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USING SITUATIONAL EXERCISES FOR THE DEVELOPMENT OF COMMUNICATION SKILLS AND PERSONAL MOBILITY OF STUDENTS

Introduction. The problem of the effective using of different educational materials and the search for new ways to use them is raised. Changes in the modern Ukrainian society, which take place at all levels, lead to a reassessment of educational guidelines. The purpose of the modern high school is no longer to provide the students with knowledge, because due to the rapid development of technology, it quickly become obsolete, and above all the development of mobile personalities, who constantly work on self-improvement and able to establish relationships with different people, that is, have communicative skills. The world economy requires professionals and specialists in various areas to communicate effectively in foreign languages. English is dominated in different social sectors, such as commerce, finance, higher education, the media and it is worth saying that without knowledge of a foreign language it is hardly possible to apply for a senior position and get a prestigious well-paid job.

The effectiveness of using the communicative approach in teaching a foreign language is beyond doubt [1]. The learning process should be aimed at mastering the students' communication skills – the ability to substantiate their own thoughts, keep up the conversation, discuss and solve problems in a particular professional field.

Aims and tasks. If earlier the purpose of higher education was the formation of knowledge, skills, and abilities of graduates, now, with the

availability of any information, the emphasis is shifting to the formation of students' personal mobility, ability and desire for self-improvement and self-education. The relevance of the topic is determined by the fact that students do not often have well-developed skills in professionally-oriented communication, and an important issue is to select material which is the basis of the content of teaching English language for special purposes. The need for development and improvement of foreign language writing skills has been reflected in the researches of Ukrainian and foreign scientists. Thanks to the high level of development of mass media, the opportunity was opened to engage in foreign-language written communication with representatives of other cultures.

The role of communication. We define personal mobility as the ability of a person to adapt to changing conditions of life, to act independently and actively, to make decisions based on a creative attitude to the situation, to establish relations with different people, to be involved in the process of continuous self-development [7, p.239]. Modern professionally-oriented approach to the teaching of foreign languages involves the formation of students' foreign language communication competence and ability to communicate in a specific professional, scientific, business spheres and situations. Future professionals need to acquire the skills of foreign language communicative competence, which is considered to be formed if the student uses a foreign language for getting and expanding knowledge. An important feature of the future specialist is the ability to communicate effectively [5], mastering of basic communication techniques in both native and foreign languages, the availability of adequate and productive communication and emotional stereotypes that directly influence the success of social and personal relationships. The particular importance in the process of communication, of course, has communicative stereotypes, when in certain situations students use formulaic sequences, patterns, clichés, phrases. There are even emotional stereotypes when persons express in a certain way their emotions, experiences, attitude to others or to a situation [2, p.12]. Many scientists came to the conclusion that automatic

behavior is characteristic of a modern person who has a large number of contacts in many situations within one day and this behavior is the most appropriate, and sometimes the only possible one. W. James argued that almost all of our daily affairs are completely automatic and typical, even the vocabulary of each person and its forms and statements are so often repeated that they can indeed be considered as templates.

Due to the lack of time spent teaching a foreign language in a technical university for organizing and conducting business games, teachers widely use situational exercises. At classes, we often offer junior students situations in which they have to imagine themselves famous persons who talk about their inventions, or a hero of a book that has to solve a difficult question or even a client of a company which realizes dreams. Sometimes such situations are unreal, but they encourage students to make a creative search, activating their interest. Sometimes the first reaction to such situations is rather restrained: students complain about their non-creativity, they need to increase the amount of time spent preparing for the task. At last, they become accustomed to such situations and take them with great enthusiasm. Students regularly perform exercises: they apologize, retell, negotiate, convince someone, communicate in a foreign language in a monologue or dialogue form.

