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PROFESSIONALLY ORIENTED READING IN ENGLISH AS A MEANS OF DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS OF TECHNICAL UNIVERSITIES

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Abstract. This article examines the process of teaching professionally oriented reading to students as a means of developing students' communicative competence. The essence of professionally oriented reading is described. It is emphasized that it is an authentic professional text that is the basis for the successful mastery of foreign language professional discourse by a future specialist with a professionally oriented approach to teaching English in technical universities.

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ЧТЕНИЕ НА АНГЛИЙСКОМ ЯЗЫКЕ КАК СРЕДСТВО ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

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Ключевые слова: профессионально-ориентированное чтение, профессионально-ориентированный текст, английский язык, коммуникативная компетентность, коммуникация, ВУЗ.

Аннотация. Данная статья рассматривает процесс обучения профессионально-ориентированному чтению студентов как средство формирования коммуникативной компетентности студентов. Описывается сущность профессионально-ориентированного чтения. Акцентируется то, что именно аутентичный текст профессиональной направленности является основой для успешного овладения иноязычным профессиональным дискурсом будущим специалистом при профессионально ориентированном подходе в обучении английскому языку в технических ВУЗах.

Due to the fact that our country is actively joining the international community, the attitude towards learning English in modern Russian society is also changing. There is a growing need for specialists who, along with professional qualities, speak foreign languages, which is important for Russia's entry into world markets. Based on this, the requirements for the level of language training at universities have also changed. The state educational standard of higher professional education requires taking into account professional specifics when studying a foreign language, its focus on the implementation of the tasks of future professional activity of graduates.

Currently, professionally oriented foreign language teaching is recognized as a priority in education. The practical goal of teaching English has become the achievement by graduates of a technical university of such a level of foreign language professional-oriented competence that allows them to use English as a means of intercultural communication at the level of international standards.

Reading is one of the main components of developing professional competence. An important feature of professionally oriented reading is that it, being part of the dynamic hierarchical structure of the activities of a specialist or student, never acts as a leader, but is accompanying, subordinate to learning, cognition, research, and creativity [1].

Professionally oriented reading is a complex speech activity, which is determined by the information needs of students, aimed at perceiving and understanding text in a foreign language. This type of speech activity, of course, occupies a leading place in its importance and accessibility, as it gives the future specialist the opportunity to gain knowledge in the field of scientific and technological progress and in the technical field in general [2].

Modern textbooks and teaching aids with special texts in English for students of technical specialties at technical universities meet all the requirements for working with texts of a professional nature. All modern teaching aids are compiled using generally accepted methodological rules.

A professionally oriented text is a short thematic and rhetorically organized text that contains necessary and useful information. As a rule, it is intended for a narrow circle of specialists in a certain field of scientific knowledge, which allows the exchange of professional experience.

A characteristic distinguishing feature of professionally oriented texts is their focus on a purely normative aspect of communication, which allows researchers to identify the following characteristics of the text [3]:

- 1) connectivity;
- 2) integrity;
- 3) unity of style;
- 4) completeness.

The following factors are also identified that influence the choice of professionally oriented text in English [4]:

- 1) information richness;
- 2) richness of terminology;
- 3) appropriateness for a particular case;
- 4) effectiveness for the development of a professional approach to translation;
- 5) accessibility in terms of competence (professional and linguistic).

Working with professional texts gives future specialists a number of advantages. One of them is that the text completely immerses students in the environment of their future professional activity, starting from the very first lesson, enriches vocabulary, and opens up the opportunity to get acquainted with authentic literature. The learning tasks developed for each text contribute to the creation of a

professionally oriented environment through the use of numerous terms, exercises, and tasks for the texts.

In addition, systematic reading of a specialized text helps to achieve a correct, context-appropriate understanding of individual words and sentences, since each of them will be perceived based on the general content of the text, and not separately. Many years of practice have shown that in the process of learning a foreign language with the help of specially developed professionally oriented texts, students successfully master modern complex professional terms and terminological phrases, are able to understand foreign speech by ear and use modern professional terms and phrases in oral and written speech.

A properly developed textbook uses a specially created system of professionally directed and communicatively oriented tasks, divided into pre-text, text and post-text exercises, which are cumulative, reproductive and productive in nature. This consistent system of presenting tasks ensures their phonetic, lexical and grammatical connection with the main topic of the lesson and gradually, using the method of cyclic progression, leads students to speaking, listening, translating professionally oriented texts and writing on the main topic of the section. In this case, tasks for the text are organically related to each other, complementing each other. As a result of the consistent structure and content of the textbook, the principle of gradually increasing difficulties and the principle of moving from simple to complex is implemented.

It is important to note that the principle of repetition of words and phrases from task to task is fundamental. It is repeated repetition that serves as one of the conditions for the subconscious, natural memorization of vocabulary and terminology and does not require their mechanical memorization. Compliance with these principles leads to the use of active vocabulary in oral and written speech, their auditory and figurative recognition.

And finally, the text has a high degree of clarity. Therefore, the use of text to form the basis for mastering and improving foreign language professional communicative competence is a methodologically justified means. It is the text that provides visual reinforcement and the content base for speaking exercises; it is the text that allows one to master the appropriate dose of speech material, which should be brought to the level of skill.

Professionally oriented reading is the most striking example of the implementation of interdisciplinary connections, which helps improve the quality of professional training of future specialists. Work on the selection of text material, taking into account the professional guidance of students, should be carried out in close connection with the major departments [5].

For many graduates of technical universities, reading in English becomes almost the only activity necessary for their profession.

But, since the English language curriculum has broader learning goals, reading can be used as a means of teaching oral communication. The use of reading as a means of teaching oral communication is necessary for mastering standard pronunciation skills, automating silent reading skills, and developing lexical and

grammatical skills. These goals are designed to form the language competence of students, without which oral communication is impossible. Based on the printed text, numerous language exercises are performed, designed to introduce lexical and grammatical structures. Among them:

1) imitative exercises, the purpose of which is to reproduce a language sample at the level of its repetition;

2) intensive repetition of a speech pattern, the purpose of which is to teach how to formulate various types of questions;

3) modification, transformation of the image, the purpose of which is to transfer the skill of using a grammatical form to a new text;

4) correction of pronunciation skills and their automation.

Thus, at the initial stage, with the help of reading, a language base is formed for further oral processing of information.

At later stages of learning, written texts can be used to develop the ability to summarize information obtained from the text. Along with the ability to extract information, the ability to use it in various forms, volumes and situations in oral communication is formed.

The above allows us to conclude that the creation of a methodology for teaching professionally oriented reading to technical university students is an urgent task. And this relevance is dictated by economic, socio-cultural and psychological changes in society, integration processes in scientific research, the popularity of the English language not only as a means of international communication, but also as an area for developing the professional and communicative competence of specialists in the learning process.

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