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## PECULIARITIES OF FORMING THE APPLICATION OF COMMUNICATIVELY-NORMATIVE SKILLS OF STUDENTS OF NEFILOLOGICAL PROFILE

**Abstract:** The article is devoted to the issues of formation of communicative pronunciation of normative skills of non-philological students. At the present stage, the practice of communication is characterized by various deviations from the normative pronunciation, which complicates the communication process. Using a communicative approach will help students understand the intricacies and nuances of the pronunciation of English.

**Key words:** pronunciation skills, communicative approach, communicative competence, normative pronunciation, improvement of pronunciation skills.

**Language:** English

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### Introduction

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Currently, much attention is paid to the practical knowledge of a foreign language by specialists of various professions. Classes in a foreign language at a non-philological university orient the student toward mastering the language as a means of communication within the framework of his chosen specialty. Mastering a foreign language as a communicative competence means not only knowledge of the language system, but also the ability to correctly use the language to realize the goals of communication. The basis of communicative competence is a set of skills that allow you to participate in speech communication in its productive and receptive forms. Language training is aimed at the formation of speech skills, and speech activity acts as an object of learning. Speech activity is the process of receiving and transmitting information using language in the process of communication, which is a combination of speech actions. This is a process of active, purposeful, mediated by the language and due to the situation of communication reception or transmission of voice messages in the interaction of people with each

other.<sup>[1]</sup> Speech activity is not only a goal, but also a learning tool. This implies: 1) the communicative behavior of the teacher, which involves students in general activities, influencing the process of communication; 2) the use of exercises that recreate the process of communication; 3) the orientation of the students' arbitrary attention to the purpose and content of the statement and, to a lesser extent, to its form.<sup>[4]</sup> For teaching both productive (speaking, writing) and receptive (reading, listening) types of speech activity in their interaction in the educational process, it is advisable to use denotation cards. A denotation map is a logical structural diagram of a text or a specific field of knowledge. Denoted (from the Latin word denotare - to mark, designate) is an object or phenomenon of reality surrounding us, which is considered as a semantic component of the text or as a component of the objective plan of a speech utterance. The denotative analysis of the text was developed by the linguist A.I. Novikov; it is a reflection of the content of the text reproduced in the graphic denotation map. Accordingly, denotation map is a graphic way to highlight the basic concepts of the text. A denotation map has a hierarchical structure that visually represents subject relationships. The graphic

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content of the text is structured by level. [2] Using a denotation card in the educational process allows you to implement the principle of interconnected teaching of types of speech activity (reading, listening, speaking, writing) based on common language material using a special series of exercises. General linguistic material should serve as a basis for the development of both receptive and productive types of speech activity; create a basis for the development of written and oral forms of communication. The organization of a special series of exercises is aimed primarily at the formation of skills common to all types of speech activity. A denotation card can be used at all stages of training. Practice shows that it is necessary to train students to work with denotation cards first for reading and listening, and then for speaking and writing. Denoting maps can be effectively used in teaching reading. Any text, as a product of the author, reflects objective phenomena that are in certain relationships and relationships. In each text, three plans can be distinguished: a) the actual subject plan, b) the plan of semantic content, c) the plan of its language design [3]. To understand the text means to reveal all three planes in it, that is, answer the questions: What about? What are the semantic connections? How is thought formed and formulated and by what means is it expressed? At the first stages of working with a denotation card, it is advisable to compile it in an audience with students. When compiling a denotation map, you can teach all types of reading when working on the same text (viewing, searching, familiarization and studying reading). Typically, work on a text begins with viewing the text and answering the question: "What is the text talking about?" The title, captions for drawings, diagrams, keywords solve this problem, and the first source data appears in the denotation map. The next stage of work: review the text and say: "What is said in each paragraph of the text?" After solving this problem, the first level appears in the denotation map. Next, we begin the fact-finding reading, which involves a more detailed extraction of information. Students reveal the subject in his connections and relationships. Learning reading completes the denotation map. Full disclosure of the subject plan of the text is the basis for a deep understanding of its semantic, linguistic and speech levels. So, work on the text should begin with covering the general content of the text, its main theme, moving on to its detailed understanding. This work includes the following steps: 1) the study of the title, drawings, schemes; 2) hypothesis; 3) initial viewing reading; 4) confirmation or refutation of the hypothesis; 5) introductory reading; 6) in-depth analysis of the text (learning reading). In the practice of teaching foreign languages, three types of work with denotation cards are known. Presentation by the student of ready-made maps compiled by the teacher or specialist. This type of work can be used to control