Creating the situation takes a special place in the training. An analysis of students' work, the awareness of the importance of written communication and the creation of learning situations that can be borrowed from real life, influence on the improvement of the learning process. The task of the teacher is to create conditions and to choose such teaching methods that would help each student to show activity, creativity, expand the worldview and enrich the knowledge about the country and improve linguistic knowledge. Students show cognitive activity, which is considered as the formation of the individual, which determines the intellectual response to the process or participation in the cognitive process. It includes an active life position, which means consistently defending views, initiative, activity and creativity in communication. Of course, the development

of activity goes through several stages. It's important to involve a future specialist in educational and cognitive activities as they acquire knowledge. Students need the improvement of skills and abilities for learning the material, consolidating the habit of engaging in activities and the gradual development of such activities that require a strain of thought.

The situation is a combination of conditions (internal and external), such a dynamic system of interactions, which prompts the personal need for targeted activities and nourishes this activity. The situation, in the method of teaching a foreign language, is the complex of certain circumstances, typical for real life or professional events. The role of situations in learning a foreign language is difficult to overestimate because they are an effective means of motivation and stimulation. The main purpose of each situational exercise is to involve students in solving a general or professional problem [4].

Creating situations. The communicative situation is considered a concrete action of communication, which includes communication partners, and encourages its participants to communicate [8]. It defines speech behavior, strategy and tactics of communication. Written communication is also used in various situations. Professionally oriented writing in a foreign language is an important form of speech activity, which students should possess according to program requirements. Here are examples of situations that are aimed at written messages:

1. Your partner from the USA is visiting our country. He wants to communicate with representatives of the publishing house about the problems and their solutions. You want to organize a meeting for other colleagues. Write an advertisement to your colleagues.

2. Your colleagues want to organize a meeting with a famous editor. Write an invitation letter for him.

3. A famous editor from England wants to meet with your colleagues from the publishing house. Write an announcement for your colleagues.

4. You are a specialist in printing industry. You must be working at a conference tomorrow. You have to prepare the report about the development of traditional textile printing. Present the report. Answer your colleague's questions and discuss the advantages and disadvantages of the development of textile printing.

In situations where information is requested, we often write keywords about the information on the Internet, and we get an answer since each request that is responded has already been foreseen by the employees who provide the content of the sites.

The message you received was written before the request was made, in addition you can write a comment and discuss the information. Written communication occurs when there is a lack of oral communication, and therefore it is important for those who interact, as writing a message leads to maintaining relationships. You can create different situations:

- Situations in which students should write a message is an important motive for developing and improving the skills of foreign language writing, as it directs them to produce text for themselves.

- Situations when the learners will be participants in a seminar, conference or forum, they are discussing different questions with other participants, so they consider that it's necessary to write messages and comments.

- Situations where students make different entries or notes, record important events. These situations require not only creativity but also the development of the ability to analyze and think critically.

- Situations where students can write postcards or send a message, write different letters to their partners.

- Situations when students are reminded of meetings or important things that they write for themselves, colleagues or partners, so as not to forget this information.

The main purpose of each situational exercise is to involve students in solving a general or professional problem. At the publishing and printing

institute with students-economists we use the textbook "Intelligent Business" (level upper-intermediate); and we develop their communication skills, offering them various situational exercises. The proposed "Setting Goals" exercise can be used to work with students of economic and other specialties at any stage of training.

One of the keys to tackling a project successfully is to set clear goals for everyone who is involved so that they know exactly what they have to achieve and by what time. Look at some of the phrases that can be useful when setting goals.

- a. When do I have to get this in by?
- b. How much are you budgeting for ...?
- c. Is that feasible?
- d. What will you need in the way of resources?
- e. What exactly would be involved?
- f. What's the schedule for this?
- g. I think we should aim to ...

1. Read the dialogue between a project manager and a member of her team and choose the phrases (a – g) to fill the gaps. Listen to the dialogue and check yourself.

Project manager: So, Anna, are you ready to take on the market research side of the project?

S: Well, I really need some more detailed information. 1) _____?

PM: Well, I don't have the specifics yet but I can give you a general idea. We're planning to create a new range of beauty products for women in the Asian and Arab World markets. We're convinced there's a market out there but we need to do some basic research to find out more about the products that they are already being used.

S: OK. You want us to conduct some interviews and prepare a full market report, is that so?

PM: Yeah. That's exactly it. Your report will tell us what sorts of products we need to design.

