

SPECIALITY 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.*

Key words: *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".

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 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 info-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 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;

- 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;

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;

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

Specialty language. They are as follows:

- 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.

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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