

DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF HIGHER TECHNICAL INSTITUTIONS

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Анотація

У даній роботі увагу приділено розвитку комунікативної компетентності, професійної комунікативної компетентності та міжкультурної професійної компетентності студентів, що вважається загальним пріоритетом викладання іноземних мов у вищих технічних закладах.

Ключові слова: комунікативна компетентність, професійна комунікативна компетентність, міжкультурна професійна компетентність.

Abstract

In this paper the development of communicative competence, professional communicative competence and intercultural professional competence of students is considered as a common priority for teaching foreign languages at higher technical institutions.

Keywords: communicative competence, professional communicative competence, intercultural professional competence.

Introduction

The fundamental changes taking place in Ukraine have caused the exponential violations of dynamic equilibrium in the economic, political and spiritual spheres of social life that in turn have actualized the challenges of training students for future profession.

Nowadays the requirements to know foreign languages at a professional (vocational) level by graduates of non-linguistic universities have increased significantly. Currently, graduates should be creatively developed people, have the skills of thinking and communication, otherwise they will not be able to adapt properly to life in the society. In addition, knowledge of one or more foreign languages is a prerequisite for competitiveness. The ability to make intelligent decisions that are significant for the society is developed due to the systematic accumulation of knowledge and experience, the acquisition of which is possible through targeted teaching humanitarian disciplines including foreign languages. Thus, the quality of education at universities affects not only the formation of the personality of students but also their preparation for the future profession.

Research results

The issue of improving the effectiveness of foreign languages training and intensifying the educational process has always been relevant for methodologists and educators; it is considered as a driving force for improving the quality of foreign languages teaching of students of higher technical institutions. Therefore, the following fundamental principles that reflect the peculiarities of teaching oral foreign language for vocational purposes at non-linguistic universities are of particular importance:

- ✓ the principle of using foreign languages as a means of basic training of future specialists;
- ✓ the principle of the unity of general and speech activity;
- ✓ the principle of simulating;
- ✓ the principle of problem-based learning or stimulating the cognitive activity of students.

These principles help to form a functional, situationally oriented and linguistically correct foreign language that provides direct communication on the topics being studied. There are also other intensive methods for effective vocational training — motivating tasks, quizzes, conferences, etc. using audiovisual tools.

Hence, the development of communicative competence of students is currently a common priority for teaching foreign languages at higher technical institutions. Communicative competence is

- ✓ the ability to use language tools in practical live communication;
- ✓ the ability to provide convincing arguments during the conversation;
- ✓ the ability to navigate situationally while communicating;
- ✓ the ability to use communicatively justified verbal and nonverbal means and ways for designing thoughts and feelings in different spheres of communication;
- ✓ the ability to establish and maintain contact with with an interlocutor, change the strategy and speech behavior depending on the communicative situation.

An important factor of the communicative competence development is a formation and development of linguistic, speech, social and other competences. They all help to form professional communicative competence. Modern methodology allocates a group of knowledge that meet professional communicative competence. It involves primarily the availability of professional knowledge as well as general humanitarian culture of a person (cultural competence), the ability to navigate in the world around (subject competence), skills communication (communicative competence), knowledge of the language (language competence) [1].

According to some researchers the training of foreign languages to specialists of technical profile should cover two aspects of intercultural professional competence. The first aspect is a professional and communicative one, the second aspect is a professional and intercultural aspect. The principle of professional intercultural orientation ensures the development of socio-cultural competence of students, that is, the ability to apply their knowledge of the national and cultural features of foreign societies and represent their country and culture in the process of intercultural communication [2].

However, in practice, the goals set are not always achieved due to a number of of objective and subjective reasons. They are insufficient number of lessons at non-linguistic universities; insufficient number of textbooks by specialty; a superficial acquaintance with the newest pedagogical technologies; a weak material and technical base that prevents the introduction of a number of new technologies; lack of motivation for students to study a foreign language. The university course of a foreign language for future specialists does not almost contain components aimed at the formation of communicative and intercultural relations. In the current context with the active development of the communicative culture of the society, these educational tasks are not implemented at non-linguistic universities, where the purpose of studying foreign languages is still to understand the main content of scientific publications as well as to annotate and summarize professional texts in order to find the necessary information. However, the purpose of studying foreign languages should be communication since graduates of technical specialties more often work abroad or cooperate with foreign partners in their professional activities and, therefore, need special language training [3].

Conclusions

Therefore, according to the progressive educators the development of professional communicative competence and intercultural professional competence while studying foreign languages by future technical specialists contributes to learning objectives ensuring the development of potential participants in professional intercultural cooperation.

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