S: So, how many interviews will I have to arrange?

PM: I don't know exactly, but we can discuss that later on. And don't worry, I'm sure the Asian office will be able to help us with all that. That way you can just focus on the data.

S: OK. But what about dates? 2)_____?

PM: Let's say six weeks from now. 3)_____?

S: There's no way we can do it by then! I'd say it'll take at least two months, if not more.

2. In pairs act out some dialogues between a senior manager and project leader. Set goals (time, resources and budget) together for each of the projects below.

The senior manager has asked the project leader to:

1. Take responsibility for organizing the meeting with international partners.
2. Prepare a 5-day training course for senior executives.
3. Create a new company website.
4. Organize the company's annual trade fair.

The process of communication. Communicative skills are an integral part of personal mobility as they provide the opportunity to achieve the desired result. These skills include the ability: to establish interpersonal relationships, to choose the best style of communication in different situations, to predict and eliminate conflicts, to criticize the interlocutor fairly and tactfully, to perceive and take into account criticism, to maintain a contact with the audience, to overcome excitement and timidity, and self-presentation skills. Situational exercises prompt and encourage students to solve creative problems and develop communication skills. Performing situational exercises, the academic purpose goes to the background. Communication isn't the form of artificial learning, due to the need to perform the teacher's abstract task or the desire to get an assessment, but it occurs in the form of a natural act which meets the need for

communication. In the process of communication, the formation of statements occurs under the influence of factors that are external to the language: the circumstances in which there is communication, and the relationship between objects and phenomena of reality, which are reflected in the statements. The combination of these circumstances and relations is a linguistic situation.

The development of mass communication opens new opportunities for written communication, and therefore the list of genres of written communication is increasing. In the methodology of teaching foreign languages, there are different approaches to mastering the ability to create a written text. Each of these approaches has a number of positive aspects. In order to achieve a better effect, it is also advisable to follow a clear sequence of techniques for organizing work to develop the ability to produce texts in different situations and to further studying the development of skills to write texts of different genres. Letters to friends, business letters to colleagues, partners, notes at conferences, and information about exhibitions and outstanding events are examples of written communication.

More attention is needed to the genres of written communication and similar to the genres of written texts that can be used to teach foreign-language written communication. They learn how to write in English in accordance with the requirements [6]. It is important to express the opinions on professional and scientific issues in a foreign language in writing form. Creating a situation is a powerful stimulation for a further cognitive activity of students.

With advantages of the information technology, it's easier for users to get information and to search every time and anywhere the users go. The development of international mass communication requires the modern specialists of the publishing and printing industry who have the ability to search professional information. The level of English competence of a specialist is determined by the formed set of his skills in life and professional situations. It is possible to differentiate between different language structures depending on the type of language situation they represent. Thus, statements that reflect identical

situations and are executed by the same linguistic means and form one language structure (model). If the lexical substitution occurs within the given situation, then the new language structure does not arise. However, the same language models can be used in a variety of situations. Therefore, all learning language material should be used in a sufficient number of new situations in order to develop an active and creative mastery of them. When compiling situational exercises, the tasks should be formulated in such a way as to cause a certain students' speech response, which should be automated in the linguistic material. The description of the situation should be short and purposeful, without overloading the details with additional information. Before engaging students in a particular situation, they need to be presented with some models, got acquainted with the necessary lexical constructions and explained the peculiarities of their use.

In order to improve the organizational forms and methods of a classroom and independent extra-curriculum work, we use such forms of educational activities for the work of students in educational and communicative situations:

- an individual form of students' work in the educational and communicative situation with the control of the teacher;
- an individual form of students' work in the educational and communicative situation with the control of the partner;
- pair form of students' work in the educational and communicative situation;
- group form of students' work in the educational and communicative situation.

