FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF THE FUTURE SPECIALISTS

Abstract. Communicative competence is considered as future specialist’ key competence, since it helps to successfully integrate into the system of social relations. Foreign language communicative competence is an integral quality of the individual, which contributes to the adaptation and adequate functioning of the individual in society, includes certain methods of communication, values and creative potential of the individual. Foreign language communicative competence appears as a special type of professional competence, which is defined as the readiness and ability to master objective, scientific knowledge in professional communication.

One of the important components of the modern system of higher education is the specialists’ foreign language training, as it develops the trainee’s ability to resolve ordinary and professional issues by means of a foreign language. Modern educational process should be built not only in the direction of transfer, increasing and updating of professional knowledge from various disciplines, but also by teaching how to apply this knowledge in solving specific practical tasks, to form relevant abilities and skills, as well as professional competences. The formation of foreign language communicative competence should include not only the acquisition of basic system of knowledge by the applicants of higher education, abilities and skills needed for the effective foreign language communication, but also the students’ conscious communicative and competent position, which will contribute to their further professional development and self-improvement.

The formation of foreign language communicative competence at the institutions of higher education takes place under the condition that the students master a foreign language as a means of communication, and consists in the combination of foreign language skills with the content of professional activity, which will contribute to the achievement of the key goal of the students’ education, i.e. the formation of their own professional competence. The level of its formation is a priority factor that determines the overall effectiveness of the communicative process.

Keywords: communicative competence, foreign language communicative competence, foreign language training, higher education, foreign language communication.
успішно інтегруватися в систему суспільних відносин. В свою чергу, іншомовна комунікативна компетентність є невід'ємною складовою особистості, яка сприяє адаптації та адекватному функціонуванню її в суспільстві, а також включає певні способи спілкування, ціннісний та творчий потенціал. З іншого боку, іншомовна комунікативна компетентність впливає на розвиток професійної компетентності та визначається як готовність і здатність оволодівати об’єктивними, науковими знаннями у професійному спілкуванні.

Реалії сьогодення визнають іншомовну підготовку майбутніх фахівців як одну з важливих складових сучасної системи вишої освіти, оскільки зазначена компетентність формує вміння слухача вирішувати повсякденні та професійні питання іноземною мовою. Встановлено, що сучасний освітній процес має будуватися не тільки в напрямку передачі, примиження та оновлення професійних знань з різних дисциплін, а й шляхом навчання застосуванню цих знань у розв’язанні конкретних практичних завдань, у формуванні відповідних умінь і навичок, а також професійних знань та відповідних компетенцій. Аналіз наукового фонду надав можливість встановити, що формування іншомовної комунікативної компетентності має передбачати не лише засвоєння здобувачами вишої освіти базової системи знань, умінь і навичок, необхідних для ефективного іншомовного спілкування, а також їх усвідомлену комунікативно-компетентну позицію, яка сприяється підальшому професійному розвитку та самовдосконаленню. Спираючись на предмет дослідження, встановлено, що формування іншомовної комунікативної компетентності у закладах вишої освіти відбувається за умови оволодіння майбутніми фахівцями іноземною мовою як засобом спілкування і полягає у поєднанні іншомовних навичок зі змістом професійної діяльності, що сприяє досягненню ключової мети навчання здобувача вишої освіти, тобто формуванню власної професійної компетентності; рівень її сформованості є пріоритетним фактором, що визначає загальну ефективність комунікативного процесу.

Ключові слова: комунікативна компетентність, іншомовна комунікативна компетентність, іншомовна підготовка, вища освіта, іншомовне спілкування.

**Formulation of the problem in general.** In modern conditions the main indicator of the effectiveness of higher education is the competence. This definition to the greatest degree corresponds to the definition of such an integral social and personal phenomenon as the result of education in combination with its motivational, value and cognitive components.

One of the important components of the modern system of higher education is the specialists’ foreign language training, as it develops the trainee’s ability to resolve ordinary and professional issues by means of a foreign language. In global practice, competence plays the role of the main concept, as it involves the intellectual component of education; includes the content of education, which is formed starting from the result; contains a number of skills and knowledge related to the spheres of culture and activity.

