

DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES

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Abstract

The article considers general tendencies in world and national education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university. The article views some essential issues of this competence including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behavior; pedagogical technology, its essence, structural components, understanding of innovative components of professional activity, requirements for the design and engineering of pedagogical technologies.

Key words: teaching foreign language, education, education, pedagogical process, language teaching, communicative competence, foreign language for professional purposes.

I. Introduction

Radical transformations of the socio-political structure of society and the formation of a market-type economy have necessitated the modernization of the education system, the main task of it is to train high-class professionals - specialists of a new formation, capable of independent highly qualified activities and focused on further increasing professional competence. The particular importance in this regard is the problem of effective business communication, which began to be considered in society not only at the end of the twentieth century in connection with changes in the internal and external political but also economic, social, and legal situation [3]. The study of foreign languages in modern society is becoming an integral part of the professional training of specialists in various fields, and their further career growth may largely depend on the degree of their language training. Consequently, the



university must provide a certain level of foreign language proficiency [5], however, one should not forget that the success of training largely depends on the methodology of the foreign language teacher in the context of solving specific educational problems. Learning a foreign language contributes to the development of communicative competence, forms the student's ability to use it as a communication tool, which is especially appreciated today among graduates of universities [2].

In the learning process, it is possible to single out some tasks that ensure the formation and improvement of professional communication in a foreign language:

- updating the knowledge of units and grammatical rules;
- formation of the ability to choose and use adequate language norms depending on the purpose and situation of communication;
- improving the ability to understand various types of communicative statements, as well as to build coherent, coherent and logical statements;
- development of abilities to choose verbal and non-verbal means in case of communicative failure;
- expanding knowledge about the sociocultural characteristics of the representatives of the countries of the studied language, their traditions and norms of speech behavior, as well as the formation of the ability to understand and adequately use them in the process of communication, while remaining the bearer of their culture [5].

II. Literature review.

It should be noted that according to the idea of Zamyatina N. A., Zbarskaya A. V., Tsunaeva Yu. O - "The development of students' communicative competence in the process of teaching business communication while studying a foreign language in a non-linguistic university".

One of the main requirements of a modern program in foreign languages for non-linguistic universities is the implementation of communicative competence in the learning process. The goal of teaching a foreign language is not only business communication in four interrelated types of speech activity (listening, speaking, reading and writing), but also mastering the language as a means of expressing one's thoughts. At the same time, the modern concept of teaching foreign languages at a



university is to comply with the requirements of the basic standard and is communicative in purpose and technology.

III. Materials and methods,

When teaching a foreign language to students of a non-linguistic university should be guided by the technologies of a professionally oriented and student-centered education. At the core of cognitive orientation of the personality is a system of motives, which is generated by cognitive needs. One of the incentives acquiring knowledge, expanding horizons, increasing cognitive activity is interest. Professionally oriented in teaching a foreign language is designed to maintain students' interest in subject, opening up opportunities for further professional growth. Student-centered teaching of a foreign language should meet a number of requirements: to be dialogic, to be of an activity-creative nature, to be aimed at supporting the individual development of the learner, to provide learning with the necessary freedom for making independent decisions, freedom of creativity, choice content and methods of teaching and behavior [4].

Individual research work of students can be conditionally divided into two groups:

1. work of the abstract plan;
2. independent scientific projects involving surveys, questioning; conducting experiments; instrument design, etc.

The practical significance of the study lies in the fact that the results obtained can serve as the basis for the creation of textbooks, teaching aids, built on the basis of communication-oriented teaching of foreign languages [1,5], for the creation of fundamentally new models of teaching high school students; in diagnosing the communicative competence of students; in the preparation of scientific and methodological literature containing recommendations for the formation of students' communicative competence; the set of pedagogical conditions developed by us for the formation of communicative competence can be successfully introduced into the practice of teaching foreign languages.

IV. Research results

The teacher of a university should determine ways to solve the above difficulties. To stimulate students' intrinsic motivation, the teacher can:



- influence direct behavior in relation to specific goals (career prospects);
- stimulate perseverance in learning activities (additional bonuses);
- increase cognitive activity (students interested in professional activities use information from foreign sources, professional websites), which in turn will lead to the development of communicative competence.

The solution to the problem associated with the difference in students' knowledge can be carried out through a tiered approach to the formation of groups, which involves:

- formation of student groups according to the level of knowledge (group A, B, C);
- planning the educational process through the degree of activation of the student's speech activity;
- the possibility of subsequent transfer of the student to a group with a higher level of knowledge.

The solution to the third problem can be proposed directly using the elements of the communicative technique. The communicative approach to language has various characteristics that distinguish it from previous methods:

- understanding occurs through the active interaction of students in a foreign language, with the involvement of such methods of activating communication skills as video, interactive whiteboard, game simulations;
- learning takes place with the help of authentic English texts;
- students not only learn the language, they also receive additional linguistic and cultural knowledge in the process of mastering the language (the information they are interested in should be contained in the material they study);
- the organization of group work in foreign language lessons is a very important stage in the development of students' communicative skills (discussion).

IV. Discussion and conclusion.

The communicative development of learner by means of languages of international communication is aimed at:

- the formation and development of bilingual communicative competence (speech, sociocultural and linguistic) necessary for communicatively acceptable communication in a foreign language with foreign guests, providing communicative



assistance to compatriots when communicating with foreigners in educational, everyday - household, administrative spheres, employment and business organization, leisure activities;

- cultural enrichment of learners on the principle of an expanding range of cultures (from ethnic and super-ethnic cultures, social subcultures of the countries of the language being studied to the cultural layers of geopolitical regions and world culture);

- the development of the language culture in students of describing the realities of life in a foreign language; the formation of students' ideas about the dialogue of cultures as a non-alternative philosophy of life in the modern world, which should be characterized by a readiness to comprehend the sociocultural portrait of the countries of the language being studied as part of civilization, cultural self-development, ethnic, racial and social tolerance, speech tact and sociocultural politeness, a tendency to the search for non-violent ways of resolving conflicts; preparing schoolchildren to perform international tests to determine the level of foreign language proficiency.

V. Conclusion

In conclusion, we want to note that attracting students to the art of business communication aims not only to form their verbal culture, but also contributes to the development of activity, initiative, and the ability to effectively defend personal interests using speech. To solve this problem, it is expedient, in our opinion, to use a foreign language as an academic discipline as a means of developing business communication skills. The personality and professional competence of a specialist is the "cumulative product" of all pedagogical systems that operate and interact in higher education. Each of them, fulfilling its special purpose, is a component of an integral system for the formation of a student's personality as a future professional.

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