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FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF NON-LINGUISTIC SPECIALTIES

The article analyzes the peculiarities of the organization of the process of learning a foreign language and characterizes the specifics of teaching a foreign language to students of non-linguistic specialties. It was found that foreign language communicative competence is an integral component of the training of students of non-language specialties and a prerequisite for successful professional development of a future specialist. The author notes that the content of foreign language learning for students of non-philology specialties needs updating and selection of the most effective teaching methods. Based on the analysis of modern research, the traditional and innovative methods used in foreign language teaching with the aim of forming the foreign language communicative competence of students of non-linguistic specialties are considered.

The article describes the main stages of the formation of foreign language lexical competence as an important component of communicative competence in general, the types of exercises at each stage are analyzed. The author analyzed active learning methods that stimulate the cognitive activity of students, which are built mainly on dialogue and can be used at various stages of learning. The main goal of active foreign language learning methods is the formation of students' foreign language communicative competence.

In classes using active methods of learning a foreign language, students learn the material most fully and realize the importance of the educational material for further application of the acquired knowledge in real life situations, further study and professional communication.

The author of the article concludes that the effectiveness of the formation of foreign language communicative competence in students of non-language majors and the formation of professionally oriented communication skills in a foreign language depends on the choice and combination of traditional and innovative methods in the practice of foreign language learning.

Key words: *foreign language communicative competence, foreign language learning, students of non-language majors.*

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ІНШОМОВНА КОМУНІКАТИВНА КОМПЕТЕНЦІЯ СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

У статті проаналізовано особливості організації процесу вивчення іноземної мови та охарактеризовано специфіку викладання іноземної мови студентам немовних спеціальностей. З'ясовано, що іношомовна комунікативна компетентність є невід'ємною складовою підготовки студентів немовних спеціальностей та передумовою успішного професійного становлення майбутнього фахівця. Автор зазначає, що зміст навчання іноземної мови студентів нефілологічних спеціальностей потребує оновлення та відбору найбільш ефективних методів викладання. На основі аналізу сучасних досліджень розглянуто традиційні та інноваційні методи, що застосовуються у навчанні іноземної мови з метою формування іношомовної комунікативної компетенції студентів немовних спеціальностей.

У статті наведено основні етапи формування іношомовної лексичної компетенції як важливої складової комунікативної компетенції в цілому, проаналізовано типи вправ на кожному етапі. Автором проаналізовано активні методи навчання, що стимулюють пізнавальну діяльність студентів, будуються в основному на діалозі та можуть бути використані на різних етапах навчання. Основною метою активних методів навчання іноземної мови визначено формування іношомовної комунікативної компетентності студентів.

На заняттях з використанням активних методів навчання іноземної мови студенти засвоюють матеріал найбільш повно й усвідомлюють значущість навчального матеріалу для подальшого застосування отриманих знань в ситуаціях реального життя, подальшого навчання та професійного спілкування.

Автор статті приходить до висновку, що ефективність формування іноземної комунікативної компетентності у студентів немовних спеціальностей та формування навичок професійно-орієнтованого спілкування іноземною мовою залежить від вибору та поєднання традиційних та інноваційних методів у практиці навчання іноземної мови.

Ключові слова: іноземна комунікативна компетентність, навчання іноземної мови, студенти немовних спеціальностей.

Problem Statement. The expansion of economic, technical, political, social and cultural ties of Ukraine with foreign countries, as well as the emergence and spread of new modern means of oral and written communication cause the social order of society to train qualified specialists who would practically possess the skills and abilities of a foreign language professional communication in both oral and written forms of a foreign language and are able to engage in communication and cooperation with their partners and colleagues abroad.

In this regard, the problems of further improvement of the methodology of foreign language learning in the chosen profession by students of non-linguistic specialties are becoming more and more important.

Analysis of research. The problem of the formation of foreign language communicative competence among students of non-language specialties was studied by A. Astaduryan, L. Borozenets, O. Grigorenko, E. Komarova, N. Kucherenko, T. Luchkina, etc.; the method of formation of foreign language communicative competence was considered by domestic and foreign methodologists, namely: Batsenko I., Berman I., Hnatkevich V., Izmailova O., Passov Yu., Shatilov S., Ellis R. Nation I. and others. It was found that foreign language communicative competence is an integral component of the training of students of non-language specialties, because it contributes to productive interaction with the surrounding world and successful professional development of a future specialist. That is why the university has to find and put into practice actual methods of teaching foreign languages that will contribute to the formation of foreign language communicative competence in students of non-linguistic specialties.

Purpose of the article. The aim of the article is to characterize the communicative competence of students of non-linguistic specialties.

Presentation of main material. The organization of the process of learning a foreign language should be activity-oriented to language users and language learners as members of society. They have to perform certain tasks in certain conditions, in a specific environment and in a separate realm of activity. Speech tasks are performed within the scope of speech activi-

ties, are a component of a wider social context, and only it is able to give them a full-fledged meaning. According to this, using of language includes actions performed by individuals who develop a number of competencies, both general and communicative speech. The formed competences are used to the extent necessary in different contexts depending on different conditions and different needs for performing different types of speech activities.

