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STAGES OF FORMING AND MASTERING THE COGNITIVE COMPONENT OF APPLICANTS’ FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCY USING MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES

Abstract. Forming and mastering the cognitive component of the foreign-language communicative competency based on information and communication technologies, taking into account the diversity of its components, is one of the main goals of teaching a foreign language at all stages of learning. The relevance of the problem and lack of its proper development have stipulated the analysis of tasks directed to forming and mastering the cognitive component and also to developing the stages to form the cognitive component of the foreign-language communicative competency of the third-year applicants of Specialty 291 International Relations, Public Communications, and Regional Studies of the Faculty of International Relations and Journalism of Simon Kuznets Kharkiv National University of Economics. In the article, the stages of the algorithm for implementing the Internet project activities aimed at forming and mastering the cognitive component of the foreign-language communicative competency based on modern information and communication technologies are offered. The article also focuses on working with modern information and communication technologies to form and master the cognitive component of foreign-language competency. Forming and mastering the cognitive component of the foreign-language communicative competency from the analysis of the
developed algorithm is a complex phenomenon that integrates information, foreign language knowledge, skills, and value relationships of an applicant’s personality, contributes to the development of creative imagination, the acquisition of skills to purposefully generate innovative ideas, the development of skills for research, self-realization, and self-improvement. The analysis of various professional sources indicates that using ICT in the educational process, developing distance learning courses, and electronic textbooks aimed at forming and mastering the cognitive component of the applicants’ foreign-language communicative competency is a wide area for further research.

Keywords: cognitive component; foreign-language communicative competency; stages; algorithm; types of Internet project activities.

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ЕТАПИ ФОРМУВАННЯ І ВДОСКОНАЛЕННЯ ЗДОБУВАЧАМИ КОГНИТИВНОГО КОМПОНЕНТА ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ ЗА ДОПОМОГОЮ СУЧАСНИХ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ

Анотація. Формування та вдосконалення когнітивного компонента іншомовної комунікативної компетенції за допомогою інформаційно-комунікаційних технологій з урахуванням різноманіття її компонентів є однією з основних цілей навчання іноземної мови на всіх етапах навчання. Актуальність проблеми та недостатня її розробленість зумовили аналіз завдань, спрямованих на формування та засвоєння когнітивного компоненту, а також розробку етапів формування когнітивного компонента іншомовної комунікативної компетенції здобувачів
З-го курсу спеціальності 291 Міжнародні відносини, суспільні комунікації та регіональні студії факультету міжнародних відносин та журналістики Харківського національного економічного університету імені Семена Кузнеца. У статті запропоновано етапи алгоритму реалізації діяльності Інтернет-проекту, спрямованої на формування та оволодіння когнітивним компонентом іншомовної комунікативної компетенції за допомогою сучасних інформаційно-комунікаційних технологій. Статті також акцентовано увагу на роботі з сучасними інформаційно-комунікаційними технологіями для формування та оволодіння когнітивним компонентом іншомовної компетенції. Формування та оволодіння когнітивним компонентом іншомовної комунікативної компетенції за результатами аналізу розробленого алгоритму є комплексним явищем, яке інтегрує інформацію, іншомовні знання, уміння та ціннісні відносини особистості абітурієнта, сприяє розвитку творчої уяви, набуттю навичок цілеспрямованого генерування інноваційних ідей, розвитку навичок дослідження, самореалізації та самовдосконалення. Аналіз різноманітних фахових джерел засвідчує, що використання ІКТ у навчальному процесі, розробка дистанційних курсів та електронних підручників, спрямованих на формування та оволодіння когнітивною складовою іншомовної комунікативної компетенції абітурієнтів, є широким напрямом для подальших досліджень.

Ключові слова: когнітивний компонент; іншомовна комунікативна компетенція; етапи; алгоритм; види інтернет-проектної діяльності.

