

Кожний крок (модуль) містить окреслення мети, мовленнєвий зразок, завдання для досягнення поставленої мети та засоби діагностики. Кожний модуль є інтегративною частиною самостійної роботи змістових модулів робочої навчальної програми дисципліни «Іноземна мова професійного спрямування».

Особливістю даного курсу є використання засобів мультимедіа (відео матеріали, графічна презентація опису винаходу) та забезпечення форм контролю і самоконтролю сформованості лексичних і граматичних навичок читання і письма. Всі вправи мають режим зворотного зв'язку.

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FOREIGN COMMUNICATIVE COMPETENCE AS AN ESSENTIAL PART OF STUDENTS' PROFESSIONAL GROWTH

I. M. Iatsenko

teacher,

National Technical University of Ukraine "KPI"

In our modern fast-moving world, the main concepts of learning foreign language are considered to be the tendency to interactive learning intensification, the development of social, cultural and professional competence, ensuring the required level of formed foreign language communicative component.

In different linguistic studies, foreign communicative competence is determined as follows:

- the ability to perform professionally oriented intercultural communication;
- the ability to interact with speakers of other cultures, taking into account the national values, norms and notions; create a positive attitude to communication for the communicants; to choose communicatively oriented ways of verbal and non-

verbal behaviors based on knowledge of the science and culture of other nations within cultural polylogue [1, p.16];

- the result of efforts directed to form the foreign knowledge and skills that reflect the linguistic, vocational and contextual, psychological, social and situational language status as means of professional communication [4];

- individual obtaining of the required level of knowledge and skills that determine the professional development degree, the style of professional communication and its personality as the holder of determined values, ideals and professional awareness [3, p.8];

- the ability, formed in the process of learning a foreign language freely and adequately to the conditions of social and role-playing situations understand the corresponding speech utterances according to the theoretical regulations and knowledge, that perform informational and communicational functions as well as practical skills, that ensure perceptual-communicative and interactive and communicative functions of communication by means of foreign language [2, p.12].

The development of foreign language competence involves the formation of communicative skills in the four major types of speech activity (listening, reading, writing, speaking), the presence of language knowledge (phonetic, grammatical, lexical) and skills of using these knowledge. Communicative method of foreign language learning takes a significant part in forming a foreign language communicative competence. The main aim of learning language using this method is to learn not the language system, but the professional usage of it in real communication; and the main means of learning are not written texts and grammatical tasks, but situations that project the real communication [1, p.18].

In learning process, the modern pedagogical science also pays great attention to innovative learning technologies, active and interactive methods. Using these methods, teacher becomes the model of communication for students to follow. Most students appreciate such forms of teaching, when there is a full connection between knowledge and practice.

In order to develop communicative competence of students, it is appropriate to organize discussions, create problematic situations, conduct written work in the form of discursive essays, use the technologies of cooperative learning, use “brain storm” method, inside and outside circles, exchange of views or “think-pair-share”, jigsaw reading, pair-interviews, situational speech (simulation and role-playing) [1, p.26].

There is an essential usage of communication-oriented grammar in the development of communicative competence. This grammar fully enhances motivation and individual learning. Therefore, it is appropriate to use this grammatical material in productive communicative exercises designed for students, choosing the communicatively valued phrases that can actually be used in real life. It should be noted, that acquiring the grammatical rules and general linguistic notions is easier and faster through a game. The game promotes a high degree of motivation for speaking, brings students into natural language situation, relieves anxiety, gives positive emotional atmosphere in class, improves the ability of better grammar structures memorizing and develops creative imagination.

Interactive project method is also quite appropriate for the development of communicative competence in language learning. This method provides independent activity of students, encouragement and development of their creativity, ability to study additional sources individually, communicational and organizational skills (especially, if working in a group). The project is an opportunity for students to express the ideas in their own creative form. They can make collages, posters, advertisements and announcements, conduct an interview or make a research with illustrations and photographs [3, p.45].

Method of cases and situations or “casemethod” is extremely essential in students’ individual work. “Casemethod” is the description of a real life situation that is used as a pedagogical tool to provoke discussion in the class. The advantage of this method is the ability to combine theory and practice, and develop students' capability to have different strategies and means of communication, which is crucial in the preparation of future professionals [2, p.37].

The advantages of interactive learning in the process of foreign communicative competence development are as follows:

- students have the opportunity to overcome the fear of the language barrier and use their knowledge and experience;
- the teacher encourages students to collaborate, they are not afraid to make mistakes;
- students have the opportunity to be more independent and confident;
- there is a friendly atmosphere and interaction between those who communicate, the teacher does not dominate;
- every student is involved and has a task;
- students can help each other.

Thus, foreign language communicative competence is an efficient tool for professional development and growth of students. The efficacy of its formation largely depends on choosing the various mechanisms and factors inherent in the process of learning a foreign language. One of the important factors in the development of foreign language communicative competence of future professionals is their own interest in learning a language. The development of competence includes both traditional and innovative forms and methods of teaching foreign languages that complement each other and make the only system that can be adapted to the peculiarities of the learning process in order to optimize learning and teach highly qualified professionals.

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