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OBTAINING FOREIGN LANGUAGE COMMUNICATIVE PROFESSIONAL COMPETENCE BY FUTURE SPECIALISTS

Abstract. Modern professional language training of the period of informatization of education and society pays considerable attention to the correspondence between teaching methods and teaching aids – components of the system of methodology of teaching foreign languages. When discussing the methodological tools of teaching foreign languages, we mean mainly the means of informatization of education, which have not only functionality but also pedagogical capabilities. Such research is extremely relevant for teaching foreign languages in engineering universities, as their results can intensify this specific learning process. The current stage of development of the national higher professional school is characterized by educational innovations aimed at preserving the achievements of the past and at the same time modernizing the system of higher professional education in accordance with the requirements of the time, reorienting it to ensure the achievement of new goals that correspond to the level of development of society and technologies, methods communication in the postindustrial information space. Today, the main goal of training and the criterion for the quality of training a process engineer has become the professional competence of a university graduate. There is a rapid transition from a qualification educational model of a specialist to a systemic one, including a competence-based one.

The article is devoted to the problem of the importance of the development of language and intercultural competence of future specialists in technical specialties. Different points of view on this problem are analyzed. The theoretical part of this article presents some pedagogical possibilities of means of informatization of education. It also provides guidelines for language teachers on how to overcome the difficulty of memorizing non-specific for science and technology language learning material by engineering students.

Keywords: modern technology, learning process, methodical recommendations, educational innovations, modern education, requirements, complex skills.

Problem statement. Modern technology has absolutely and irrevocably changed the world in which we live over the past two decades. Probably, there is not a single area of human life that has not been influenced by computers and modern technology. The education sector has also undergone significant changes. Learning foreign languages has gained particular importance. The implementation of the requirements of modern reality to the quality of education in higher education at different levels is not possible without the use of innovative educational technologies. In the methodological literature, there was a process of reorientation of learning goals from the language and speech direction to the communicative one. However, in modern linguodidactics it is recognized as insufficient to consider the use of language only as a means of communication. Along with the communicative function, the cognitive function is brought to the forefront, the social role of language is emphasized, understood as the dialectical unity of language and culture. In this regard, the goal of teaching foreign languages is seen as the formation of intercultural competence. The control system in this context is designed to establish the correspondence of the received speech product to the stated goals. And the object of control in this case is the adequacy of the strategy of the student's speech behavior in a foreign language and foreign cultural space.

The relevance of the article is due to the lack of works presenting cross-cultural content and adequate forms of control of both oral speech in a foreign language and oral perception of a foreign language by ear. The relevance of the article is to substantiate the need to create a control system for listening and speaking skills that would meet the requirements of modern pedagogy and methodology.

Research publications analysis. Many domestic and foreign scientists, such as Passov E. I. pay attention to the importance of using innovative technologies in modern education (2010). Sysoev P. I. (2013), Camilleri, M. A., & Camilleri, A. C. (2017), Stankić, R., Jovanović-Gavrilović, B., & Soldić-Aleksić, J. (2018), Stewart, K. (2009). Faerch C. (1986) argued about the importance of developing listening skills in his works. M. Rost (1994) described as a particularly necessary type of speech activity. Features of the formation of foreign language communication skills in relation to a certain professional activity are considered in the studies of E. P. Artamonova, T. A. Larina, A. P. Petrova, N. N. Prudnikova, E. S. Samoilova, E. P. Shishmolina and etc.

Presenting the main research material. The expansion of international economic and cultural relations of Ukraine, the country's integration into the European and world educational space, the internationalization of educational and professional spheres necessitated the modernization of the paradigm of higher professional education in the country. Today, the higher vocational school is faced with the task of training specialists with a high level of theoretical

knowledge, practical skills and abilities, who are able to independently design their educational activities in the context of rapid changes in technology, technology and a continuous increase in the information flow and knowledge renewal. Also today, technical university graduates must be ready to take responsibility, develop and defend their own position, that is, have professional competence. Consequently, the current stage of development of the higher professional school in Ukraine should be accompanied by educational innovations aimed at preserving the achievements of the past and at the same time at modernizing the system of higher professional education in accordance with the requirements of the time. The system of higher education in our country should be accompanied by educational innovations aimed at reorienting the entire system to ensure the achievement of new goals that correspond to a new level of development of society in the post-industrial information space. Technical universities are obliged not only to provide high-quality professional training for a future specialist of a new formation, but also to form a comprehensively developed personality capable of quickly adapting in the modern world, living and working in a world of constant changes and transformations.

