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## THE ROLE OF STRATEGIC COMPETENCE IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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**Abstract.** The paper deals with the strategic competence in teaching English for specific purposes. In this study, the possession of strategic competence is considered as an obligatory condition in professional communication. The types of strategic competence are considered. The concept of cognitive strategies and metacognitive strategies is highlighted. The role of strategic competence in teaching English for specific purposes is discussed. The examples of strategic competence implementation in different fields of science were specified.

**Key words:** strategic competence, English for specific purposes, professional communication, metacognitive strategies, universal strategies.

### Introduction.

The development of strategic competence that helps students to communicate effectively in a professional environment set to become a vital factor in teaching English for specific purposes (ESP). Developing efficient communicative strategies is required a deeper analysis of the professional environment as a field of human activity. Within the ESP framework, a remarkable feature of learners who possess strategic competence is their mental ability to use all the elements of functional language for its professional purpose (and psychophysiological skills too) in the process of information exchange in a professional environment.

Since 2012 there has been a rapid rise in the explore the role of strategic competence in teaching English for specific purposes (Ghafournia & Afghari, 2013; Rabab'ah, 2016; Covarrubias Venegas, Thill, & Domnanovich, 2017, etc.).

The use of strategic competence in teaching ESP is the result of changes in the ratio of different forms of learning. The world around us is changing so fast that there is no time for higher school learning, and therefore more and more emphasis is placed on independent, autonomous learning. Future experts need to develop the ability to autonomously determine the tasks to be solved, plan and develop strategies for their solution, to determine how effective this solution is in their professional situation.

The characteristics of strategic competence are not well understood as far as the concept of "strategy" is used in various fields and its exact meaning is difficult to elaborate on. However, the general concept of "strategy" includes the idea of planning the next action. Taking into account the fact that professional communication is considered strategic communication, it is necessary to have a joint system of estimations and arguments that can be used as communicative strategies (Dörnyei, 1995) in order to recognize and realize effectively communicative intentions in a professional environment. In ESP teaching the strategies contribute to the most efficient organization of statements to transfer the intended meaning to the partner. The possession of professional communication strategies provides the ability



to perform self-correctness and compensate the "silence gaps" in professional communication for speakers with low language proficiency.

The aim of this study is to evaluate the role of strategic competence in teaching English for specific purposes.

### **Main text.**

To achieve the goals of the study such theoretical methods were used. The theoretical methods used in the study are the generalization of psychological, pedagogical, and linguistics literature to consider the theoretical backgrounds of strategic competence; the comparative analysis to stipulate the distinctive features of universal strategies and macro strategies; the description of the results to explain the role of strategic competence in teaching English for specific purposes.

The reinforcement study on strategic competence was conducted in 1997 by Bachmann where strategic competence was defined as a set of metacognitive components. Our assumption has a number of similarities with Musyagda's (2005) findings concerning the idea that developed strategic competence provides the ability to cope with unexpected problems. In the professional environment when the speaker has no ready-made ESP solution, it (strategic competence) helps to select language elements relevant to the context of the professional situation taking into account the roles of participants, types of communication, the knowledge target language, socio-cultural knowledge, and knowledge of the "real world".

Fig. 1 presents three stages – planning, executing, evaluating, and repairing the expert goes through when using strategic competence.

| <b>STRATEGIC COMPETENCE IN ESP TEACHING</b> |                   |                                |                                        |
|---------------------------------------------|-------------------|--------------------------------|----------------------------------------|
| <b>ACTIVITIES STAGES</b>                    | <b>PERCEPTION</b> | <b>PRODUCTION</b>              | <b>INTERACTION</b>                     |
| <b>PLANNING</b>                             | Framing           | Planning                       | N/A                                    |
| <b>EXECUTION</b>                            | Interfering       | Compensating                   | Cooperating                            |
| <b>EVALUATION and REPAIR</b>                | Monitoring        | Monitoring and self-correction | Asking for clarification<br>Clarifying |

**Figure 1 – The stages of strategic competence performance within different activities**

The types of strategies that must be developed during ESP teaching depend on the field of science. There can be competitive strategies and corporate strategies, which are necessary for future managers and market experts. Teaching ESP to future experts in foreign trade the attention must be paid to the localization strategy, international, transnational, and global strategies. The development of strategic competence includes various categories of strategies that can be performed in any type of human activity – these are universal strategies and macro strategies.

Universal or metacognitive strategies are related to motivation and reflect the specifics of decision-making whether to start an activity or abandon it. Metacognitive strategies include a reflection on cognitive processes. It is the understanding, awareness of the knowledge possessed by the specialist. The future experts in any field realize that they have certain knowledge, and therefore they can perform certain



actions necessary in the current professional situation. For instance, future translators can use cognitive strategies to choose the means of professional development, ways to organize preparation for translation. As far as metacognitive strategies are used to organize and plan their translation activities, as well as to analyze translation (as a product and as a process). In general, the metacognitive strategies can help a future specialist to evaluate the level of knowledge in different fields and identify what kind of knowledge development they need in order to get a career promotion. In other words, it is preparation for lifelong learning and continuous professional development. Our findings appear to be well supported by Rabab'ah (2016).

### **Summary and conclusions.**

Our work has led us to conclude that strategic competence is an integrative quality of a personality and a specialist, which is based on the acquired knowledge, skills, and abilities that entails the achievement of goals and reduction of negative consequences. This paper has highlighted the importance of the field of scientific investigation before the adoption of strategies for the specialists during teaching ESP. We believe that our results may improve knowledge about the role of strategic competence in teaching English for specific purposes. Future studies should aim at the investigation of separate elements of strategic competence in the particular field of science.

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