ASPECTS OF THE PRACTICAL DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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Abstract: This article examines the specific features of developing professional language communicative competence in teaching foreign languages. Some effective technologies are presented, based on the algorithmizing of activities, multi-step instructions, and didactic support, providing sufficient practice for each student. This guarantees the success of their actions and positive results, serving as reinforcement in their subsequent professional activities. These technologies have several advantages in forming and developing students' communicative competence.

Key words: communicative competence, cognitive skills, approach.

The development of professional foreign language communicative competence is possible based on a solid foundation, which in this study is created by developing listening and speaking skills. According to program requirements, priority attention is given to these skills in the first year of studying a foreign language at a non-linguistic university. At the initial stage of teaching foreign languages, particularly English, several problems arise. These include factors such as lack of student responsibility and insufficient computer equipment in classrooms (Gladisheva, 2017). In some cases, teachers cannot fully and effectively use computer technology, hindering their ability to prepare for lessons based on modern approaches. Additionally, gaps in the cognitive skills of teaching staff can dampen the enthusiasm of ambitious students, while the indifference of some students undermines the efforts of qualified mentors (Shixvarger, 2013). As a result, under the influence of such aspects, positive results in students' learning cannot be expected.

In many cases, students only attempt to speak English under the supervision of a teacher. Additionally, there are often not enough people around students who communicate in English. Educational materials, such as books, audio, and video materials, serve as auxiliary tools in the learning process (Yefimov, 2018). These materials combine educational knowledge contained in textbooks, manuals, and other sources, helping students better understand the material and apply it in practice. Students learn to pronounce words and sentences correctly if they track assignments in the target language with the help of these aids. It should be noted that some students tend to learn a foreign language by watching feature films, but the conversational processes in such films include slang and dialects. Therefore, language learners should use this

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method carefully.

Students at non-linguistic universities often do not take language learning seriously. Problems such as attachment to grammatical rules and language barriers undermine students' interest in learning a language, causing them to lose purpose. The idea that structured sentences do not have to be grammatically correct for communication to be understandable can be both right and wrong. Fluency is impaired when speech is based on constantly changing grammatical rules during a conversation. Students do not and cannot always follow the rules they have learned in class. Additionally, in non-philological higher educational institutions, students treat foreign languages as a secondary discipline. Unfortunately, in most cases, students learn a language only during lessons and do not try to learn new words, practice pronunciation, or write essays on their own.

Teachers must require students to communicate in the target language not only during class but also outside of class. Only then does the degree of accomplishment, such as expanded emphasis on the language and fluency of pronunciation, increase. Independent work, problem-solving, and searching contribute to mastering any subject. If students continually approach the teacher for every small problem, it shows their dependence and reduces the likelihood that they will work independently. Shy students cannot actively participate during the learning period. For this reason, weak students should not be forgotten during debates and classes.

Students should extensively use audio materials to learn the correct pronunciation of sounds and words. Independent viewing of films in a foreign language and videos adapted for language teaching serve as a partial bridge (Savin, 2015). Secondly, teachers play a significant role in teaching English, with motivation and interest being crucial. When using different language teaching methods, it is necessary to consider students' language skills and proficiency levels. Several problems are associated with the successful study of foreign languages at a university, one of which is the value systems formed at school. Often, a foreign language is studied as disconnected from the real world of students and reduced to developing certain reading and speaking mechanisms. At a university, foreign language learning technology focuses on the professional-value component. There is a need to form value-semantic attitudes, representing the individual readiness of the student to perceive what is acquired in the learning process as a personal value. This readiness ensures a stable, purposeful educational activity concerning the foreign language being studied. Modern pedagogical and methodological research widely covers the concept of a personal activity approach to teaching (Akulova,

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2021), but its implementation in teaching a foreign language in non-linguistic universities has not been sufficiently developed. Moreover, the technology of individual educational trajectories to increase foreign language proficiency among poorly performing university students is practically unused.