The entity, structure and content of communicative competence currently remain the subject of research in the field of linguistics, pedagogy, sociology, communication theory, and cultural studies. This becomes possible due to the interpenetration of scientific knowledge from one area to another.

The implementation of the requirements of modern reality to the quality of education in higher education at different levels is not possible without the use of innovative educational technologies. Innovative technologies in the educational process are designed to develop the cognitive and creative activity of students, to improve the quality of education and the efficiency of using study time. Many domestic and foreign scientists pay attention to the importance of using innovative technologies in modern education, since the use of innovative technologies allows one to significantly diversify the content, methods and forms of education. Moreover, innovative technologies provide students with an unlimited amount of information that can be effectively used as independent work (Колесникова, 2008; Пассов, 2010; Сысоев, 2013; Camilleri, 2017; Stankić, 2018).

It is important to note that in the process of teaching a foreign language, it is very important to observe an integrated approach. An integrated approach to teaching is widely used in the system of modern domestic and foreign education in teaching various subjects and courses. In linguodidactics, an integrated approach is usually understood as the interconnected formation of skills in all types of speech activity – listening, speaking, reading and writing” (Колесникова, 2008). The definition of an integrated skill is also given there: “the interaction of four complex skills – reading, listening, speaking and writing” (Колесникова, 2008). At the initial stages of language learning, students develop individual skills or their components, and at advanced stages, they are synthesized into integrated skills.

If we talk about university students, then we can already characterize the stage of synthesis of these four skills. I would like to especially highlight the importance of developing listening and speaking skills in the process of forming the professional competence of future specialists. Listening is considered to be the most difficult aspect of mastering the English language. This difficulty is explained by overcoming such factors as the nature of the language material, presentation conditions, semantic content, information sources, as well as the individual characteristics of both the speaker (manner of speech, tempo, presence of an accent) and the listener, his experience and many others (Camilleri, 2017).

On the other hand, listening is a powerful means of teaching a foreign language, since it contributes to the assimilation of the lexical composition of the language and its grammatical structure, makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. In one of his last publications, M. Rost described listening as “a necessary type of speech activity, because it provides the listener with information. Without understanding information, no study can start ... ” (Rost, 1994). It should not be forgotten that listening, along with speaking, provides an opportunity for communication in a foreign language. Without mastering the ability to distinguish a foreign language by ear, communication with representatives of other cultures is impossible in principle. Internet resources are an effective means of organizing educational space, maintain social relations, since they allow participants in the learning process to carry out joint activities, use the latest materials in various formats, and also train various types of speech activities. Authentic educational audio material is interesting, informative, meaningful, understandable, corresponds to the modern reality of a foreign-language society and creates favorable conditions for students to master new regional information, speech behavior of native speakers, contributes to their acquaintance with the living language, the way of life of the people, its culture, modern realities.

But in addition to the methods and techniques for teaching the language, one should also not forget about the methods and ways to control the quality and level of knowledge acquired by students. The development of forms and methods for controlling the level of proficiency in oral foreign language speech remains the most important didactic task of scientists and practical teachers. This focus on control can be understood by looking at the changes in language learning goals that have taken place in recent decades. Learning objectives dictate new requirements for knowledge of foreign languages. This is a change in the outdated methodological paradigm and the need to develop new methods and forms of control. It should be noted that over the past few decades of the 20th century, in the methodological literature, there has been a process of reorientation of educational goals from the linguistic and speech direction to the communicative one. However, in modern linguodidactics, the use of language only as a means of communication is considered insufficient. Along with the communicative function, the cognitive function comes to the fore, the social role

of language is emphasized, which is understood as the dialectical unity of language and culture. In this regard, the goal of teaching foreign languages is seen as the formation of intercultural competence. The control system in this context is designed to establish the correspondence of the received speech product to the stated goals. And the object of control in this case is the adequacy of the strategy of the student's speech behavior in the conditions of foreign and foreign cultural space.