The problem statement and its relevance. The integration of Ukraine into the world community necessitates the optimization of its education system towards developing a humanistic, spiritual, and professionally oriented system of education. The strategic norms concerning the content, forms, and features of organizing the professionally oriented education system are based on the domestic normative framework which regulates knowledge, skills, and abilities necessary for entering a profession and includes the Constitution of Ukraine, the Law of Ukraine “On Higher Education” (2014), the Law of Ukraine “On the Basic Principles of the Information Society Development in Ukraine for 2007–2015” (2007), the Order “Strategy for the Development of Information Society in Ukraine” issued by the Cabinet of Ministers of Ukraine (2013), the “National Doctrine on the Development of Education of Ukraine in the 21st Century”, and comply with the requirements of the documents of UNESCO, the International Organization for Cooperation and Development of Education,
which emphasizes the need for the humanization of higher education, its technological effectiveness, comprehensiveness, and variability. Nowadays, it becomes only possible with the introduction of modern ideas and technologies that absorb the latest domestic and foreign pedagogical education discoveries about active learning as the priority principle of the educational process, learning to use information and communication resources, personally oriented technologies that focus on maximizing the process of individualization of learning and creating the conditions for self-development and self-improvement. The process of forming the cognitive component of the foreign-language communicative competency involves not only the orientation of university academics towards the new educational standards, but also the fulfillment of one of the most important tasks of modern education – not just to transfer the necessary amount of knowledge to the applicant, but to teach the latter to use it effectively in professional and social activities, to synthesize new types of activities and to bring up a creative self-sufficient personality. Such economic, political, and social needs of the state require new approaches to performing the professional training of future specialists.

Thus, the issue of developing the cognitive component of the foreign-language communicative competency of the applicants of civil service specialties is particularly urgent.

The analysis of recent studies and publications. The issues of improving the learning process at institutions of higher education (IHE) using information and communication technologies (ICT) have become the subject of research by domestic and foreign scientists, namely: V. Andrushchenko, I. Ziaziun, V. Kremen, S. Maksymenko, etc. The issue of improving the efficiency of foreign-language training by providing the latter with a professionally oriented and specialized orientation is analyzed in the works of O. Bernatska, N. Drab, H. Hryniuk, L. Lychko, N. Skliarenko, O. Tarnopolskyi, etc. The essence and structure of foreign-language communicative competence are considered by S. Kozak, O. Kravchenko, O. Pometun, Yu. Fedorenko, N. Izoriia, M. Canale, M. Swain, S. Savignon, etc. The development of the concept of communicative competence is the subject of an investigation by the following scholars: E. Bialystok, M. Canale, M. Swain, D. Hymes, W. Littlewood, P. Taylor, J. A. van Ek, J. M. Trim.

At the same time, the issue of involvement of information and communication technologies in the process of forming the cognitive component of the foreign-language communicative competency of future civil service specialists has not been sufficiently studied yet. The didactic conditions for ensuring the efficiency of the process of forming the cognitive
component of the foreign-language communicative competency of future specialists using information and communication technologies have not received enough disclosure and substantiation; there are considerable difficulties for lecturers due to the lack of guidelines and manuals on the use of means of information and communication training in foreign language classes.

The relevance of the chosen direction of research is caused by the necessity of overcoming the contradictions between social requirements for ensuring the integration processes and the level of preparedness of future civil service specialists; the need for higher education to improve the process of forming the cognitive component of the foreign-language communicative competency of future specialists and the existing didactic conditions of the learning process; between the high potential of using information and communication technologies and the lack of theoretical and practical development of the latter. Being aware of the pedagogical significance of the problem of the foreign-language training of future civil service specialists, its relevance, insufficient level of research in the modern theory and methodology of vocational education, and considering the need for theoretical-practical and methodical recommendations for organizing the process of forming and mastering the cognitive component of the foreign-language communicative competency, taking into account the difficulty of development of systems of exercises and tasks, the subject of the research has been chosen.

The purpose of the article. The relevance of the problem and lack of its proper development have stipulated the purpose of the article – to develop and implement activities and tasks that can help to form and master the cognitive component of the foreign-language communicative competency based on modern information and communication technologies and also to develop the stages of the algorithm to form the cognitive component of the foreign-language communicative competency of the third-year applicants of Specialty 291 International Relations, Public Communications, and Regional Studies of the Faculty of International Relations and Journalism of Simon Kuznets Kharkiv National University of Economics (hereinafter – KhNUE them. S. Kuznets).

