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Technology of Development of Communicative Culture of Communication in the System of Higher Professional Technical Education

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Annotation. The article reveals the essence of the concept of «communicative culture» and its significance in the training of future technical specialists. The hypothesis of the research is that today's technical students face a problem when communicating with other people. The purpose of preparing the article is to identify the problems that students of technical universities face today and to find ways to solve them. Various technologies for the development of a communicative culture of communication in the system of higher professional technical education are presented.

Key words: technical education, communicative culture, development technology, communication culture

Many countries and educational institutions have focused on implementing programs that help students acquire a high level of language proficiency and facilitate their interaction in contexts in which language is important: business, politics, science, education. All this emphasizes that communicative competence in the language being studied is now more in demand than ever before.

Today, a particularly important and urgent problem for higher technical education is the problem of increasing the communicative culture - implicit knowledge about how to behave and talk in different situations and how to interpret the behavior of other people in such situations. This problem is relevant due to the growing language illiteracy of graduates of technical universities, for whom the study of the Russian language is especially important and will allow them to express themselves more fully and understand other people.

According to the Concise Oxford Dictionary, the word "communication" means "the act of conveying, especially news", or "the science and practice of conveying information". Communication skills are important skills although they include several elements such as listening, speaking, reading. According to Seiler and Bill, communication is defined as the exchange and transfer of meaning occurring simultaneously through symbolic interactions. Suleiman Masri notes that communication begins when a message or information is passed from the sender (the speaker) to the receiver (the listener) through an instrument or channel, and then the receiver gives feedback through the encoding and interpretation of the information. Some researchers have defined communication culture as verbal communication, written communication, non-verbal communication, listening and giving feedback (Najmuddin, 2010). Similarly, RodiaIdris (2010) suggests communication such as non-verbal skill, giving feedback, presenting ideas verbally and in writing, making presentations, and negotiating to achieve a goal and gain support or agreement.

According to Bayram, a specialist in the formation of a communicative culture, "the acquisition of a communicative culture is a complex issue that includes not only traditional language lessons, but also includes the teaching of the rules for introducing a dialogue."

Thus, this task requires the creation of an educational system that effectively combines the quality training of future technical specialists in the chosen field with their deep psychological, cultural and communicative training. In general, teaching communication skills can be seen as a dynamic interaction between teacher and student through the content of communication skills. Dynamism exists due to the interaction between teacher behavior and student behavior. Thanks to this interaction, a special and purposeful environment is created. This creation of the environment is guided by some



norms or standards. The created environment helps students to make the learning process more effective. An effective student learning process qualitatively improves the achievement of communication skills.

The development of communicative culture skills among university students is an important condition for their professional competence. The high level of communicative culture of the future engineer contributes to the professional growth and self-realization of a specialist whose professional activity requires interaction with other people. Future engineers should be prepared for a wide range of business contacts based on the principles of mutual respect, support, fairness and objectivity. Cultural communication refers to the use of language and other communicative means to carry out the actions and obligations of their particular communities within and through the use of symbolic resources. These resources include verbal and non-verbal means, as well as rules for their use and interpretation.

Empirically obtained examples from real life places where communication can be seen, heard, felt and experienced help to reveal cultural communication. Examples include cultural terms, silence practices, or social dramas.

According to Richards' theory, a communicative culture is a set of principles regarding the goals of language teaching that are related to the processes in which students learn language, the types of classroom activities that best facilitate learning, and the roles of teachers and students. In this regard, language methods are designed to engage learners in the pragmatic, authentic and functional use of language for meaningful purposes. Fluency and accuracy are seen as complementary principles underlying communicative methods. Students are ultimately required to use language productively and receptively in unlearned contexts. Richards suggests that the educator must create an appropriate environment so that students can interact with each other. This can be achieved through assignments, workshops, presentations and various events.

The above characteristics provide an idea of how to focus pedagogical practice focused on the formation of communicative competence.

Under communicative competence, Brown defines it as "that aspect of our competence that allows us to communicate and interpret messages and agree on meanings in interpersonal communication in certain contexts." This author also states that communicative competence is "a dynamic, interpersonal construct that can only be explored through the open participation of two or more people in a process of agreeing on meaning." In this sense, it can be said that when interacting and conveying meaning, participants use their communicative competence.

According to the Common European Competence Framework, communicative culture includes three main aspects:

- 1) Language competence, which refers to the knowledge and ability to use language resources to form well-structured messages.
- 2) Sociolinguistic competence, which refers to the possession of knowledge and skills for the correct use of language in a social context.
- 3) Pragmatic competence, which includes two subcomponents: discursive competence and functional competence, both related to the so-called planning competence, which refers to the ordering of messages according to interactive and transactional patterns.

Various authors state that it is very important to consider the use of different technologies as they provide students with a more personalized experience and support in the learning process. This is an important aspect in the study of communicative culture, since feedback and language practice can be more student-centered. However, in our view, the choice of teaching methods depends on what suits the educator, i.e. the educational philosophy chosen by the educator, class demographics, subject areas, and the institution's mission statement.

One of these technologies is "eavesdropping on the news", when students have to read some interesting news in the news before class and share it with other students during the lecture. Open-ended questions, because they require a multi-word answer, are vital for inspiring discussion and demonstrating that there are multiple ways in which a question can be perceived and answered. Communication exercises like this motivate students to explore topics of their choice at the appropriate level of difficulty. Also today there are many technological resources (from audiobooks to



apps) that can be used to improve students' communication skills. Students can listen along with audiobooks to hear the speaker say different words or phrases.

Educators can help their students develop listening skills by reading selected text aloud and then inviting them to discuss and reflect on the content. This active listening process means listening to understand, not to respond.

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