To enhance cognitive activity in teaching, active teaching methods are recognized as effective. They are built mainly on a dialogue, which presupposes a free exchange of opinions on ways to resolve a particular problem (Зарукина, 2010; Рєутова, 2012). Active teaching methods are characterized by a high level of student activity. The important thing is that each method is made active by the one who uses it. In other words, an increase in the effectiveness of classes is possible only if the creative, search activity of students prevails at all stages of the educational process over the performing, reproductive activity. Effective techniques in teaching a foreign language are the method of discussion and problem-based learning, when the teacher gives students a task that implies several solutions. During the discussion of the problem, students independently find its solution, it is not excluded, but many options for solving the problem are encouraged. The role of the teacher is to moderate the discussion, the right direction of this process. The presence of psychological comfort of the students participating in the debates is also important. After all, real communication takes place where everyone is able and not afraid to express their point of view on the issues under discussion, to argue for it, to object to the interlocutor. The presence of psychological discomfort in the class leads to the paralysis of stimuli for educational and cognitive activity. The main importance of the relationship between the teacher and the student is their interaction, which involves a joint search for solutions, a joint analysis of successes and failures. In this case, the student becomes a proactive partner. With great interest, students take part in various business games based on the revitalization and intensification of educational activities. The implementation of game techniques and situations in the lesson form of classes occurs in the following main directions: a didactic goal is set for students in the form of a game task; educational activity is subject to the rules of the game; the educational material is used as its means, the element of competition is introduced into the educational activity, which translates the didactic task into the game one; the successful completion of the didactic task is associated with the game result (Faerch, 1986).

The indicators of the success of the applied modern innovative technologies are their effectiveness; efficiency (assimilation of a larger amount of information per unit of time); ergonomics (learning in cooperation, the presence of a favorable emotional microclimate, without overwork); the formation of positive motivation in mastering the discipline, which provides an opportunity to discover the personal qualities of students, to influence the zone of proximal development in training.

Conclusion and further research prospects. The analysis of scientific and educational literature on the problem of developing intercultural competence within the framework of a complex approach to the process, paying special attention to listening and speaking, proves the particular importance of this language work. It also proves the indisputable importance of using Internet resources in the process of acquiring language competence.

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ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНЦІЇ У МАЙБУТНІХ ФАХІВЦІВ

Анотація. Сучасна професійна мовна підготовка інформаційного суспільства характеризується відповідністю між методами навчання та засобами навчання – складовими системи методології навчання іноземних мов. Зосереджуючи увагу на методичних засобах навчання іноземних мов, ми маємо на увазі переважно засоби інформатизації освіти, які вирізняються не лише функціональними, але й педагогічними можливостями. Такі наукові дослідження є надзвичайно актуальними для

навчання іноземних мов в університетах інженерних спеціальностей, оскільки їх результати можуть активізувати цей специфічний процес навчання. Сучасний етап розвитку вищої професійної школи характеризується освітніми інноваціями, спрямованими на збереження досягнень минулого і одночасно на модернізацію системи вищої професійної освіти відповідно до вимог часу, переорієнтацію її на забезпечення досягнення нових цілей, які відповідають рівню розвитку суспільства і технологій, способам комунікації в постіндустріальному інформаційному просторі. Нині основною метою навчання і критерієм якості підготовки інженера-технолога є професійна компетентність випускника університету. Відбувається швидкий перехід від кваліфікаційної освітньої моделі фахівця до системної, в тому числі компетентнісної. У процесі розвитку професійної компетентності людини в тій чи іншій сфері діяльності вона формується та інтегрується з іншими компетенціями, проявляючись в новій якості.

Стаття присвячена проблемі важливості розвитку мовної та міжкультурної компетенції майбутніх фахівців технічних спеціальностей. Проаналізовано різні точки зору на цю проблему. Теоретична частина даної статті представляє деякі педагогічні можливості засобів інформатизації освіти. Представлені методичні рекомендації викладачам іноземної мови для подолання труднощів запам'ятовування неспецифічного для науки та техніки мовного навчального матеріалу студентами-інженерами.

Ключові слова: сучасні технології, процес навчання, методичні рекомендації, освітні інновації, сучасна освіта, вимоги, складні навички.

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