

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS.(CHEMISTRY)

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Abstract: This article explores the development of communicative competence in teaching English to non-philological students, specifically those specializing in Chemistry. It analyzes the unique linguistic challenges faced by chemistry students who require practical English skills for academic and professional communication within their scientific domain, such as effectively conveying scientific concepts, comprehending scientific texts, presenting research findings, and engaging in international collaboration. The paper discusses contemporary pedagogical approaches like English for Specific Purposes (ESP), content-based instruction, and task-based learning.

Keywords: Non-philological students, Chemistry students, English language teaching, Communicative competence, ESP (English for Specific Purposes), CLIL, TBLT, non-philology students, chemistry, motivation, career-oriented education.

In the modern higher education system, the main goal of teaching English to students of non-philological specialties (engineering, medicine, economics, chemistry) is to prepare them for professional communication at the international level. For these students, learning the language is not a goal, but a means of acquiring professional knowledge and skills, participating in international cooperation, and keeping abreast of innovations in the field. Therefore, special attention should be paid to the development of Communicative Competence (CC) in teaching them English.

CC includes not only grammatical accuracy, but also the ability to use the language appropriately and fluently in various social and professional situations (Canale & Swain, 1980). In the case of chemistry students, CC allows them to read scientific articles, write laboratory reports, present their research at international conferences, and discuss technical issues with foreign colleagues.

In the process of teaching a foreign language, it is considered effective if there is a positive dynamics in the changes in the components of students' foreign language proficiency. In order to determine the quantitative indicators of the dynamics of changes in pragmatic components, it is necessary to describe the assessment of indicators of the development of foreign language proficiency. A set of exercises is presented on the methodology for developing students' foreign language proficiency based on the development of pragmatic competence, and experimental work is being conducted to verify the effectiveness of developing competence.

One of the specific features of the diagnostics of the editorial process is the identification of quantitative characteristics that are determined based on indicators of the development of students' knowledge of foreign languages. In the discipline of editorial science, it allows us to assess the characteristics of the object under study that are available for observation and measurement, as well as other characteristics that are not directly available for research. The following components were selected as assessment criteria for proficiency in foreign languages: motivational-goal, linguistic-cultural, communicative-active, communicative, pragmatic. They are determined by the indicators available during the initial, intermediate and final control during the implementation of practical work. The level of development of foreign language proficiency in the educational process is understood as the level of development in the subject area, the level of training and assimilation of professional culture. The development of foreign language competence is an important aspect of foreign language teaching, and our work proposes to understand the level of development of each student's foreign language competence as the level of development of professional competence in the educational process.

In the motivational section of the components of linguistic competence, certain aspects of the learning process studied in the Observations module were highlighted. For example, students' work in the classroom, their interest in the topics being studied, the development of skills in using software tools to perform a particular task, the quality of answers (authenticity, completeness, content, applicability, etc.). These results show that after the English language modules were taught using a comprehensive approach, there were positive changes in the level of knowledge and competence formation of students. General and specialized subjects are of great importance in the process of teaching students a foreign language and in their future professional activities. However, it is not clear how important knowledge of a foreign language is from the point of view of the direction of education for the full development of general and specialized disciplines. From the interviews with professors-teachers, it became clear that knowledge of a foreign language plays an important role in the professional activities of future specialists. However, the lack of sufficient knowledge of foreign languages among first-year students and the lack of skills to use them independently pose problems. To this end, it is necessary to direct future professional education teachers towards professional activity through individual work with students, the use of the foreign language in each subject in the educational process, and the formation of skills in working with foreign language teaching aids.

Chemistry students showed high motivation to work in English on topics related to their field (e.g. nanochemistry, polymer synthesis) instead of general topics (e.g. sports, travel). This internal motivation lowered their affective filter (Krashen theory), as a result of which they tended to focus on fluency without fear of making mistakes.

Language automation (Cognitive outcome):

Constant use of language in a professional context through CLIL and TBLT approaches (e.g. discussing a laboratory process in English) contributed to the automation of language units (terminology, professional expressions). As a result of repeated and contextual use, students were able to focus on communication without consciously controlling grammar.

Development of Communicative Competence Components:

- Linguistic Competence: The passive (reading) and active (speaking, writing) vocabulary necessary for chemical terminology and scientific discourse increased significantly.
- Discursive Competence: By studying the structure of scientific reports, lectures, and articles, students learned to present their ideas in a logical, connected, and coherent manner.
- Strategic Competence: When misunderstandings arise when discussing professional problems (for example, interpreting experimental results), students learned to effectively use strategies such as paraphrasing or asking clarification questions.

Teachers can significantly increase the effectiveness of their language learning by introducing professional tasks into lessons, using authentic materials and preparing students for real professional communication. In the future, it is recommended to conduct extensive empirical research on the application of these methodologies in various specialties in the higher education system of Uzbekistan.

During the pilot study conducted in educational institutions, the relevance of each English lesson topic to the qualification requirements, the quality of students' mastery of the educational material, the gradualness of the topics, and the topics that were difficult to master were determined by the researchers and the respondent teachers.

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