

UDK 378:811 (072)

Iona Boichevska  
Associate professor  
Candidate of pedagogical sciences  
Pavlo Tychyna Uman State pedagogical University  
Liudmyla Veremiuk  
Associate professor  
Candidate of pedagogical sciences  
Pavlo Tychyna Uman State pedagogical University

THE DEVELOPMENT OF THE STUDENTS' COMMUNICATIVE  
COMPETENCE IN THE PROCESS OF THE FOREIGN LANGUAGE  
PROFESSION ORIENTED STUDY

Анотація: У статті йдеться про розвиток комунікативної компетенції студентів у процесі іншомовного професійно-орієнтованого навчання. Мета статті полягає у дослідженні суті, цілей, шляхів реалізації та результатів розвитку комунікативної компетенції упродовж професійно-орієнтованого вивчення іноземної мови. Було визначено, що професійно-орієнтоване вивчення іноземної мови – це навчання, у центрі якого знаходиться потреба студентів у вивченні іноземної мови з орієнтацією на особливості майбутньої професії та спеціальності. Автором досліджено, що основною вимогою професійно-орієнтованого вивчення іноземної мови є необхідність зблизити його зміст та методи з майбутніми професійними потребами студентів. Водночас, автор стверджує, що основною метою професійно-орієнтованого вивчення іноземної мови є розвиток лінгвістичної, кроскультурної та комунікативної компетенції.

Ключові слова: професійно-орієнтоване вивчення, іноземна мова, вищі навчальні заклади, комунікативна компетенція, комунікативні вміння, знання, навички.

**Summary:** The article deals with the development of the students' communicative competence in the process of the foreign language profession oriented study. The aim of the article is the investigation of the essence, the purpose, the ways of realization and the results of the communicative competence development during the profession oriented study of foreign languages. It has been determined that profession oriented study of the foreign language is supposed to be the study, in the centre of which there are students' needs in foreign language learning with the orientation on the peculiarities of the future profession and specialty. The author defines that one of the main demands of the professional oriented study of the foreign language is the necessity to make the content and the methods of its teaching closer to the future practical and professional needs of students. It has been also said that the main aim of the foreign language study at the higher educational establishment is the development of the linguistic, cross-cultural and communicative competence. It has been stated that different approaches are used in the practice of the profession oriented foreign languages communication teaching. The communicative cognitive approach is believed to be the most effective, among them, as it assures the intensification of the study process, which is very important due to the reduce of the quantity of classroom training hours and the increase of the volume of the students' individual work. The development of the necessary level of foreign communicative competence in the study process takes place due to several didactic conditions, such as consideration of psychological and age peculiarities of people, socialization and favourable social conditions, the exercising of the optimal speech mechanisms by the teachers, pedagogical training and the teacher's mastership, students' cognitive activity and so on. It has been defined that the foreign language professional oriented study foresees professional orientation not only of the content of educational resources, but also of the activity, which involves means and technique to form professional skills. Several structural elements of the foreign language profession oriented study

have been distinguished. They are: communicative abilities according to the types of language activity, language knowledge and skills, social and cultural knowledge.

**Key words:** communicative competence, foreign language, profession oriented study, higher educational establishment, communicative abilities, knowledge, skills.

**Problem statement.** In the terms of the international contacts expansion education humanization and the practical knowledge of the foreign language encourage the development of the broad minded and socially active personality of the future specialist, who is capable of the lifelong learning. During the pedagogical process improvement all the conditions are created for the development of active, independent and competent personality of the specialist with the high level of knowledge skills and abilities. The future specialists' fluency in the foreign language assures the possibilities for the creation of business, professional and cultural contacts, involves into the world culture and all human values. At the same time, one of the ways of the contemporary high school modernization is the implementation of the competence approach, which is aimed at the student's acquisition not only of the theoretic knowledge, but also at the formation of the experience of the certain activity fulfilment in order to solve practical tasks. There is a necessity to review the approaches towards the educational process as a whole and towards the foreign language study in particular, since the achievement of the high level of the foreign language command is one of the guarantees of future student's successful career.

Due to this a profession oriented approach towards the foreign language study at the higher educational establishments becomes especially essential. It foresees the formation of the students' foreign communication ability in the certain professional, business and scientific spheres and situations taking into account the peculiarities of the professional thinking.

