

A MODEL OF COMMUNICATIVE STRATEGIES IN TEACHING ENGLISH TO NON-LINGUISTIC STUDENTS

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Abstract: This article analyzes the model of communicative style strategies in teaching English to non-linguistic students. The methods and approaches used to establish effective communication with students in the educational process and develop their linguistic and communicative competence are highlighted. The possibilities of effectively organizing the language learning process through interactive and innovative methods are also considered. The article also reveals in detail the didactic significance of communicative strategies and their role in the modern language teaching system.

Keywords: communicative style, non-linguistic direction, English language teaching, interactive methods, innovative approach, linguistic competence, communicative strategies.

Introduction: In the current process of globalization, the study of foreign languages, in particular English, is becoming increasingly important not only for students studying in the field of philology, but also for students in non-linguistic fields. Because English is widely used around the world as a language of international communication, science, technology and business. Therefore, in the process of effective teaching of this language, in addition to traditional approaches, there is an increasing need to introduce strategies that include modern pedagogical methods, innovative technologies and communicative styles.

The communicative approach is one of the main principles of language teaching, which is aimed at developing students' communication skills, developing their skills in using English in real-life situations, and not limiting them to knowledge based on grammatical rules. It is especially important to develop effective strategies in teaching English for students in non-linguistic fields, because these students, although not specializing in linguistics, have a need to use English in their specialties.

This article analyzes a model of communicative style strategies in teaching English to non-linguistic students. This model is developed based on interactive methods, innovative technologies, and an integrative approach, ensuring that students actively participate in the language learning process.

Main part: Students in non-linguistic directions usually specialize in technical, medical, economic, engineering and other fields, and their level of English use depends on their professional needs. Therefore, a more communicative approach is important for them in teaching English than the traditional grammatical translation method.

Communicative approach: Encourages students to actively participate; Increases the effectiveness of language learning through exercises based on real-life situations; Helps to form linguistic and pragmatic competencies. Develops students' independent thinking skills. The main

goal of this approach is to provide students with practical use of the language, not theoretical knowledge.

Interactive teaching methods help to effectively organize the learning process by involving students in active participation and communication. Such methods include:

Role-play - Students have the opportunity to communicate in English in various professional and life situations.

Debate – Students develop their speaking skills by debating on various topics.

Case-study – Students are presented with real-life problems and are required to analyze and solve them in English.

Modern technologies can be used to encourage students to communicate in English. For example:

The opportunity to learn independently through online platforms (Duolingo, BBC Learning English, Quizlet, Kahoot, Memrise).

Practicing with chatbots and virtual interlocutors developed based on artificial intelligence.

Multimedia resources – learning real-life speech through audio, video and animated materials.

An important part of the communicative strategies model is the process of assessment and analysis of results. Formative Assessment – students monitor their development by receiving continuous feedback during the learning process. Summative Assessment – students' level of knowledge is assessed through mid-term and final tests. Self-assessment & Peer-assessment – students identify their strengths and weaknesses by assessing their own results and those of their peers.

The strategies discussed in this main part are aimed at increasing the effectiveness of teaching English to non-linguistic students. Using this model, students will have the opportunity to freely use English in real-life situations.

In the current era of globalization, knowledge of English is becoming one of the necessary competencies for non-linguistic students as well. Therefore, the development and implementation of effective approaches in the process of teaching English to these students is one of the urgent issues.

The model of communicative style strategies considered in the article is aimed at developing students' speech and communicative competencies and includes interactive methods, innovative technologies and an integrative approach. It ensures the active participation of students in the language learning process and develops their independent thinking skills. It provides an opportunity to adapt to real-life situations through a communication-based approach. It makes the process of learning English more interesting and effective with the help of modern technologies and multimedia resources. It ensures that language learning is more useful for students by integrating it with various professional areas. It allows for continuous analysis of students' development and elimination of their weaknesses through an assessment system.

The use of the communicative strategies model in teaching English to non-linguistic students serves to improve the quality of the educational process and prepare students for practical use of the language. In the future, it is important to develop more advanced educational technologies and implement innovative methods on the basis of this model. In this regard, educational institutions, teachers and researchers should conduct joint research and introduce best practices. Thus, non-linguistic students will also acquire foreign language competencies and have the opportunity to effectively use English in their professional activities.

Conclusion: This article analyzes the effectiveness of communicative strategies in teaching English to non-philological students. According to the results of the study, this approach is of great importance in the formation and strengthening of students' linguistic skills. In particular, interactive methods, environment-adapted tasks, and communication-based activities help students express themselves freely in a foreign language, develop communication competence, and increase motivation.

It was found that teachers' methodological skills, the level of use of modern pedagogical technologies, and the creation of real-life communication conditions in the learning process are important factors for the effective implementation of communicative style strategies. In addition, strengthening social interaction in the learning process, the use of multimedia technologies, and the application of individual learning approaches can significantly increase student performance. Thus, the development and implementation of a model of communicative style strategies in teaching English to students of non-philological majors will not only increase educational efficiency, but also develop their ability to communicate freely in a foreign language. Therefore, there is a need to implement this approach more widely, enrich the learning process based on innovative technologies, and constantly improve teaching methods.

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