Foreign language competence is the basis of the communicative culture of a person learning a foreign language. In the Pan-European Recommendations on language education, communicative language competences are defined as those that provide a person with the ability to act using specific linguistic means.

The formation of foreign language communicative competence at the institutions of higher education consists in the combination of foreign language skills with the content of professional activity, which will contribute to the achievement of the key goal of the student’s education, i.e. the formation of his / her own professional competence. Foreign language communicative competence is an integral quality of the individual, which contributes to the adaptation and adequate functioning of the individual in society, includes certain methods of communication, values and creative potential of the individual. The formation of the students’ foreign language communicative competence takes place under the condition that they master a foreign language as a means of communication. The level of its formation is a priority factor that determines the overall effectiveness of the communicative process.
However, at the moment, the problem of the formation of foreign language communicative competence of future specialists remains quite relevant.

The purpose of the article is to substantiate the content and features of the students’ foreign language communicative competence formation in the process of learning a foreign language.

Analysis of recent research and publications. The analysis of scientific literature shows that many foreign and domestic scientists have studied the issue of communicative competence (O. Fadeykina, O. Hrigorenko, D. Hymes, M. Prygodii, T. Siryk). The issue of the formation of foreign language communicative competence in the process of learning a foreign language is considered in the investigations of N. Bidyuk, L. Birkun, L. Brahman, S. Brumfit, R. Johnson, S. Melnyk, S. Savignon, M. Swain, D. Shales, etc. Such scientists as N. Halskova, L. Hrynevych, H. Hryniiuk, S. Kozak, S. Nikolayeva, O. Maksymenko, V. Safonova, O. Vishnevskyi, and others made a significant contribution to the research of issues related to the definition of the content and methodical problems of foreign language education in the professional competence of students of higher education institutions.

Presentation of the main material. The formation of foreign language professional competence within teaching the discipline foreign language is aimed at achieving the general goal of students’ education at a higher educational institution, i.e. the formation of their professional competence.

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 (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) [7].

The concept «competence» is revealed by the Law of Ukraine «On higher education»: competence is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which determines a person’s ability to successfully implement professional and further educational activities and is the result of studies at a certain level of higher education. The National framework of qualifications of Ukraine states that competence is the ability of a person to perform a certain type of activity, which is expressed through knowledge, understanding, skills, values, other personal qualities, and the result of training are the competences (knowledge, understanding, skills, values, other personal qualities) that a person acquires and/or is able to demonstrate after completing the education [4].

In the European Recommendations on language education, communicative language competences are defined as those that provide a person with the ability to act using specific linguistic means. In particular, it is noted that in the process of using the language, a number of competencies are developed, among which a special place belongs to foreign language communicative competence [1]. In the document of the Council of Europe Competence framework for a culture of democracy defines the term «competence» to refer to specific psychological resources (attitudes, skills, knowledge and understanding) that are mobilized and applied to respond effectively to emerging demands, challenges and opportunities in democratic and intercultural situations [4].

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) [3].

Today, the social demand of the state to provide all spheres of human activity with highly professional and access to high-quality education, a high level of knowledge, and the possibility of acquiring relevant skills and competencies is especially increasing. Accordingly, modern educational process should be built not only in the direction of transfer, increasing and updating of professional knowledge from various disciplines, but also to teach how to apply this knowledge in solving specific practical tasks, to form relevant abilities and skills, as well as professional competences.
One of the first researchers to define communicative competence were D. Hymes and A. Holliiday. They claimed that communicative competence is the ability to communicate in different situations in the process of interaction with other participants of communication, using the language system correctly, following language norms, and choosing appropriate communication for the situation and communicative behavior [9].

