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PROFESSIONAL COMMUNICATION

Abstract: To speak or to communicate in one of foreign languages is advantageous on one side but on another side, it is very difficult if one does not know the rule of grammatical and phonetic. As a consequence, communicating in profession requires knowledge of both language and subject matter which are hard to acquire simultaneously. However, there are some ways or methods of teaching foreign languages to engineering students, one of which is to enable them how to communicate in FL. This paper highlights the features concerning professional communication in all domains of life as well as attitudes, ideas towards oral context.

Key words: profession communication, foreign language, methods, teaching.

Language: English

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Introduction

In recent years, communicating in foreign language is being important for some organizations where experts in profession use those languages as well. There are some peculiarities of communicating in FL such as learning vocabulary of new words, grammar and phonetic rules, reading written contexts, practicing orally. Communicating is producing, expressing thoughts freely without border or time or feelings. Situational communication is more complex than communicating itself because we may be able to practice what we have already learnt in target environment. The practice means not only for individual reasons but also for employment purposes which strength socializing in one aim. Some linguists (Olga A. Drozdova, Elena V. Zamyatina, Darya N. Volodina, Elena O. Zakharova, Alexandra V. Ruchina, Alexander F. Nepryakhin. 2015:118-126) stated that a successful mastering of any lexical and grammatical topic and understanding the subject of communication in a foreign language is best of all achieved through speech interaction, consequently, active and interactive methods of teaching underlie the modern educational process and help to immerse international students in active communication in FL. What's more, in target communication the subject is

content-based which let us memorize the spoken material quickly and automatically.

The main features of communication

As we interact or socialize with each other at the same time we can enhance communicating in FL by retaining new materials or thoughts via personal experience. Furthermore, according to G. Neuner' (2006) statement "learning of foreign language inevitably brings us into contact with a new world in which, although their world 'in principle' is similar to our own world (in its elementary dimensions of living) and they do rather the same things as we do, people have arranged their environment differently and arrange their social behaviour according to different conventions" (Neuner, 2006). Besides, increasing number of linguists (Olga A. Drozdova, Elena V. Zamyatina, Darya N. Volodina, Elena O. Zakharova, Alexandra V. Ruchina, Alexander F. Nepryakhin. 2015:118-126) claimed that involving students into situational dialogue encourages the achievement of essential psychological objectives:

- Increases the willingness of students to come in contact with each other and with the teacher, thus creating conditions for partnerships and breaking down personal barriers to communication.

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- Decreases anxiety and enhances students' psychological preparedness for communication in the foreign language (as a rule, international students experience an enormous moral and intellectual load, having to cope daily with a number of challenges caused by new living conditions, a new system of learning, and a new social environment).

- Enables students challenged by the new linguistic context to integrate more easily into the new social environment.

methodological objectives:

- Ensures the natural need to revise the language material constantly.

- Improves the skill of selecting the appropriate speech material and thus contributes to the development of spontaneous communication.

Halliday (1965) stated that oral context could take place in situations. The situation-based approach not only enable learners to express ideas without border, but also increase their sociocultural competence and according to Savignon's (2002) statement, the function of the interaction. Additionally, a situation can be understood as an appropriate environment for a given piece of language for engineers or experts to use it as a communication" (Widdowson, 1978); Neuner, Kruger, Grewer, (2000) revealed that social interaction makes authentic communication for learners in target environment or as 'a scenario' that learners can change according to their communicative aims and needs (Schatz, 2006). Passov said that it is as the unit of communication, its molecule and a combination of verbal and nonverbal prerequisites necessary and adequate for a speech act. Consequently, a "concurrence of life circumstances creates the need for verbal expression" (L'vov, 1999). Moreover, Skalkin (2012) indicated that a dynamic system of interacting objective and subjective factors guide their speech behavior inside the given act of communication.

The main role of grammatical function in speech

Any language consists of words and constructed and spoken according to grammar rules, therefore, sentence construction in communication is foremost which let learners or speakers to know the rules to follow and use appropriate words or terms. Russian language is required everywhere; at the foreign companies, especially oil and gas industries where the experts such as engineers use this language as an instrument to communicate with local people or foreign experts in cooperation. What's more, in

Russian classes the students are often taught to communicate by organizing a trip to nature or museums or historical places such as Samarkand, Bukhara, Khiva those could inspire them to express their thoughts in more vivid. As they speak about Samarkand, they begin describing fully about Registan square, Tillaqori madrassah, and Sherdor madrassah, and Guri Amir and Observatory which great king of ancient Asia Mirzo Ulugbek had built and was pride of it because he could have set up map of stars and plants in the universe. As Russian language learners speak about them, they dramatize those place with great joy and pride. Moreover, we are sure that language without speaking interaction cannot be existed and determined. There are some specific ideas to follow for communicating in profession in Russian language;

- 1) Word order;
- 2) Coherence;
- 3) Cohesion;
- 4) Comprehensibility;
- 5) Particular attention to each unknown words;
- 6) Error-correction;
- 7) Grammar;
- 8) Phonetic;
- 9) Sufficient knowledge of vocabulary;
- 10) Knowledge of profession
- 11) Ability to use subject matter in Russian language

While practicing in this language, we often make errors which may let us to find our mistakes to correct. Some terms of profession learners need to know in order to communicate in subject matter, they are in Russian language in the sphere of oil and gas engineering; скребок для чистки трубопровода, якорь для крепления оттяжки, площадка для верхового рабочего, наземный кабель (подведенный к кабельному вводу и имеющий специальный проем, истощенная скважина.

Conclusion

In learning Russian language is not easy but communicating in this one is more complex because it requires additional attempts to practice what we have already learned, for instance, grammar rules, phonetic rules, and sufficient vocabulary knowledge as well as being aware of specialization. Besides, while, practicing speech we can come across some issues to deal with such as not recalling specific terms in oil and gas engineering, grammar rules and phonetic rules of how to pronounce unknown terms; метан, эталон, внутренней изоляции.

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