**Recent study analysis.** We may find the enlightening of the problems of profession oriented foreign language study in the works of such foreign scientists as E. Brewster, H. Gederer, S. Jacobson, G. Eglof, B. Kohonen, R. Lampola, A. Lund, M. Makosh, B. Moro, B.Rushof, K. Stenberg. The investigations of national scientists, such as L. Knodel, O. Kovalenko, A. Kornilova, O. Kuznetsova, O. Pershukova are dedicated to several aspects of the profession oriented study of the foreign language.

The context of the terms “communicative competence”, “communicativity”, “communicability”, “communication” have been reviewed by a lot of psychologists and pedagogues, such as B. Ananiev, G. Andreieva, O. Bodaliiov, G. Borozenets, R. Gryshkova, A. Leontiev, T. Matveieva, V. Mudryk, L. Petrovska and others. The review of the problem of students’ communicative competence in the process of the foreign language training is approximately actual and the main tendency of the modern dynamic world, and the numerous researches of scientists only prove that. In spite of a great quantity of publications on the problem of the foreign communicative competence development, there are essential differences in the explanation of this concept and the definition of its components, which need clarification.

**The aim of the article** is to investigate the essence, the purpose, the ways of realization and the results of the communicative competence development during the profession oriented study of foreign languages.

**Main material statement.** Profession oriented study of the foreign language is supposed to be the study, in the centre of which there are students’ needs in foreign language learning with the orientation on the peculiarities of the future profession and specialty [3, p. 5]. Such approach foresees the combination of the processes of profession oriented foreign language acquisition with a development of the students’ personal qualities, the knowledge of the culture of the foreign country and the acquirement of the special skills, which are based on the professional and linguistic knowledge. The practical aim of the profession

oriented study of the foreign language lies in the achievement of such level of the foreign profession oriented communicative competence, which will allow students to use foreign language during their professional activity according to the international standards. It is quite natural that due to the high demands for the higher educational establishment's graduate towards his professional and practical knowledge of the foreign language the issues of the development of the effective methodic of foreign language study for the professional purposes become more actual.

One of the main demands of the professional oriented study of the foreign language is the necessity to make the content and the methods of its teaching closer to the future practical and professional needs of students. According to this it is very important to investigate the tasks and aims of the foreign language study, the analysis of the students' interests and motivation. Firstly it concerns the selection of the studying material, taking into account the professional specific character and the level of the communicative competence. The teacher's task lies in the special organization of the educational information influence on the students in order to transform their needs into the source of their activity and satisfy these needs.

Nowadays most of the scientists claim that the main aim of the foreign language study at the higher educational establishment is the development of the linguistic, cross-cultural and communicative competence. The last may be defined as the ability to conceive and reproduce foreign communication according to the certain conditions. A lot of researchers determine communicative competence as an integral personality's ability to fulfil foreign communication with the representatives of another culture on the basis of lexical, grammatical, social and linguistic knowledge. Scientists explain communicative competence as a combination and content generalization of theoretical and practical knowledge in the communication sphere, which encourages mutual understanding and situations, which are necessary for the

successful language interaction. They also believe that communicative competence is the ability to implement one's communicative skills in practice. In this context, there is a structure of communicative competence, which includes several components: motivational, cognitive, personal and activation. Working with materials of the foreign editions the student not only improves his knowledge of the foreign language, but also learns to work with special literature, gets acquainted with the corresponding terminology and specific for the foreign specialists system of terms and meanings. It becomes possible only in case of the close connection between the foreign language and special subjects. In such a way, the formation of the communicative competence at the modern stage of society's development increases student's educational potential, the level of the general and professional culture, encourages the preparation to the intercultural communication.

Recently there has been a tendency to use different approaches in the practice of the profession oriented foreign languages communication teaching. An approach is defined as a complex of paradigmatic and pragmatic structures and mechanisms in practice, which is characterized by the competing strategies and programs. The communicative cognitive approach is believed to be the most effective, as it assures the intensification of the study process, which is very important due to the reduce of the quantity of classroom training hours and the increase of the volume of the students' individual work. This approach is aimed at the development of the main types of communicative activity (reading, writing, listening comprehension and speaking) in the conditions, which create the situations of the natural professional foreign communication and encourages language and mental students' activity. Communicative cognitive approach also foresees the solution of practical tasks, which are necessary in the professional activity, in other words which combine interests and needs. There is a certain personality, with his own language and mental activity, communicative

intentions in the centre of this process. The communicative activity is the subject of the development in the process of foreign languages study.