Foreign language communicative competence is determined as knowledge, abilities and skills necessary for understanding other people’s and individual programs of speech behavior, adequate to the goals, spheres, situations of communication, the content of which includes knowledge of the basic concepts of linguistics (styles, types, ways of connecting sentences in the text), skills and abilities of text analysis and actual communicative accomplishments (Yu. Fedorenko, 2005); knowledge of the language, a high level of practical mastery of both verbal and its non-verbal means, as well as the experience of mastering the language at a variable-adaptive level depending on the specific speech situation (S. Nikolayeva, 2010); a set of abilities, knowledge, capabilities, skills, attitudes, values, initiatives and communicative experience of an individual, necessary for understanding others’ and producing one’s own programs of speech behavior, adequate to the goals, spheres, situations of communication (N. Bidyuk, 2012).

Thus, the future specialists’ foreign language communicative competence is a multifaceted phenomenon, which includes: a set of sociocultural, linguistic knowledge, abilities and skills with the use of foreign language tools depending on the socio-role situations of professional activity; cognitive and activity components, providing the unity of the specialist’s communicative and professional culture; cognitive, communicative and integrative functions of communication. Foreign language communicative competence is a special type of professional competences and is defined as the readiness and ability to master substantive, scientific knowledge in professional communication. Therefore, the formation of foreign language communicative competence should include not only the acquisition of basic system of knowledge by the applicants of higher education, abilities and skills needed for the effective foreign language communication, but also the students’ conscious communicative and competent position, which will contribute to their further professional development and self-improvement.

Analyzing the works of M. Kenel and M. Swain, four components-competencies can be distinguished:

‒ grammatical competence (the level of assimilation of the grammatical code by the communicator, including vocabulary, rules of spelling and pronunciation, word formation and sentence construction);
‒ sociolinguistic competence, i.e. the ability to appropriately use and understand grammatical forms in various sociolinguistic contexts to perform certain communicative functions (description, statement, persuasion, information request, etc.);
‒ discursive competence, or the competence of expression, that is the ability to combine separate sentences into a coherent message, discourse, using various syntactic and semantic means for this purpose;
‒ strategic competence (the ability to use verbal and non-verbal means when there is a threat of communication failure in case of insufficient level of competence of the communicator or due to the presence of side effects) [8].

At the same time, it should be emphasized that each of the named four competencies consists of different structural parts: grammatical competence; textual (ability to control thought-speech activity, knowledge of the mechanisms of this activity); illocutionary competence (ability to express thoughts and emotions); sociolinguistic competence (understanding of cultural phenomena and rhetorical figures); and other competencies, in particular, linguistic, social, communicative, etc.

The above mentioned imposes increased requirements on language teachers (especially for teachers of foreign languages in a professional direction), since the main goal is not only to master
professional vocabulary, but to provide certain competencies, the level of formation of which allows the future specialist to effectively carry out foreign language communication, and therefore, interlinguistic, intercultural and interpersonal communication.

At the current stage of development of the world community, foreign language communicative competence should be considered as a compulsory component of general professional training, which is focused on knowledge and skills in the structure of competence, as the main goal of pedagogical process, and in professional activity for further development of a specialist of great importance is understanding the dynamics of the development of competence itself, that is, anticipating those requests from the labor market, which the education system is intended to satisfy [6].

Improving the quality of higher education involves not only the volume of knowledge in the professional sphere, but also the ability of future graduates to creatively apply it in the implementation of tasks in the field of specialization, the ability to implement foreign language communication with other countries specialists, as well as to perform professional activities in a foreign-language environment.

**Conclusions.** Foreign language communication is a set of knowledge, abilities, and skills that provide successful usage of a foreign language both in professional activities and for self-education and personal development. It is possible only if the subjects of foreign language communication possess the language as a means of communication. Foreign language communicative competence appears as a special type of professional competence, which is defined as the readiness and ability to master objective, scientific knowledge in professional communication. Communicative competence is considered as future specialists’ key competence, since it helps to successfully integrate into the system of social relations. Dynamic changes in the modern world, the rapid development of innovative technologies, the growing volume of information have actualized the need to acquire foreign language communicative competence at a high level. **The prospects** for further scientific research we consider in investigating the competence approach in the future specialists’ training at higher educational institution.

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