Presentation of the basic material. The changes in the language policy, the creation of new educational standards, focus on the active formation and mastery of the cognitive activity by a person determine the development and improvement of relevant linguodidactic models for training foreign language lecturers. In the essential characteristics of specialists of any profile, and especially civil service specialists, the cognitive skills are of
key importance, that is, analytical thinking, the ability to search and process external information, the ability to acquire new knowledge and skills independently, and the ability for self-development. The system of cognitive skills includes: a) basic skills that determine the cognitive abilities of the learner; b) methodical skills that determine the approach to cognition; c) general skills that perform organizational, providing, and performing functions undertaken by an individual to facilitate understanding, memorization, and preservation of new information; d) interdisciplinary skills that prepare the formation of skills in one academic subject; e) subject skills specific to a particular line of activity; f) professional skills.

The term “communicative competency” was introduced by the American anthropologist, D. Hymes, who considered the utterance has its own rules, which obey the rules of grammar and the assimilation of which provides the ability to use the language in the communication process [1]. Thus, communicative competency is the possession of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, good breeding, orientation in communicative means inherent in national mentality and expressed in the framework of the given profession. The communicative competency is a generalizing communicative property of an individual, including communicative abilities, knowledge, skills, sensual and social experience in the field of communication. The communicative competency consists of the following components: a) the motivational-value component, which is represented by professional motivation, which is part of the motivation for learning, the pedagogical activity itself and its values, the educator’s readiness for professional development; it reflects interest in innovation activities, the desire for self-development and self-realization, the need for professional growth; b) the cognitive component, which requires knowledge of the nature and role of the communicative competency, the ability to solve problems that arise in the process of communication; c) the operational-activity (behavioural) component, which is responsible for the communicative skills necessary for the educator in a variety of standard and non-standard situations, the educator’s ability to personality-oriented interaction during the educational process, the ability to maintain emotional balance, prevent and resolve conflicts in a constructive way, mastery of oratory, literary oral and written speech, the ability to develop tactics, techniques, and strategies for active interaction with people, organize their joint activities in order to achieve certain socially important goals, the ability
to assess objectively the situation of interaction of the participants of the educational process, predict and justify the result of the interaction efficiency. All the components are interconnected and interdependent. A high level of communicative competency involves the development of all its components [2].

In our study, particular attention is paid to the formation and mastery of the cognitive component of the foreign-language communicative competency of future civil service specialists.

In accordance with the content of forming and mastering the cognitive component of the applicants’ foreign-language communicative competency based on ICT the following complex of tasks is offered: 1) tasks for setting goals and planning educational activities: (state the purpose of the Internet project activity; choose the ICT tools (blog technology, wiki technology, podcasts, linguistic corps) that will help one achieve his/her goal, justify his/her choice; develop an algorithm for implementing the Internet project activity; define the criteria for evaluating his/her participation in the Internet project activity); 2) tasks for search and analytical activities (identify keywords to search for material on the topic; find the material on designated topics using the Internet search services; assess the material found in accordance with the criteria for evaluating the Internet resources (linguistic complexity of the material, cultural complexity of the material, source of information, reliability of information, relevance of information, cultural character of information, objectivity of information); 3) tasks for the development of applicants’ speech skills based on ICT (write a descriptive essay and post it on his/her personal blog page to discuss with the groupmates; read the essay of his/her groupmate and post two comments (in the first one, express his/her personal attitude to the described experience of his/her groupmate, in the second one, comment on the observance of the essay writing structure by his/her classmate); 4) tasks for the formation of lexico-grammatical skills of applicants’ speech based on ICT (define the meaning of the professional terms in the linguistic corpus/corpus of parallel texts; identify the differences in the meaning of the professional terms in the everyday and professional areas of communication; examine the concordance data and explain the differences in the use of the modal verbs “must”, “to be to” and “to have to”); 5) tasks for the development of socio-cultural skills based on ICT (create his/her own wiki page dedicated to your educational institution (school, university); compare the educational systems of the UK, the USA and Ukraine, highlight the most attractive moments in each country); 6) tasks for self-esteem and reflection (evaluate his/her participation in the Internet project activity in accordance with the developed
criteria; determine if he/she has managed to achieve the expected goal; think over and state what he/she has done best in implementing this Internet project activity; explain what stages of the project activity he/she would conduct differently next time and why).

