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PECULIARITIES AND PERSPECTIVES OF THE FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE DEVELOPMENT IN STUDENTS OF INSTITUTIONS OF HIGHER EDUCATION

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ОСОБЛИВОСТІ І ПЕРСПЕКТИВИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Abstract. The article suggests a comprehensive study of the problem of implementing modern methods of students' foreign language communicative competence development in foreign language classes. It is proven that at the current stage, the emphasis in education is shifting towards the need to form a system of professional competences in the future specialists, which will help them to perform their professional duties efficiently. The authors consider foreign language communicative competence as an integrative personality formation, which has a complex structure and acts as an interaction and interpenetration of linguistic, sociocultural and communicative competencies.

It is emphasized that forming foreign language communicative competence for future specialists at the current stage of world community development should be considered as a mandatory component of general professional training. It is stressed out that to ensure the effectiveness of the process of foreign language communicative competence development, it is necessary to apply new methodological approaches and determine the pedagogical conditions for their implementation.

The authors characterize the structure of foreign language communicative competence of students of non-language specialties. In the context of foreign language learning for students of higher education institutions, the concepts of "general competency" and "communicative competency" are distinguished and their components are analysed.

It is demonstrated that for the effective development of foreign language communicative competence, a foreign language teacher must use the latest teaching methods that combine communicative and cognitive goals. The article also proves the need to take into account the specifics of professional interests within the specialty, i.e., specialized content (special terminology, typical communication situations and genre specifics of professional language), contextual language study of grammatical phenomena, focusing attention on practical language use, etc.

Key words: foreign language communicative competence; competency; higher education institution.

Анотація. У статті здійснено комплексне дослідження проблеми впровадження сучасних методів формування іншомовної комунікативної компетенції студентів на заняттях з іноземної мови. Доведено, що на сучасному етапі акцент у навчанні зміщується в бік потреби формування у майбутнього випускника системи фахових компетентностей, що допоможе йому в майбутньому якісно й ефективно виконувати свої професійні обов'язки. Іншомовна комунікативна компетентність розглядається авторами як інтегративне утворення особистості, що має складну структуру і виступає як взаємодія і взаємопроникнення лінгвістичної, соціокультурної та комунікативної компетенцій.

Наголошується, що формування іншомовної комунікативної компетентності майбутніх спеціалістів на сучасному етапі розвитку світової спільноти слід розглядати як обов'язкову складову загальної фахової підготовки. Акцентується увага, що для забезпечення ефективності процесу формування іншомовної комунікативної компетентності необхідно використовувати нові методологічні підходи і визначати педагогічні умови їх реалізації.

Охарактеризовано структуру іншомовної комунікативної компетентності студентів немовних спеціальностей. У контексті навчання іноземної мови студентів немовних спеціальностей розмежовано поняття «загальна компетенція», «комунікативна компетенція» та проаналізовано їх компоненти.

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Доведено, що для ефективного формування комунікативної компетенції викладач іноземної мови повинен використовувати новітні методи навчання, які поєднують комунікативні та пізнавальні цілі. Обґрунтована необхідність урахування специфіки професійних інтересів у рамках спеціальності – спеціалізоване змістове наповнення (спеціальна термінологія, типові ситуації спілкування та жанрова специфіка фахової мови), контекстне вивчення мови граматичних явищ, фокусування уваги на практичному використанні мови тощо.

Ключові слова: іношомовна комунікативна компетентність; компетенція; заклад вищої освіти.

Introduction. The current stage of the education system development in Ukraine is characterized by teaching innovations aimed at preserving the achievements of the past and at the same time modernizing the education system in accordance with the requirements of the times, the latest achievements of science, culture and social practice.

A characteristic feature of modern education is a change in views on the essence of education. The attempt to provide the student with the greatest amount of theoretical information, indicating the approximate possibilities of its practical use and the requirements for reproduction of this information, has become a thing of the past. Instead, the emphasis in education shifts towards the need to form a system of professional competences in the future graduate, which will help to perform their professional duties efficiently and effectively in the future.

In this regard, a reorientation of the teaching methodology in higher education is being carried out. The main emphasis is placed on students' awareness of the essence of learning as a process in which the need to form a system of competences determines the depth and volume of acquired theoretical knowledge, practical skills and abilities, makes the educational process more flexible, logically expedient. The priority goal of training becomes the formation of the student's (as future specialist's) ability not only for professional activity, but also for professional communication skills, which should become one of the means of expanding professional competences.

The competent approach in modern education is considered by scientists [3] as one of the basic conditions for the modernization of the professional training of a competitive specialist in higher education and, on the basis of world experience and Ukrainian perspectives, determines the educational policy of the state.

