

SECTION 18.

PEDAGOGY AND EDUCATION

Halatsyn Kateryna 

Candidate of Pedagogical Sciences, Associate Professor
at the Department of English for Engineering #2,
National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute»,
Ukraine

Feshchuk Alla 

teacher at the Department of English for Engineering #2,
National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute»,
Ukraine

ENHANCING ENGLISH-LANGUAGE COMMUNICATIVE COMPETENCE IN MASTER'S STUDENTS OF TECHNICAL FIELDS

At the current stage of Ukrainian society's development, English-language communicative competence of learners is a crucial component of professional training, ensuring their competitiveness in the labor market. English-language communicative competence, as a key ability of future specialists, enables effective professional communication, facilitates the constructive resolution of various technical tasks, and contributes to professional self-improvement. Given this, the issue under study is highly relevant and requires further exploration.

In the course of our research, we have established that the competency-based approach is one of the leading frameworks in the higher education system. A vital component of a modern specialist's professional competence is communicative competence in general and, in particular, foreign language (English) competence. It has also been determined that the issue under study has been sufficiently researched. However, in our opinion, special attention should be given to examining the peculiarities of developing English-language communicative competence in master's students of technical specialties.

To clarify the essence and structure of the studied concept and to outline the specifics of its development in master's students of technical specialties.

It should be noted that, since master's students already possess a sufficient level of both professional knowledge, skills, and abilities, as well as English proficiency, developing their English-language communicative competence is a moderate

challenge. On the other hand, for learners in technical specialties, English serves as an essential source of acquiring new professional knowledge, a means of communication, and a tool for interpersonal interaction.

Researchers I. Zabiaka and O. Kovalchuk emphasize that foreign language communicative competence is a specific type of professional competence, which refers to a future specialist's readiness and ability to acquire subject-specific and scientific knowledge in professional communication [2].

In turn, O. Lahodynskyi states that English-language communicative competence is a crucial component of professional competence. He describes it as “a complex, integrative, intellectual, professional, and personal formation that develops during professional training in higher education institutions. It manifests, evolves, and improves through the completion of professional tasks as well as through independent work. It reflects the level of professionalism, mastery of the profession according to professional requirements, and ideally – creativity, expertise, and an individual style of work. It encompasses the ability and readiness (primarily practical, personal, and psychological) to engage in professional English-language speech activities, including listening and speaking (oral skills), reading, writing, summarizing, and abstracting (written skills), as well as possessing professionally significant qualities and abilities necessary for performing these activities” [4].

We define English-language communicative competence in master's students of technical specialties as a professionally and personally formed skill (acquired during studies at a higher educational institution) that enables them to communicate fluently in English, effectively solve various professional tasks, acquire professionally and personally significant innovative information, interact with different individuals and groups, and engage in self-education and self-improvement.

An analysis of psychological, pedagogical, and methodological literature on the topic indicates that the most common approaches to developing English-language communicative competence include: **communicative approach** – using situations that closely resemble real professional communication; learning through dialogues, role plays, debates, etc.; **project-based approach** – engaging in projects conducted in English while applying technical knowledge; preparing and presenting technical solutions.

Above all, it is important to note that developing English-language communicative competence is a much broader and more complex process than merely learning English. It involves not just the ability to speak English but also the ability to communicate effectively. This means being able to interact with others,

influence and persuade interlocutors, present and justify one's opinion, debate, listen attentively, and respond critically. These skills extend beyond simply speaking English and form the foundation for professional and interpersonal communication in a technical context.

Our research has identified several constructive models for addressing the challenge of developing English-language communicative competence in students of technical specialties: integration model (utilizing various information and reference programs, multimedia learning courses, electronic textbooks, and other innovative educational tools); combined model (the instructor integrates students' independent work with innovative learning tools into classroom activities); remote model (using computer programs and online resources for distance learning in English) [3].

For example, in the study of the mandatory educational component “Foreign Language for Academic Communication. Part I (English)” for master’s students specializing in 131 “Applied Mechanics” within the Educational and Professional Program (EPP): *Automated and Robotic Mechanical Systems. Dynamics and Strength of Machines. Machine Design and Engineering. Manufacturing Technologies. Aircraft Manufacturing Technologies. Robotics* [1] we apply elements of a constructivist blended learning methodology described by scholars H. Skliar, Yu. Karpenko, and D. Myronov [5].

This methodology is based on three key scientific principles: 1) organizing the educational process through experiential and interactive learning – a method that emphasizes learning through practical tasks in English; 2) integrating language learning and professional communication within the core content and context of the students' specific field of study, ensuring alignment with the respective Educational and Professional Program (EPP); 3) mandatory incorporation of various innovative online technologies into the learning process, particularly online searches for professional information in English, discussions, presentations, and other interactive activities [6].

Conclusion. The development of English-language communicative competence in master’s students of technical specialties is a crucial step in preparing them for professional activities. A systematic approach, integration of English into technical training, use of modern technologies, and enhancing student motivation are key conditions for achieving a high level of this competence.

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