For forming and mastering the cognitive component of the applicants’ foreign-language communicative competency the following algorithm for learning can be offered. It should be noted that the algorithm for implementing the Internet project (a project is a specific, finite activity that produces an observable and measurable result under certain pre-set requirements) activities is general didactic in nature and can be applied within any academic discipline, and is not directly related to teaching a foreign language based on specific ICTs. At the same time, the stages of the algorithm can be taken as the basis for being implemented in any Internet project activity, and the didactic properties and methodical functions of the ICT used in the Internet project activities (the blog technology, the wiki technology, the podcasts, etc.) will modify and expand the process of training. There are these stages of forming the cognitive component of the foreign-language communicative competency based on modern information and communication technologies.

**Stage I** is targeting and planning. It presupposes the lecturer’s setting the target and objectives of the Internet project activity, introducing the Internet technology (platform) of the project, and determining the criteria for evaluating the applicant’s participation in the cognitive activity together with them. The lecturer explains the essence of the applicants’ cognitive activity; the applicants ask specifying questions concerning this or that project activity. The lecturer together with the applicants determines the final expected result (product) of the cognitive activity; they together choose the evaluating scales of the applicant’s participation in the Internet project activity; determine the Internet technology (platform) for implementing the Internet project activity (blog technology, wiki technology, podcasts, linguistic corpus, mobile technologies, learning Internet-resources, information-referential resources of the Internet); develop jointly the algorithm for implementing the project activity.

**Stage II** is discussing information security issues when implementing the Internet project activities. The lecturer must explain to applicants the rules of observing information security when performing project activities on the Internet.

**Stage III** is the technological one. The applicants create a separate page on the selected service (platform for implementing their Internet project) and get acquainted with the rules of the selected Internet service. The lecturer monitors the applicants’ activity.
Stage IV is procedural. The applicants carry out their Internet projects according to a previously adopted learning algorithm. The applicants develop writing skills based on blog technology, wiki technology, and email group, develop podcast-based listening and speaking skills, form socio-cultural competency based on the Internet resources and information and reference Internet sources, form intercultural competency through blog technology, chat, web forum, form lexical speech skills based on the linguistic corpus and reference Internet sources, form grammatical speech skills based on the linguistic corpus and reference Internet sources, form phonetic speech skills based on multimedia programs. The lecturer monitors applicants’ self-study cognitive activity.

Stage V is evaluative and reflexive. The lecturer evaluates the applicants’ participation in educational activities in implementing their Internet projects, evaluates the applicants’ academic achievements (on the development of speech skills, the formation of language skills, the formation of socio-cultural and intercultural competencies), and organizes the process of applicants’ self-esteem and reflection. The applicants evaluate personal participation in forming the educational competency, evaluate their achievements in developing their speech skills, forming language skills, forming sociocultural and intercultural competencies, and conducting reflection.

Some issues should be added concerning the formation of the cognitive component of the foreign-language communicative competency. Firstly, almost all ICT-based foreign language teaching technologies include a technological phase, in which applicants get acquainted with the selected Internet technology (platform) of their project. In this regard, it seems logical that many researchers as one of the main pedagogical conditions for implementing the Internet project activities based on ICT identify the formation of ICT competencies of applicants and lecturers [3]. Otherwise, the Internet project work simply cannot be implemented on the selected platform.

Many researchers argue that despite the wide computerization and unlimited access to the Internet, and despite applicants’ experience in interacting in the Internet environment, every time before implementing Internet projects, lecturers need to remind applicants about compliance with the rules for providing information security [3].

Implementing applicants’ project activities based on ICT means a fairly large amount of independent extracurricular work. The function of the lecturer should be reduced to monitoring applicants’ independent educational activities in the Internet environment. The technological properties of modern
ICT (blog technology, wiki technology, podcasts) allow doing this (the lecturer will see which of the participants and at what time has completed a certain amount of work).

