

COMMUNICATIVE COMPETENCE DEVELOPMENT AMONG STUDENTS OF NON-LINGUISTIC UNIVERSITIES WITH THE HELP OF BRAINSTORMING IN FOREIGN LANGUAGE LESSONS

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***Abstract.** The article is devoted to the advantages of using the "brainstorming" technology in foreign language classes at a non-linguistic technical university. Examples of using this method in various communicative situations in accordance with work programs are given. Also, the authors have given recommendations on the competent inclusion of the methodology in the educational process in order to obtain positive results. It is noted that the skillful use of this technique helps to increase motivation to learn a foreign language and remove language barriers.*

***Keywords:** brainstorming, interactive lesson, creative approach, ideas generation, motivation, collaborative learning*

One of the key goals of modern higher education is to train competent, qualified specialists capable of working in an increasingly competitive labor market, multitasking, and possessing critical thinking skills. In the twenty-first century, education in universities cannot be imagined without modern educational technologies. The modernization of education is today the primary task of the educational policy of Ukraine. [1]

Innovative activity should be present in the learning process, since this is the foundation on which the competitiveness of both the university and its graduates is based, first of all. The innovative process in education is a set of procedures and means by which a didactic idea turns into an educational innovation. Changing the

content and goals of the educational process, the form, means and methods of teaching a foreign language, as well as the management and control system can be attributed to the main functions of innovation.

One of the popular methods of collective search for truth is brainstorming, in which the participants in the discussion are invited to express their thoughts on the solution of any problem, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected that can be used in practice. [2]

The inventor of this educational technology is considered to be Alex Osborne, the author of several books on advertising and thinking. The principle of brainstorming was first described by him in his book "Applied Imagination: Principles and Procedures of Creative Problem Solving" in New York in 1953. [3]

The relevance of the issue under consideration is explained by the fact that brainstorming as a creative method for solving problems stimulates the intuitive thinking of people in the process of discussing ideas and proposals; contributes to the integration of the accumulated information and, accordingly, to increase the efficiency of decisions made, which is especially important in conditions of tough competition, when new ways of behavior, an active life position, extraordinary actions and original ideas, innovative strategies, etc. are needed.

According to the results of the analysis of scientific literature, the most effective methods in modern educational technology can be called the following: methods of problem learning (problem statement, heuristic and research methods), group methods (method of "brainstorming", situational method, group discussion, game methods), method projects, modeling method, laboratory experiment, involvement of students in productive work during practice, etc.

Brainstorming technology is one of the most productive in the process of mastering foreign languages. It can be used at all stages of the lesson: the introduction of new material, its consolidation, summing up, etc.

The brainstorming method is one of the ways to move away from traditional teaching methods to innovative activities and an interactive teaching method, which

stimulate students to independent and conscious projective activity and develops the ability to learn independently.

Interactive forms of conducting classes contribute to the formation of a positive attitude towards the subject; encourage the active participation of everyone in the educational process; contribute to a more effective assimilation of educational material, appealing to the feelings of each student; provide feedback to the audience; form an active life position in students.

The purpose of the lesson with elements of brainstorming is to create a comfortable environment in which students feel successful and intellectually competent.

Using the method of brainstorming in foreign language classes allows you to solve the following tasks [4]:

- increasing the cognitive activity of trainees;
- implementation of the subjective approach in teaching;
- disclosure of the individual and personal characteristics of each student;
- development of the communicative and emotional sphere of trainees;
- activation of cognitive processes: speech, memory, imagination, thinking outside the box, etc.;
- stimulating the development of creative abilities and skills at the subconscious level;
- analytical attitude to the problems under consideration;
- the formation of positive motivation to study the subject;
- training in team work;
- education of tolerance;
- reducing student overload, etc.

From an organizational point of view, this technology is quite simple, since it includes only four stages:

1. Statement of the problem.
2. Generating ideas without any criticism.
3. Discussion and analysis of ideas.

4. Making a decision.

For brainstorming, it is advisable to form 2 working groups (generators and analysts of ideas), taking into account the personal characteristics and the level of foreign language training of the trainees.

A number of techniques contribute to the activation of the process of generating ideas during the "storm": analogy; inversion; empathy; fantasy, etc.

Here are examples [5] of the use of brainstorming in foreign language classes at a technical university:

1. Match the title to the text. The purpose of the application is to improve the skills to highlight keywords, highlight the main thing, determine the main idea of the text; consolidation of the ability to distinguish text from a set of sentences; development of fantasy, etc.

2. Come up with an unusual use of any building material, for example, bricks (cracking nuts, hammering nails, sharpening knives, propping up a door, crushing a towel on the beach, playing sports instead of a dumbbell, treating rheumatism, etc.). The purpose of the application is to activate vocabulary, liberate students, remove the language barrier, develop imagination and associative thinking, etc.

3. Name the parts of buildings and structures (foundation, door, balcony, pipe, window, roof, floor, ceiling, basement, attic, etc.). The purpose of the application is to repeat vocabulary, develop attention, increase motivation for learning a foreign language, etc.

4. Name the consequences of a situation, for example, the impact of modern gadgets on human life (harm to health, addiction, time saving, fast communication, personality degradation, the race for new products, etc.). The purpose of the application is to consolidate vocabulary, stimulate speech-thinking activity, develop semantic flexibility, broaden horizons, the ability to see the problem from a new angle, etc.

5. "A flurry of questions." Suggest job interview questions (What are your strengths and weaknesses? How do you overcome difficulties in life? Why are you suitable for our company? What do you know about our company? How do you

spend your free time? etc.). The purpose of the application is to improve grammatical skills (the ability to ask questions), generate original ideas and create a bank of ideas for subsequent use in a role-playing game, expand the information field, etc.

The difficulties of brainstorming in a foreign language class at a non-linguistic university may be caused by the teacher's inability to organize this form of work due to the lack of highly specialized knowledge; limited time; lack of formation of the student body; different levels of foreign language proficiency. Language barriers can lead to undesirable results.

Let's list the basic rules, the observance of which will allow more productive brainstorming [6]:

1. During this procedure, no one can claim a special role: there are no leaders, no subordinates, no newcomers or veterans.

2. Critical remarks and assessments are strictly prohibited.

3. Acceptance of any idea (even the most fantastic and incredible) with approval.

4. You should refrain from ambiguous gestures and actions that may be misinterpreted by other participants.

5. Before starting the assault, it is important to try to understand the practical importance of solving this problem.

6. Do not get hung up on well-known methods of solving the problem under discussion.

7. The more hypotheses and assumptions will be put forward, the greater the likelihood of a valuable idea.

As a rule, brainstorming is quite productive and gives good results. It has been noticed [7] that a person is inclined to continue thinking about the problem after the assault, so the next day a second assault can be carried out, during which additional ideas may appear.

Summing up, we emphasize that in case of failure, the teacher should not hastily abandon this form of work. It is important to review the preparation for the lesson

and its stages, to analyze the reasons for the failure, and, perhaps, in the future, the brainstorming method will be more effective.

Having updated the concept and examined the structure of communicative competence and the main characteristics of brainstorming in the process of teaching a foreign language at a technical university, we can conclude that the formation of communicative competence among students of non-linguistic specialties through the use of this approach is advisable, especially in the context of the digital transformation of education.

Since the question of the need to form the communicative competence of students of non-linguistic universities in the context of digitalization has its relevance, in the future the authors plan to conduct an empirical study of the effectiveness of the use of brainstorming techniques in foreign language classes to form this competence among students of energy specialties, and also to study the issue of increasing students' motivation to learning a foreign language through the use of brainstorming.

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