The development of the students' communicative competence is a necessary task of the national higher education system in the modern world and it encourages social and communicative adjustment, increase of the need in profession communication and self-improvement in the communicative activity, ability of the collective work, stand their ground, influence and interact. The formation of the foreign communicative competence is influenced by inner and outer factors. The motivational sphere is defined by the person's inner position and development. Outer factors include social conditions: the society, in which communication takes place, its social structure, the difference between native-speakers in age, social status, cultural level place of residence, language communicators' behavior, which depends on the communication situation. The changes, which take place in our life and the life of the society, demand corresponding level of communicative level.

We completely agree with N. Brieger that the aim of the lecturer is to develop language skills that reflect the fundamentals of the students' specialty and to develop the communication skills specific in their professional activities. M. Ellis and Ch. Johnson also believe that learning should be based on the specific content that is associated with the definite professional area [6]. Since these areas and situations vary depending on the specialty, the content of the courses of a foreign language will also be different [5]. Based on the assumption that the specialist of a certain field needs foreign language skills to implement its informational activities successfully in relevant situations that appeal to his professional interest, the whole process of the foreign language profession oriented study should resemble to the real professional activity of certain specialist.

The development of the necessary level of foreign communicative competence in the study process takes place due to such didactic conditions as:

consideration of psychological and age peculiarities of people, socialization and favourable social conditions, the exercising of the optimal speech mechanisms by the teachers, pedagogical training and the teacher's mastership, the increase of the students' motivation level towards foreign language study, implementation of innovative approaches of the education and cognitive students' activity, assurance of students' with methodic materials for the complex formation of the communicative competence, development of the students' cognitive activity, favourable conditions and students' communicative activity, supplying of the students with methodic materials in order to form communicative competence in the complex way, the creation of typical communication situations in the education process.

The main instrument of realization of the aim of the foreign language profession oriented education is a content, which foresees the combination of general and professional components. General component is aimed at the fulfilment of the general language education, while professional component is oriented directly at the practical professional activity. The content of the foreign language profession oriented study is defined on the basis of activity oriented, competence and intercultural approaches [7, p. 33-37]. Due to such terms foreign language becomes one of the means of profession study, development students' professional interests, their cognitive activity activation, willingness to use the received knowledge in the sphere of their professional activity.

Since the foreign language profession oriented study is aimed at the development of the complex of competences, it is the basis of the student's general educational and language preparation for life and practical activity, which foresees knowledge acquisition, development of skills and abilities in a wide social and narrow professional context. In the modern everyday life it is very necessary for the highly qualified specialist to be able to conduct negotiations in native as well as in foreign language. The tendencies of the modern world and Ukraine, in particular, stimulate people to use foreign



languages more and more often while communicating with foreign partners. The necessity of foreign language knowledge itself and the ability to communicate on professional and everyday topics demand from the foreign language teachers to pay attention to the development of communication in dialogues, which may be developed during different language situations use. The attention of a lot of Methodists and pedagogues was concentrated on the development of students' oral speech. In such a way language situations play a great role in the development of oral speech. However, we should remember that certain topics of language situations not only encourage the development of oral speech, but also stimulate students to professional self-improvement.

The foreign language professional oriented study foresees professional orientation not only of the content of educational resources, but also of the activity, which involves means and technique to form professional skills. The professional orientation of the activity, first of all, demands integrity of the subject "Foreign language" with profession oriented subjects; secondly, it has an important task before the foreign language teacher - to teach the future specialist to use foreign language as the means of the regular replenishment of his professional knowledge on the base of connection between subjects; thirdly, it foresees the use of study forms and methods, which are claimed to assure the necessary professional skills and abilities of the future specialist [1, p.9]. Professional foreign language study also foresees close interaction of the teachers of different professorial chairs at all stages of study, including combined teaching.

During the process of our research we have defined several structural elements of the foreign language profession oriented study, which may include:

1. Communicative abilities according to the types of language activity (speaking, listening, reading, writing) on the base of the general and professional vocabulary. It is stated by different scientists that the final aim of the profession oriented study of dialogues is a development of the

ability to support conversation, to exchange professional information on a certain topic purposefully. The study of monologues lies in the formation of the skills to create different types of texts: presentation of professional information, report and creation of different presentations, reviews and discussions.

2. Language knowledge and skills, which include the knowledge of the phonetic phenomena, grammar forms, the rules of word formation, lexical units, different terminology, peculiar for certain profession. They are also the component of such abilities as speaking, listening, reading and writing.
3. Social and cultural knowledge, which is, in the opinion of the scientist N. Galskova, have the aim to introduce not only the means of new communication to the students, but also the culture of the folk, whose language they study [2, p.14].

