

COMMUNICATIVE COMPETENCE OF FUTURE ENGINEERS BY MEANS OF ENGLISH-LANGUAGE DIALOGUE TRAINING

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An essential place in forming a future specialist’s communicative culture is studying a foreign language, which allows one to improve one’s professional level, learn new things, and interact with others in the Ukrainian language space and beyond its borders.

A. Kaverina reveals the multifaceted approaches to the formation of communicative culture, singling out the professional-activity approach, which directs to the convergence of learning activities and future professions; the cultural approach, based on the need for a holistic perception of culture and combines many subject areas; synergetic approach, in the context of which the integration of knowledge is based on the revival of natural, objectively acting links between the elements of the educational material; problematic approach, which provides for structuring the learning process in the context of the learning process.

The result of the complex process of formation of the communicative culture of future specialists, as S. Amelina notes, is a high level of its formation [3], the indicators of which are:

- 1) positive motivation to professional communication, i.e. a conscious desire to exchange information, opinions, arguments and interest in the communication to take place;
- 2) awareness of communication as one of the values in the system of values of the student's personality; equality in communication, tolerant attitude to the opponent;
- 3) readiness for cooperation and partnership in solving a problem or developing an idea;
- 4) a developed set of communicative skills;
- 5) a high level of speech culture (communicative literacy) [3].

Communicative skills are knowledge included in a particular activity and readiness to consciously and independently solve this or that task. It also includes a set of personal qualities of a person, the ability of a person to perform a specific activity.

Thus, the problem of purposeful formation of communicative culture in future specialists is multidimensional and, to a certain extent, investigated by different scientists, psychologists, teachers, and linguists. There is no doubt that the communicative culture contributes to the quality of professional training of future specialists, the formation of their active civic and life position, comprehensive professional and personal development and self-improvement.

Dialogical learning is the form and essence of the organisation of educational interaction between the subjects of the educational process, as it provides the student with the opportunity to speak out and state one's opinion. Dialogical learning, firstly, the equality of participants in the educational process; secondly, their subject position; thirdly, mutual activity, in which all participants of interaction mutually influence each other; fourthly, mutual understanding of feelings and emotions; and, finally, fifthly, the willingness to take the place of another, the desire for complicity and empathy.

Revealing the role of dialogic English-language teaching in forming a communicative culture, the functional approach of the linguistic aspect of the study of dialogue as a phenomenal phenomenon seems essential to us. The fundamental concepts of the functional approach are the concepts of communication, the purpose of communication, communicative task, communicative intention, dialoguing program, and dialoguing tactics, which are extremely important in studying a foreign (mainly English) language.

In learning English, besides the traditional tasks – reading, translation, writing, and listening – we have also identified several tasks, the solution of which is to form a communicative culture of students. First of all, it is about deepening the knowledge of future engineers about the essence of communication, its functions and structure, defining the concept of dialogue, interpersonal interaction, communicativeness and the like; formation of students' communicative skills and development of their personal qualities.

The basis for the formation of the communicative culture of the personality is its communicativeness. It is the communicativeness that determines the essence of the formation of communicative culture as a particular quality of the future engineer's personality, characterised by a set of communicative knowledge, the formation of skills to control and regulate their speech behaviour, to argue their position competently and convincingly; skills to conduct business negotiations in the process of professional activity, to quickly navigate in a communicative situation and choose the necessary style of behaviour to achieve the goal of a communicative act, to communicate with others productively.

The process of formation of future engineers' communicative culture is complex and multifactorial. One of the essential factors of its formation is students' general learning, mainly English-language learning. The most productive in the English language study is dialogic learning, which is activity-based and provides both communication and interaction and perception of the participants of the educational process. Hence, it is logical to define the role of English-language dialogue teaching as an effective means of forming the communicative culture of future engineers.

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