Conclusions. In order to achieve a better effect, it is also advisable to follow a clear sequence of techniques for organizing work to develop the ability to produce texts for different situations and to further study the development of linguistic skills. The learning process should be aimed at mastering the students' communication skills, the ability to substantiate the opinion, support the conversation, discuss and solve problems in a certain professional field, so their

personal mobility. The systematic using of situational exercises should lead to the creation of linguistic and behavioral stereotypes and providing students with free oral or writing language skills. Situational exercises can increase students' communication and co-operation with each other. The directed activity of the student promotes the accumulation of professional experience, the formation of creativity for solving practical problems. The next stage of our study is to develop the system of situational exercises for students and conduct the experimental analysis of its effectiveness.

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ANTONENKO I. I., CHIZHOVA N. V. Using situational exercises for the development of communication skills and personal mobility of students.

The article is devoted to the problem of teaching foreign languages in non-linguistic universities. The issues of ESP are considered. Particular attention is paid to develop communicative competence as the constituent of personal mobility. The learning process should be aimed at mastering the students' communication skills – the ability to substantiate the opinion, support the conversation, discuss and solve problems in a certain professional field. The communicative situation is considered a concrete action of communication, which includes the partners and encourages its participants to communicate. The article analyzes the creation of a professional- communicative situation, which occupies a special place in training and it is an important motive for developing and improving the skills of foreign communication. The main purpose of each situational exercise is to attract students to solve a common or professional problem. The directed activity of the student promotes the accumulation of

professional experience, the formation of creativity for solving practical problems.

Key words: teaching a foreign language for professional communication, communicative approach, personal mobility, creating situations, situational exercises, written communication, professional experience, communicative competence.

АНТОНЕНКО І. І., ЧИЖОВА Н. В. Використання ситуаційних вправ для розвитку комунікативних навичок та особистісної мобільності студентів. Стаття присвячена проблемі навчання іноземним мовам студентів немовних вузів і в ній розглядаються питання, які пов'язані з іншомовною професійною освітою сучасного фахівця. Особлива увага приділяється розвитку комунікативної компетентності як складової особистої мобільності. Навчальний процес має бути спрямований на оволодіння студентами комунікативних навичок – вміння обґрунтовувати власну думку, підтримувати бесіду, обговорювати та вирішувати проблеми в певній професійній сфері. Комунікативну ситуацію розглядають як конкретну дію спілкування, в яку входять партнери по комунікації, і яка спонукає її учасників до спілкування. В статті аналізується питання створення професійної ситуації, яка займає у навчанні особливе місце і є важливим мотивом для розвитку та удосконалення вмінь іншомовного спілкування. Основною метою кожної ситуаційної вправи є залучення студентів до вирішення загальної або професійної проблеми. Направлена діяльність студента сприяє накопиченню професійного досвіду, формуванню креативності для вирішення практичних завдань.

Ключові слова: навчання іноземної мови професійного спрямування, комунікативний підхід, особистісна мобільність, створення ситуацій, ситуаційні вправи, писемне мовлення, професійний досвід, іншомовна компетентність.

АНТОНЕНКО И. И., ЧИЖОВА Н. В. Использование ситуативных упражнений для развития навыков общения и личностной мобильности студентов. Статья посвящена проблеме обучения иностранным языкам студентов неязыковых вузов и в ней рассматриваются вопросы, связанные с иноязычным профессиональным образованием современного специалиста. Особое внимание уделяется формированию у студентов иноязычной компетентности как составного компонента личностной мобильности. Учебный процесс должен быть направлен на овладение студентами коммуникативными навыками – обосновывать мнение, поддерживать беседу, обсуждать и решать проблемы в определенной профессиональной сфере. Коммуникативную ситуацию рассматривают как конкретное действие общения, в которое входят партнеры по коммуникации, и которое побуждает ее участников к общению. В статье анализируется создание профессиональной ситуации, которая занимает в обучении особое место и является важным мотивом для развития и совершенствования умений иноязычного общения. Основной целью каждого ситуационного упражнения является привлечение студентов к решению общей или профессиональной проблемы. Направленная деятельность студента способствует накоплению профессионального опыта, формированию креативности для решения практических задач.

Ключевые слова: обучение иностранному языку профессиональной направленности, коммуникативный подход, личностная мобильность, создание ситуаций, ситуационные упражнения, письменная речь, профессиональный опыт, иноязычная компетентность.