The effectiveness, as well as the reliability and conditionality of the developmental stages and the set of tasks aimed at forming and mastering the cognitive component of the applicants’ foreign-language communicative competency based on modern ICT, was tested during the experimental training. The purpose of the experimental training was to form and master the cognitive component of the foreign language communicative competency of the third-year applicants of Specialty 291 International Relations, Public Communications, and Regional Studies of the Faculty of International Relations and Journalism of KhNUE them. S. Kuznets based on modern information and communication technologies (blog technology, wiki technology, podcasts). The level of formation and mastery of the foreign language communicative competence will be manifested through the level of development of speech skills and the formation of language skills, in other words, through project activities aimed at the formation of speech and linguistic competencies, during the development of which, the applicants continue to form and develop the aspects of the cognitive component. Because the participants in the experiment are third-year applicants of Specialty 291 International Relations, Public Communications, and Regional Studies of the Faculty of International Relations and Journalism of KhNUE them. S. Kuznets, the question of the formation of their phonetic speech skills and aspects of sociocultural competence is not considered in the framework of the experimental study presented.

To achieve the purpose during the experimental training, the following tasks were solved: 1) to develop the reading and writing skills of applicants based on the blog technology; 2) to develop the writing skills of applicants based on the wiki technology; 3) to develop the listening comprehension and speaking skills of applicants based on podcasts; 4) to form the lexical and grammatical language skills of applicants based on different types of linguistic corps.

The experimental training was being conducted during one academic year (2022–2023) based on the Department of International Relations, Political Sciences, and Practical Philosophy (KhNUE them. S. Kuznets). The participants in the experimental training were 24 third-year Bachelor applicants majoring in 291 International Relations, Public Communications, and Regional Studies. The level of English language proficiency of the applicants corresponded to Level B2 – Vantage level or Upper Intermediate on the European scale of levels of knowledge of a foreign language.

In the course of the experiment, two types of control were used. The first one was carried out by the lecturer during the experimental training to control the participation of all the applicants in the project activities aimed at forming and mastering the cognitive component of the applicants’ foreign language communicative competence based on modern information and communication technologies (blog technology, wiki technology, podcasts, linguistic corps), and at the end of the experiment in the form of a general discussion. The second type of control consisted of conducting the ascertaining and control sections. The experiment was carried out in three stages: ascertaining, forming, and controlling.

At the ascertaining stage of the experiment, the participants in the control (12 applicants) and experimental (12 applicants) groups performed a test to determine the level of foreign language proficiency. The test included tasks for all types of speech activity, as well as the formation of the lexical and grammatical skills of applicants’ speech (Level B2). The test results were encoded on a four-point scale. The statistical data processing was carried out in the Internet laboratory of KhNUE them. S. Kuznets using the Mini-Tab program. To assess the statistical significance of the results of the study, we used the Applicant’s t-test. The Applicant’s t-test is one of the most well-known and often used methods of statistical data processing in teaching foreign languages. This method aims at assessing the differences in the mean values of $X_{av}$ and $Y_{av}$ between the two samples $X$ and $Y$. The advantage of the Applicant’s t-test is the breadth of its scope. It can be used to compare average values for connected (dependent) and disconnected (independent) samples. It is customary to mean connected (dependent) samples when the experimental procedure and the obtained data of a certain property from the subjects of one sample do not affect the features of the course of the same experiment and the results of measuring the same property from the subjects (the respondents) of another sample. The same group of subjects on which the study was conducted twice (even the study of different qualities, attributes, and features) will be a connected (dependent) sample.

In the study presented, when conducting our experiment, we dealt with the connected and disconnected samples at the same time. We dealt with the connected samples when comparing the data of the ascertaining and control
sections separately in the control and experimental groups, since we evaluated the effect of one variable – the use of ICT in teaching a foreign language – on the same sample (the same group of applicants). We worked with the disconnected samples when comparing the data of the control section between the participants in the control and experimental groups since we compared the learning outcomes of applicants from two different samples (different groups of applicants).

When processing the statistical data in this study, the calculation of the Applicant’s t-criterion was carried out automatically using the Mini-Tab program. The data from the ascertaining and control sections of the control and experimental groups for the automatic calculation of the Applicant’s t-criterion were included in the program.

Statistical processing of the data of the ascertaining slice shows that before the experiment, the applicants in the control group (t=3.25) and the experimental (t=3.14) group showed equal English language proficiency at the statistically significant level.