S. Nikolaieva emphasizes that competence "is based on knowledge, skills and abilities, but it is not exhausted by them, it necessarily includes a person's personal attitude towards them, as well as their experience, which allows this knowledge to be 'woven' into what they already knew, and their ability to understand the life situation in which they will be able to apply them" [5].

Foreign language training of specialists is one of the important components of the modern system of higher education, as it contributes to the individual's ability to solve every day and professional problems by means of a foreign language. Therefore, one of the priority tasks of learning a foreign language today is the acquisition of professionally oriented communicative competence for the successful performance of further professional activities, i.e. the formation of professionally oriented communicative competence, which involves not only mastering the appropriate foreign language technique (i.e. language competency) of business communication, but also the assimilation of non-linguistic information, necessary for adequate mutual understanding depending on the specific situation.

The scope of works by scientists who studied various aspects of the problem of foreign language communicative competence development is wide and diverse. The interest of scientists in this problem emphasizes the relevance of research in this direction. However, some aspects of this problem require further research, namely: determination of the place of a foreign language in the specialist training system, research into the ways of effective formation of foreign language competence in the modern informational globalized society, analysis of the criteria for the formation of foreign language competence in students of non-linguistic specialties, etc.

The aim – to analyse ways of forming foreign language competence among students of higher education institutions in the context of improving the quality of their professional training.

Theoretical framework. Specifying the essence of the concepts "competence" and "competency", the researchers note that "competence is a quality of the individual, which involves the possession of a certain competency which, for its part, is understood as a set of knowledge, abilities, skills, methods of activity, that is, components of the content of education, necessary for effective performance of activities in relation to a certain range of subjects and processes" [8].

There is no unanimous opinion among researchers regarding the definition of the concept of foreign language competence. Modern Ukrainian researchers define the term "foreign language communicative competence" as the knowledge, abilities and skills neces-

sary for understanding other people's and one's own programs of speech behaviour, adequate to the goals, spheres, situations of communication, the content of which includes knowledge of the basic concepts of language structure (styles, types, methods of connecting sentences in the text), skills and abilities of text analysis and communicative assets proper [1]; knowledge of the language, a high level of practical mastery of both its verbal and non-verbal means, as well as the experience of mastering the language at a variable-adaptive level depending on the specific speech situation [7].

Thus, based on the experience of our predecessors, we will consider foreign language communication competence as the quality of a specialist, which includes a set of competencies related to mastering a foreign language in integration with professional knowledge, abilities, skills and the ability to solve problems that arise in professional and sociocultural environments. Therefore, competency is interpreted as a given requirement of a person's preparation for professional activity, and competence – as their personal quality (characteristic).

Assuming that professional competence is determined by the degree of possession of key, basic competencies, then foreign language competence – as a set of competencies – includes linguistic competency (possession of linguistic means, knowledge of linguistic material, rules for its design and operation); thematic competency (possession of extralinguistic information); pragmatic competency (the user's ability to logically connect sentences in order to produce coherent speech segments); sociocultural competency (knowledge of the sociocultural context); compensatory competency (ability to reach mutual understanding); educational competency (the ability to use reference literature and a dictionary to ensure adequate language acquisition for the purpose of professional communication); communicative competency (the ability to communicate with the interlocutor, that is, the ability to cooperate).

Materials of the Council of Europe distinguish two types of competencies in the field of foreign language learning: general and communicative competencies. General competency consists of the ability to learn, existential competency, declarative knowledge, skills and abilities. Communicative competency includes: linguistic, sociolinguistic and pragmatic competencies. Linguistic competency includes language (knowledge of phonetics, vocabulary, spelling, grammar and related skills) and speech competencies (listening, speaking, reading and writing) [4].

Competency in speech includes competency in monologue and dialogic speech, that is, the ability to perceive these types of speech by ear with subsequent reproduction, discussion and interpretation of what is heard. When learning a foreign language, it is very important to achieve a high level of communicative competency without being among its native speakers. One of the important tasks of learning a foreign language at the university is the development of students' ability to build oral monologues. To do this, the teacher should use different methods of work and create real and imaginary communication situations in the class. The experience of work at the university confirms that the most effective way of learning monologue is to learn the vocabulary groups, and not to introduce and consolidate individual words. When grouping linguistic material, it is advisable to use the situational-thematic principle, which involves combining words according to their belonging to a certain situation within a specific topic. Speaking provides oral communication in a foreign language. When communicating in their native language, the student thinks only about what to say and in what sequence. When speaking in a foreign language, they must update grammatical, lexical, and phonetic skills so that the speaking process is correct, i.e., has a certain meaning, is clear and dynamic.