Mastering professional foreign language communicative competence by low-performing students at non-linguistic universities is crucial for their full professional training. However, analysis reveals the following contradictions:

— between students' desire to master a foreign language and its ineffective teaching, which reduces motivation.

— between the requirements of state educational standards for university-level foreign language training and the actual level of students' preparation in this subject.

— between the need to provide an individual approach to each student and the presence of students with different levels of training in one group, large groups, and the lack of special technologies implementing the individualization of foreign language teaching.

Personal activity and competence approaches form the theoretical and methodological basis of the study, focusing on organizing educational activities for poorly performing students at a non-linguistic university and determining teaching goals in vocational education. The effectiveness of educational activities largely depends on the implementation of personal individualization, considering the student's activities, experience, interests, and needs. This can be achieved based on the personal activity approach to professional education (Kublanov, 2015). This approach's key idea is the student becomes a subject of self-development, self-education, self-realization, and self-actualization, where the educational process and its categories—goals, content, methods, forms, and means—become personally significant guidelines.

The goal of teaching a foreign language at a non-linguistic university is for students to master professional foreign language communicative competence. This competence comprises a set of interrelated business and personal qualities, professionally oriented knowledge, abilities, and skills necessary for high-quality, productive professional communication in a foreign language.

The formation of professional foreign language communicative competence relies on a strong foundation, requiring sufficient proficiency in language and speech competencies. This includes the ability to understand and express simple thoughts in everyday communication and participate in basic communication while mastering speech etiquette. This foundation was created by developing foreign language listening and speaking skills, which

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are essential for students' professional, educational, and personal purposes.

First-year students at a non-linguistic university often have varying experiences and preparation levels in foreign language study. It is necessary to divide students into "beginners" ("low performers") and "continuing" ("strong") groups through testing to ensure a homogeneous group. Students in these groups recognize the need for a solid foundation to develop professional foreign language communicative competence, which can cause negative emotions. Despite this, such separation provides a comfortable psychological climate and a rational work nature.

Among low-performing students grouped individualization and differentiation of learning are necessary. This can be achieved through individual educational trajectory technologies, allowing students to progress along a personal route at an optimal level, pace, and conditions for real progress.

Students individually choose their learning path based on self-assessment of capabilities, needs, and learning chains in a foreign language. Individual educational trajectories feature variability in didactic material and differences in final requirements, focusing on students' different abilities. The choice of difficulty level is subjective and determined by educational objectives, self-esteem, aspirations, experience, and individual characteristics, aiding students in obtaining a full-fledged professional education in a foreign language.

To increase the efficiency of using individual educational trajectories in teaching foreign languages to weak groups at a non-linguistic university, we have developed recommendations. These include recognizing any student choice, changing communication styles from authoritarian to partnering, stimulating success, ensuring a favorable psychological climate, including "functional" educational material, varying didactic support (supports, tasks' number and complexity), regular but not stressful control, and varying and combining control forms.

Foreign language listening and speaking often pose the greatest challenges for low-performing students. Listening difficulties include an insufficient level of auditory memory and phonemic hearing and undeveloped foreign language listening mechanisms.

Teaching low-performing students foreign language dialogic and monologue speech presents difficulties such as:

— inability to grammatically and lexically formulate statements.

— inability to understand remarks and respond spontaneously, relying on written samples of statements.

Work using individual educational trajectories gives better

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results when studying the same educational material. Choosing a personal trajectory allows for more thorough study, assimilation, and conversion of educational material into personal experience while updating existing knowledge at an individual pace. Students gain skills in critically assessing their training level, setting learning goals according to their needs and interests, correlating results with goals, and practicing self-control and self-correction.

Thus, the specificity of individual educational trajectories for low-performing students lies in effective technologies based on the algorithmizing of activities, multi-step instructions, and didactic support tools. These provide sufficient practice for each student, guaranteeing successful actions and positive results, and reinforcing subsequent activities. The use of individual educational trajectories also fosters the formation of personal and subjective experiences and the development of qualities such as responsibility, independence, self-criticism, and determination.

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