At the formative stage of the experiment, the applicants of the experimental (12 people) and the control (12 people) groups were taught using the textbooks on the practical course of the English language (Level B2) for applicants majoring in 291 International Relations, Public Communications, and Regional Studies “The English Language” (under the editorship of professor V. I. Karaban) and “Headway Upper-Intermediate” (L. Soars, J. Soars) [4, 5]. In addition, in the experimental group, modern information and communication technologies were integrated into the applicants’ classroom and extracurricular activities. The training in the experimental group was carried out following the developed algorithm for implementing the project activities and the set of tasks aimed at forming and mastering the cognitive component of the foreign-language communicative competency based on ICT. The participants of the experimental study during the classroom and extracurricular time were engaged in the project activities based on blog technology, wiki technology, podcasts, and the linguistic corps to form and master foreign-language communicative competency. According to the curriculum, the applicants had 4 pairs per week (8 academic hours). The same amount of time was devoted to the applicants’ independent work.

During the cycle, the applicants studied 7 topics (1) Professions. Career and Training Consulting. My Future Profession; 2) Education in the English-Speaking Countries and Ukraine; 3) Leisure Time and Sports; 4) the Political and Economic System of the UK; 5) the Political and Economic System of the USA; 6) the Political and Economic System of Ukraine; 7) Travelling). For each of the topics, they had to complete one project using
alternately blog technology, wiki technology, and podcasts. The formation of lexical and grammatical speech skills was carried out through the linguistic corps on a regular basis.

In the course of the experiment such technologies as blog technology, Wiki technology, and podcasts were used.

At the control stage of the experiment, the applicants were asked to perform the final test to determine their level of foreign language proficiency.

The data show that the applicants in the control and experimental groups (the control group \( t=4.02 \) at \( p\leq0.05 \) and the experimental group \( t=5.62 \) at \( p\leq0.05 \)) during the period of participation in the experimental training increased knowledge of the foreign language. The so-called paired t-test was performed to identify differences between the two groups. It allowed comparing the results of these two samples and determining the statistical significance between them. The results of the paired t-test indicate that the differences between the control and experimental groups were statistically significant \( t=2.16 \) at \( p\leq0.05 \), which confirms the hypothesis of the study.

The obtained data of the control slice testify to the effectiveness of the methodology developed in the study for the formation and mastery of the cognitive component of applicants’ foreign-language communicative competency based on modern information and communication technologies.

In the course of conducting the experimental training on the formation and mastery of the cognitive component of applicants’ foreign-language communicative competency, some difficulties arose, which are necessary to consider for the further development of foreign-language teaching methods based on information and communication technologies: 1) the lead time for Internet projects; 2) unauthorized borrowing and plagiarism; 3) language correctness vs detailed statements; 4) schedule of applicants’ participation in Internet projects; 5) peculiarities of using wiki technology.

**Conclusions.** The lack of methodology for forming and mastering the cognitive component of applicants’ foreign-language communicative competency based on modern information and communication technologies has necessitated the development of such a methodical system for teaching foreign languages to the applicants majoring in 291 International Relations, Public Communications, and Regional Studies. This methodical system is a hierarchy consisting of the interconnected components: purpose, objectives, principles, psychological and pedagogical conditions, organizational forms, methods, and results.

The article presents the stages of forming and mastering the cognitive component of applicants’ foreign-language communicative competency based on modern information and communication technologies. The complex
of tasks for forming and mastering the cognitive component of applicants’ foreign-language communicative competency based on modern information and communication technologies has been developed.

Thus, the research hypothesis has been proved, consisting of the assumption that forming and mastering the cognitive component of applicants’ foreign-language communicative competency based on modern information and communication technologies will be successful if it is carried out based on the development and implementation of the methodical system presented in the article.

Forming and mastering the cognitive component of the foreign-language communicative competency from the perspectives of the system-value analysis and the developed algorithm is a complex pedagogical phenomenon that integrates information, foreign language knowledge, skills, and value relationships of an applicant’s personality, contributes to the development of creative imagination, the acquisition of skills to generate new innovative ideas purposefully, the development of skills for research, self-realization, and self-improvement. The analysis of various professional sources indicates that using ICT in the educational process, developing distance learning, and electronic textbooks for special courses in the specialties to form the cognitive component of applicants’ foreign-language communicative competency is a wide area for further research.

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Література: