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## THE IMPORTANCE OF PEDAGOGICAL MANAGEMENT OF COMMUNICATIVE EDUCATION IN HIGHER EDUCATION

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### ABOUT ARTICLE

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**Abstract:** This article presents an analysis of the specifics of the content component of the conceptual model of pedagogical management of student communicative education in higher education and studies in this regard. Also, the content component is system-specific in the model under consideration, since through its development, the process and result of pedagogical management of the communicative education of higher education students are described.

In addition, when designing the content content of the conceptual model of pedagogical management of the communicative education of higher education students, it is envisaged that it is necessary to determine the amount of knowledge and consistent communicative activity capable of ensuring the continuous development of communicative competence of students.

### INTRODUCTION

Today, a higher education student is in a complex socio-cultural situation, because he feels the influence of new ideas and values, various cultural forms, styles, trends. The modern system of higher education in developed countries cannot be limited only to socio-cultural institutions and the transfer of ready-made scientific knowledge. The task is to familiarize the educational recipient with the cultural values of his native land and the countries of the languages studied.

If dialogue is a mechanism of the educational process, then intercultural dialogue is a mechanism of mutual understanding. Thus, intercultural dialogue, like any dialogue, is a process of emergence and strengthening of mutual understanding.

### Literature review on the topic

According to A.A.Miroljubova, the idea that there is no separate language and culture for educational purposes is very effective - language is an organic part of culture. Language facts are the same cultural facts that become valuable for a person, have social, human and cultural significance.

The relationship between language and culture is realized in the text, therefore one of the main rules for understanding an intercultural person is the semiotic concept of culture developed by the educator Y.M.Loli. Its essence lies in interpreting culture as an oral or written text that combines language and metalanguage and is thus "coded" twice. Decoding, that is, the interpretation of the text, is based on the knowledge of its specific cultural and linguistic features. In the process of interpreting the text, its understanding and assimilation of cultural experience occur.

The concept of "intercultural person" was introduced by foreign researchers P.S.Adler, D.Lutsker, R.Norton, J.Walsh, and is a general concept that is generalized for the terms "international person" D. Lutsker, "multicultural person" P.S. Adler, R. Norton, etc. and others. In their opinion, such a person has the following cosmopolitan features: respect for all cultures, understanding of the thoughts, feelings and beliefs of representatives of other cultures. Such people, while having their own culture, do not consider any one culture to be a priority.

It should also be taken into account that culture, as a complex and multifaceted phenomenon, occurs independently of the learning process in educational institutions of other countries and is unlikely to be fully mastered by students. Obviously, we need principles for selecting elements of the culture of the country of the language being studied that are necessary and sufficient for professional training. Attempts to divide the culture of a foreign language into parts seem to us to be insufficiently justified.

## **RESEARCH METHODOLOGY**

Modern researchers of the culture of the country of the studied language understand the set of knowledge and experience that allows students to become adequate participants in intercultural communication.

Thus, we consider the intercultural block of the communicative education management model as a special type of education, the focus of which is to familiarize future specialists with the advanced culture of the countries of the studied language, to expand their linguistic and philological competencies, knowledge and understanding, which allows students to become adequate participants in intercultural communication, to become a person who learns the national and foreign language and creates its culture through dialogical communication, exchange of meaning.

## **ANALYSIS AND RESULTS**

An intercultural person is not the sum of two cultural origins. This is a kind of "synergy", when you add one to one, you get three or more. This "more than" is not a culturally specific phenomenon, but is specific. This is probably a new meaning born of a new self-awareness, a new understanding of the relative nature of values, and the universal nature of human nature. Such a perception of reality gives a greater sense of freedom not only in the cognitive sphere, but also in the sphere of human relations and behavior.

In our opinion, the concept of an interculturally oriented person corresponds to the concept of a second-order linguistic person, in which the person is a cultural mediator, able to move from one culture to another. Such people are able to find creative ways to come to terms with the contradictory elements of cultures, complementing and enriching with them the existing knowledge and ideas. It is noted that

the mentality of an intercultural person is less stereotyped and individualized. Such a person assimilates elements of different cultures and is open to intercultural cooperation.

The language block of the conceptual model of management of communicative education of higher education students includes knowledge and mastery of the language system formed in a given foreign language society, as a communicative code for adequate expression of information, language as well as part of the linguistic culture of a given country, taking into account the stylistic features of the existing reality. The language block involves working with speech material in a foreign language and therefore includes elements of educational activity based on the perception, understanding, memorization and repetition of foreign language material. At the same time, the attention, imagination, and thinking of the future specialist are developed. The choice of the language block of the conceptual model of our developed system is due to the fact that at the present stage knowledge of a foreign language is a mandatory component of the professional training of a specialist of any profile. Ideally, the language block should be formed in high school: the applicant should know the general spoken language (General English) at an intermediate level (Intermediate Level). The main goal of this block in the higher education system is to expand the existing foreign language knowledge of students.

Linguistic language material is considered as a means of implementing verbal communication, and a functional-communicative approach is used to select it. The specific tasks of the language block are:

- development of skills and qualifications for oral and written communication in a foreign language \*(characteristic) appropriate to everyday and professional situations;
- increasing the level of communication and speech culture of future specialists in foreign languages;
- strengthening motivation for mastering a foreign language, satisfying the cognitive interests of students and their needs for communication in a foreign language;
- forming independent learning skills in a foreign language in future specialists.

When solving these problems, the teacher should be guided by the following: a) understanding the goals of pedagogical management of communicative education of higher education students; b) personal characteristics; c) age and individual characteristics of students, their interests and future plans; g) the conditions of communicative education of learners; d) the specific characteristics of the language material being studied; e) mastering linguistic tools, knowledge of the psychological and physiological mechanisms underlying the operations and actions performed with them, and ensuring oral communication. It should be noted that in the process of communicative education, students do not always understand that learning new language material should lead to the quantitative and qualitative enrichment of their speech. One of the important reasons for the difficulties of learners in achieving the goals of communicative education is the lack of teaching time, therefore, the teacher's attempt to interact closely with the presented language material plays an important role, since it is generally accepted that both sides of speech - lexical and grammatical - always appear in a complex synthesis.

By the interconnected presentation of linguistic material, we understand the simultaneous formation of lexical and grammatical mechanisms of speech based on a set of special techniques that take into account all existing lexical-grammatical connections at different levels.

In lexical-grammatical connections, the lexicon should not be mastered in isolation, but should be manifested in its correspondence to a specific grammatical context, to certain grammatical structures at different organizational levels at the level of phrases, sentences, texts.

Thus, this block includes a set of knowledge of a linguistic phonetic, grammatical and lexical minimum and communicative (the rules for formatting this minimum and the skills of using it).

The interpersonal-communicative block of the conceptual model of pedagogical management of communicative education of higher education students developed by us involves choosing the right strategy and tactics in a specific communicative situation, which is the key to communication.

In other words, the interpersonal communication block is determined by knowledge of the principles, rules, content, forms of communication and is a system of intercultural and linguistic knowledge and skills, built in accordance with the logic of solving communicative problems. The purpose of this block is to provide students with the ability to carry out interpersonal communication.

The goals of this block include: a) developing students' ability to communicate in an integrated manner, establish and restore relationships, identify and correct communicative behavior, etc.; b) mastering the ability to transfer certain knowledge, abilities and skills to a professional communication situation, to change them in accordance with the specifics of specific conditions; c) developing in students a motivational and value-based attitude to communication as an important aspect of future professional activity.

When selecting materials for teaching speech, it should include possible situations for students both in the field of professional communication, and in the socio-cultural and everyday spheres. At the same time, professionally oriented materials are a source of new information, broadening the worldview of future specialists.

When creating communicative situations of speech communication, it is necessary to take into account the professional needs of students, which determine the choice of speech models and their content. On the one hand, the areas of oral communication are informative in nature and represent a set of topics that constitute the subject of discussion in the relevant areas of social and professional interaction. On the other hand, the content and cognitive value of text and thematic materials should significantly enrich the knowledge acquired by students in the process of studying professionally oriented subjects. The discursive block of the conceptual model of pedagogical management of communicative education developed by us is determined as the most important for the development of communicative competence of higher education students. At the same time, we define discourse as a process of discursive thinking, objectified in a certain set of texts, associated with general cognitive strategies for creating and understanding discourse, having an internal structure corresponding to these strategies and serving to transmit and create meaning, as well as to decode other texts. Two aspects are distinguished in speech, one of which is focused on the pragmatic situation, the other on the mental processes of communicants. From the point of view of objective reality, speech is modeled in the form of frames, i.e. frames (typical situations) and scenarios (role frames describing a standard sequence of actions in a stereotypical situation).

## **CONCLUSION AND RECOMMENDATIONS**

Undoubtedly, in the process of carrying out professional activities, a future specialist often has to form multi-subjective intercultural relationships, the effectiveness and success of which are determined by the presence in his memory of many scenarios reflecting previous communication experience, as well as the ability to correctly construct speech. In this, first of all, professional speech plays a special role, which is carried out in the process of business communication and therefore contains the features of the professionally defined social roles of the communication participants. The content and form of business communication are determined by the sociosemiotic parameters of the corresponding scenario. The parameters, in turn, are a multicultural and linguistic database that determines the most optimal speech strategy and linguistic means to achieve the goal.

Analysis of scientific literature made it possible to understand the discursive block as knowledge, skills and abilities of interactive behavior in situations of communication with representatives of another speech community. The purpose of this block is to master a set of speech types of various professional significance, to develop the ability to use different speech forms in specific situations and to adequately correlate them with the goals and characteristics of the linguistic form. Probabilistic forecasting of possible situations of professionally oriented communication inevitably leads future specialists to analyze the linguistic means at their disposal, and in some cases - to realize the need to memorize speech norms, patterns and etiquette formulas.

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