Students' dialogic speech is effective for the development of speaking skills, which contributes to the automation of spoken language skills, consolidation of lexical and grammatical material, as well as teaching students to conduct a logical, consistent conversation in a foreign language with speed and spontaneity, the degree of which is sufficient not to cause inconvenience to the interlocutor. When students create dialogues without prior preparation, they learn not only to formulate their opinion, but also to present it as quickly as possible using all the lexical and grammatical means already learned.

Competency in listening consists in the ability to perceive by ear any information that sounds both from the mouth of a speaker and from any technical source. Competency in writing is the ability to express thoughts in writing within the scope of the topic and any relevant information.

Traditionally, reading is considered one of the most relevant types of foreign language communication. The ability to understand a foreign language text is becoming more and more important for a future specialist. Reading is characterized by different levels of comprehension. During the semantic processing of the text, the reader not only establishes the facts and

their connections, but also selects the most essential ones from them, generalizes and correlates them with each other and already known scientific information. Comprehension is a crucial moment in the process of reading in a foreign language. There are two levels of understanding of the printed text, the factors of which are the internal text connections and the author's references – the level of meaning and the level of sense. At the level of meaning, the linguistic phenomena of the scientific text are recognized, while at the level of sense, the meaningful perception and understanding of the author's reference as a complete speech work takes place. The first level (the level of meaning) ensures the extraction of factual information from the text – the understanding of the facts conveyed by linguistic means. The second level (level of sense) provides further processing of information, reconstruction and extraction of scientific facts, etc. Reading a scientific text requires complex thinking processes, memory work, various mental operations – comparison and generalization, analysis and synthesis, abstraction, specification, anticipation, etc. To comprehend a scientific text, the reader is helped by their own background professional knowledge, which actually creates the sense of the text.

Sociocultural competency includes country studies, language and country studies and sociolinguistic competencies. According to T. Kolodko [2], country studies competency is knowledge about the people who speak the language, their national character, social and state system, achievements in the field of education, culture, lifestyle features, traditions, and customs. Language competency is the ability to perceive language in its culture-bearing function, with national and cultural features. It includes knowledge of language units, including those with a national-cultural component of semantics, and the ability to use them in accordance with socio-speech situations. Sociolinguistic competency includes knowledge of the peculiarities of national speech etiquette and non-verbal behaviour and the ability to take them into account in real life situations, the ability to organize speech communication in accordance with the communicative situation, social norms of behaviour and the social status of the communicators.

Innovative phenomena that give rise to the specificity of a teacher's activity in modern conditions lead to the transition from the knowledge paradigm to the individual, from "message-based pedagogy" to interactive teaching methods. Simulation modelling is the most effective means of thinking for future specialists.

A similar approach in education provides imitation of the elements of professional activity, its typical and essential features. Its application in foreign language classes provides an opportunity to develop communication skills, contributes to the real preparation of students for future professional activities and life in society as a whole, helps to make foreign language classes more interesting and meaningful, gives students the opportunity to express their own opinions and feelings more and more often, that is, to think in a foreign language [6].

Based on the tasks of training specialists in higher education institutions in the field of foreign language education, it is important to consider students' communicative competence development with the account of the specifics of professional interests within the specialty – specialized content (special terminology, genre specifics of the specialized language, typical communication situations), contextual language learning, in particular grammatical phenomena, focusing attention on the practical use of language, etc. This fully applies to professionally oriented education, because through the prism of modelling the process of communication in communicative situations, it is possible to reproduce the multifaceted content of the future professional activity of students.

To ensure communicative competence development, i.e., communicative skills formed on the basis of language knowledge, skills and abilities, the foreign language teacher uses the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching a foreign language, which are based on a humanistic approach, aimed at the development and self-improvement of an individual, at revealing their resources and creative potential, establish prerequisites for effective improvement of the educational process in higher education institutions.

Conclusions and Prospects for Research. Summarizing the above, we emphasize that foreign language communicative competence as an integrative personality formation has a complex structure and acts as an interaction and interpenetration of linguistic, sociocultural and communicative competencies, and their level of development helps the future specialist to effectively carry out foreign language, and therefore, interlinguistic, intercultural and interpersonal communication. Foreign language communicative competence development for future specialists at the current stage of development of the world community should be considered as a mandatory component of general professional training. To ensure

the effectiveness of foreign language communicative competence development, new methodological approaches should be designed and pedagogical conditions for their implementation should be determined, which is what Ukrainian scientists and practicing teachers are working on today.

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We see prospects for further scientific research in this direction as specifying ways and means of implementing the competence approach in the training of future specialists in a higher education institution.

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