Different spheres of profession oriented language study have various aims. For instance, the aim of the profession oriented study of listening comprehension is the formation of the ability to receive and understand the partner's foreign expressions in the form of monologue or in the process of dialogue according to the certain real profession sphere or situation. The result of the profession oriented study of reading should be the formation of skills to read texts of different styles and genres and of the literature on speciality as well. The final aim of the profession-oriented study of writing is the development of the communicative competence, which is necessary for professional communication in the written form, which is revealed in the ability to do annotations, summaries as well as the translation of the text on specialty. Student's profession oriented lexical awareness may be defined as knowledge of professional lexical units and the ability to use them in different situations of professional communication. The conditions for the students' foreign languages profession oriented study is the necessity to get acquainted with the special

terminology, the reading of the authentic texts, the formation of the skills of individual work, to acquire skills of oral foreign communication in different every day and professional situations. The formation of the profession oriented awareness lies in the development of the ability to use lexical thinking in different circumstances, to develop the language ability to think well and quickly, comparing different opinions and making conclusions, in the extension of the skills of individual work with text on specialty.

In such a way, the result of the foreign language profession oriented study is a profession oriented communicative competence, which may be divided into such types as information topical (subject plan), conceptual (the knowledge of professional terminology, phrases, set expressions), language (the ability to express thoughts in written and oral form), social and linguistic (the command of the language forms according to the communication situations, country specific and cultural (the awareness of traditions, customs, way of life). The above mentioned types of the profession oriented communicative competence may be successfully implemented in the system of cross disciplinary foreign language study, the basis of which are social, pedagogical, psychological, didactic and methodical principles. The successful development of the foreign language communicative competence is possible under such pedagogical conditions: 1) the organization of the rational interdependent system of foreign language study; 2) intensification of the student's individual educational activity; 3) implementation of the complex of communicative problem tasks into all spheres of foreign language study; 4) students' involvement into different types of extracurricular activity (research, project and so on) [4].

**Conclusions.** Taking into account all the above mentioned, we can notify, that the foreign language profession oriented study is aimed at the formation of the students' professional foreign language communicative competence which demands to subordinate the aims of the foreign language study to the aims of the higher professional education and to work out the system of education aimed at

the practical needs of the future specialists. The basis of the foreign language study should be a cross disciplinary interaction of teachers and close connection between professional and general subjects. Foreign language communicative competence will enable the higher educational establishment graduates to work with foreign information resources, get acknowledgment with new world technologies and tendencies in the certain sphere, establish contacts with foreign partners in the process of professional activity. It will also encourage the involvement into world professional community and assure successful functioning in it. Further research in this direction may be connected, in our opinion, with the peculiarities of terminology translation during the profession oriented study of the foreign language.

#### Literature:

1. Зиннурова Ф. М. Формирование профессионально-языковой компетентности студентов ССУЗ в полиэтническом регионе (на примере строительных специальностей): автореф. дис. на соискание учен. степени канд. пед. наук / Ф. М. Зиннурова. – Йошкар-Ола, 2006. –25 с.
2. Гальскова Н. Д. Современная методика обучения иностранному языку: Пособие для учителя / Н. Д. Гальскова. – М. : АРКТИ-Глосса, 2010.–165 с.
3. Образцов П. И., Иванова О.Ю. Профессионально-ориентированное обучение иностранному языку на неязыковых факультетах вузов / П. И. Образцов. – Орел: ОГУ, 2005. – 114 с.
4. Потапенко Л.В. Професійно-орієнтоване навчання іноземної мови студентів нелінгвістичних спеціальностей / Л.В. Потапенко // II Міжнародна науково-практична заочна конференція „Лінгвокогнітивні та соціокультурні аспекти комунікації” [Електронний ресурс]. – Режим доступу :

<http://naub.oa.edu.ua/2013/profesijno-orientovane-navchannya-inozemnoji-movy-studentiv-nelinhvistychnyh-spetsialnostej/>

5. Brieger N. Teaching Business English Handbook / N. Brieger. – 1997. – 192 p.
6. Ellis M. Teaching Business English / M. Ellis, Ch. Johnson. – OUP, 1994. – 237 p.
7. Recommendation № R (98) 6 of the Committee of Ministers to member states concerning modern languages. Council of Europe. Committee of Ministers [Electronic resource]. – Way of access : <https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=530647&SecMode=1&DocId=459522&Usage>.