the understanding of texts. Teaching students how to draw up denotation maps (drawing up together with the teacher). Self-mapping by trainees. As a rule, students who study compiling denotation maps freely engage in verbal communication, since they gain experience in organizing a subject plan, that is, they easily build a hierarchy of subject relations on the topics being studied. The following exercises for teaching reading using denotation maps can be recommended. 1. Given a ready denotation card. Read the text. Find in the text information that reveals the main blocks of the denotation card. Read the text. Compare whether all information is reflected in the denotation map. 2. Given a denotation map with some empty blocks Fill the empty blocks with information from the text. 3. The scheme on which the structure of relations is plotted is given. Find in the text information that reveals this relationship. 4. A denotation map is compiled in an audience in English. Translate the denotation card into a foreign language. 5. Make a denotation map to the text, compare with the denotation map proposed by the teacher. 6. Complete the denotation map by drawing the missing blocks. When teaching reading as a form of speech activity, you must first pay attention to the selection of texts. The text should be interesting, informative for the student, should enrich his cultural and professional level. [5] When compiling a denotation map, students' mental activity is stimulated when working with text; logical thinking develops the ability to choose the most important from a large amount of information. This contributes to a more solid learning vocabulary. When compiling a map based on textual material, a student learns to identify basic concepts, key vocabulary, groups words according to subtopics of different levels, and establishes logical connections between them, which in turn become an effective means of conscious mastery of vocabulary material. Denotation cards are a support for the development of speaking skills, the basis for a logically meaningful statement. There are three main difficulties in the process of speaking: - disclosure of the subject of expression, - the formation and retention in memory of the logical sequence of statements made, - the selection of language tools for the formation of thought. Any statements include answers to the questions: "What to talk about? What should I say? How to say?" A denotation map removes most of the difficulties in the student's transition to independent expression, first of all, removes psychological difficulties, since the subject of the statement is clearly defined in it, characteristics of the object, its connection with other objects, direction and sequence of the statement are given. When teaching speaking, students can form the ability to compose a denotation map both on their own statement and on the listened message when they are perceived. Thus, you can consider the denotation map as a means of controlling the completeness of the statement and the degree of its

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development (when speaking) and the accuracy of understanding (when listening). The denotation map contributes to the formation of a program of semantic utterance from general to particular. Moreover, existing knowledge serves as a means of concretizing new knowledge. The methods of working with a denotation map are very diverse, but the essence of all of them is that students improve their ability to fully, accurately and correctly understand and reflect objective reality in speech, trying to convey the maximum amount of information about it. Acting as a logical and semantic support, the denotation map also contributes to the orientation of understanding on the language of the statement. Students rely on denotation cards to repeat material they have learned in preparation for tests and exams. Thus, the organization of teaching a foreign language can be carried out as the organization of research and cognitive activity of a student to determine the subject content of the text and the means of forming and formulating thoughts. Such a diverse use of denotation cards ultimately leads to increased motivation in learning a foreign language and the intensity of the learning process as a whole.

Thus, improving the pronunciation skills of students is one of the most labor-intensive stages in the process of forming communicative competence. Therefore, it becomes relevant to search for ways to minimize time spent on mastering normative pronunciation, to qualitatively change the vector of application of teacher and student efforts, to give them a more rational character. The development of exercises that allow interconnected teaching of phonetics and various types of speech activity, exercises aimed at a wider introduction of self-control over the level of formation of their pronunciation skills, should be the subject of a special study. All forms of work on pronunciation should be subordinate to solving practical problems; they should not be time-consuming in class, as they should be organically integrated into the learning process as a whole. A prerequisite for effectiveness is the regular drawing of students' attention to phonetic phenomena in connection with ever-expanding material in new combinations. All this reduces the risk of pronunciation errors and makes you pay more attention to the pronunciation side of speech.

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