of the professional training of specialists in various fields, including technical sciences. Teaching a foreign language at a technical university aims not only for students to master the basics of a foreign language, but also to develop their communicative competencies.

Communicative competence includes the ability to communicate effectively in a foreign language in various situations, the ability to listen and understand the interlocutor, express thoughts and feelings, and work in a team. To develop communicative competencies, various methods and techniques are used, such as role-playing games, discussions, presentations, group projects, as well as working with authentic texts and audio materials.

According to V.V. Kraevsky, introducing the concept of educational competencies into the normative and practical components of education allows us to overcome the problem typical of domestic educational institutions, when students can master a set of theoretical knowledge in a foreign language, but experience significant

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difficulties in the practical application of the acquired knowledge. This situation is clearly illustrated by the annual results of entrance testing in a foreign language for first-year students at our university, when the percentage of completion of lexical and grammatical test tasks is quite high (at the Pre-Intermediate to Intermediate level), and the application of knowledge, for example, grammar during the performance of a creative task or in oral the conversation leaves much to be desired, sometimes not reaching Elementary. Educational competence presupposes that the student acquires not knowledge and skills that are separate from each other, but "mastery of a complex procedure in which for each identified area there is a corresponding set of educational components that have a personal-activity nature."Particular attention is paid to the development of listening, reading, speaking and writing skills in a foreign language. Students are offered tasks that require analysis and interpretation of information presented in a foreign language, as well as the creation of their own texts based on the material read.

When constructing a foreign language course for students of non-linguistic specialties, in particular engineering specialties, these data are taken into account. Among teaching methods, the main place is occupied by those aimed at developing various competencies in students, and the project methodology is actively used by all teachers of the department. It best develops the student's creative potential, increasing the student's level of self-esteem and ensuring the comprehensive development of informational, general cultural, educational, cognitive and communicative competencies. Such methodological capabilities of the project method fully comply with the requirements for teaching foreign languages in non-linguistic universities at the present stage. The content of teaching a foreign language at a technical university should include, in our opinion, in addition to regional and general cultural material, professionally oriented educational material, depending on the specifics of the departments of a technical university, i.e. the subject of study should be the language of the given specialty. Therefore, the effectiveness of teaching a foreign language at a technical university largely depends on its connection with the core disciplines. Cooperation between foreign language teachers and teachers from graduating technical departments is considered as a way to develop professional orientation and increase motivation in the process of teaching a foreign language.

An important aspect of learning is the development of critical thinking and the ability to analyze, which allows students to more deeply understand the material being studied and apply the acquired knowledge in practice.

In foreign language classes, students of technical universities learn to analyze and critically evaluate information received from various sources, as well as apply the acquired knowledge in solving practical problems. This promotes the development of critical thinking, creativity and independence of students.

In addition, learning a foreign language helps students broaden their horizons, get acquainted with the culture and traditions of other countries, which contributes to their personal growth and development.

To develop communicative competencies in foreign language classes, various methods and approaches are used:

Game methods: role-playing games, simulations, board games and other interactive games aimed at developing communication skills and the ability to work in a team.

Group Projects: Students work in groups to create presentations, conduct research, develop projects, etc. This helps them learn to communicate and interact with other students and develops their teamwork skills.

Participation in international conferences and seminars: Students can take part in international events such as conferences, seminars, internships to gain experience communicating with native speakers and other students from different countries.

Use of modern technologies: use of online platforms for communication, video conferencing, social networks and other tools for organizing distance learning and communication between students and teachers.

Conclusion

In conclusion, the development of communicative competencies in foreign language classes at a technical university is an important element in the training of specialists. Using a variety of teaching methods and approaches, teachers can help students master a foreign language at a high level and successfully use it in professional activities and communication with colleagues from other countries.

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