In modern higher educational institutions, the following method of foreign language learning for students of non-linguistic specialties is mostly used, which is based on the translation of specialized educational texts, assimilation of terminology and studying grammar. This technique helps to develop reading skills, interpretation of texts, mastering of professional terminology, and at the same time negatively affects students' communication abilities. The only place where students of non-philology majors can show their knowledge of a foreign language is the classroom, and successful completion of the module is an incentive to study it (Demianchuk, 2014).

The specifics of EFL teaching is that the leading component of the learning content is not the basics of science, but the development of communicative types of speech activity – speaking, listening, reading, writing. To teach students different types of speech activity, it is necessary to provide each of them with the opportunity to practically master one or another of its types. Since the formation of skills in any form of foreign language speech activity is based on communicative skills, the priority in learning foreign languages should be oral exercises. This is the main specificity of the discipline and the main difficulty of teaching, especially when it comes to the formation of speaking skills.

Thus, the content of foreign language learning for students of non-philology specialties needs updating and selection of the most effective teaching methods. Therefore, the choice and use of rational teaching methods and a creative approach in foreign language classes are primarily the task of the university teacher, who must know the latest teaching methods, optimally choose one or another technique in accordance with the student's knowledge and needs.

When choosing a teaching method, the university teacher must be aware that the main thing when learning a foreign language by students of non-linguistic specialties is the formation of foreign language communicative competence, as well as their education and development. The teacher faces the following tasks:

- to create an atmosphere in which the student feels free and comfortable, stimulating his interests, developing a desire for practical use of a foreign language;
- to encourage the student as a whole, affect his emotions and feelings;
- to stimulate his language and creative abilities;
- to activate the student, making him the main active person in the educational process;
- to teach the student to work on the language independently at the level of his physical, intellectual and emotional capabilities;
- to provide for various works in the classroom: individual, group, collective, stimulating the activity of students, their independence and creativity.

In the opinion of many foreign methodologists, the traditional approach prevails in the English language teaching system, that is, the organization of the educational process, which promotes the development of practical skills and the ability to speak and read without translation. According to this method, students pay a lot of attention to reading texts of different complexity, performing sets of communicative exercises, writing texts, essays. Oral speech is trained by listening, memorizing dialogues, memorization of texts, stories, etc. (Scrivener, 2005).

An important component of communicative competence is lexical competence, without the acquisition of which full-fledged communication is impossible. In the conditions of searching for ways to optimize the educational process, university teachers are faced with the task of creating an effective methodology for the formation of foreign language lexical competence in students of non-language majors. In determining the stages of formation of foreign language lexical competence, it should be noted that the process of learning foreign language vocabulary goes from acquiring knowledge and developing primary lexical skills to the development of secondary speech skills through improving the use of vocabulary (Kukharensk, 2014).

Let's consider the two main stages of the formation of foreign language lexical competence:

- the stage of semanticization and situational training of acquired knowledge and skills at the first stages of vocabulary learning;
- the stage of independent interpretation of socio-cultural phenomena and skills at the final stage of mastering lexical units.

The main type of exercises at the first stage are receptive; receptive-reproductive conditional-communicative; receptive-productive communicative; reproductive communicative and productive conditional communicative exercises, in which the student perceives a speech sample and performs certain actions with it according to the speech situation created by the teacher.

At the second stage, productive, conditional-communicative and communicative exercises prevail. At this stage, we also use many exercises for independent autonomous work of students.

Lewis M., Hill J. believe that the emphasis should be on learning lexical clichés, which are characteristic of real communication, when it is necessary to express or justify one's point of view.

Carter R., Hughes R., McCarthy M., Villiers C.S., Willis D consider it expedient to acquire grammatical competence on examples of real contexts of different functional styles that demonstrate the use of grammatical categories in a relevant authentic communicative situation. The task of the teacher is to select such contexts, so that after getting acquainted with them, the student could use them correctly in his speech.

The use of communicatively oriented technologies during foreign language learning requires increased attention to the formation of oral speech, listening, performing creative tasks, expanding the active vocabulary of students, and teaching phraseological literacy (Scrivener, 2005).

Today, along with the traditional methods of teaching a foreign language to students of non-linguistic specialties, innovative ones are quite widely used, among which a significant place is occupied by active learning methods that stimulate the cognitive activity of students and are built mainly on dialogue, which involves a free exchange of ideas about ways to solve this or that problem and are characterized by a high level of student activity. The main goal of active methods of learning a foreign language is the formation of foreign language communicative competence of students, and all other goals (educational, developmental) are realized in the process of realizing this main goal. Active learning methods can be used at various stages of learning a foreign language, it is advisable to use the following:

- imitative, which usually involve training in professional skills and are related to the modeling of professional activity;
- non-gaming, involving the analysis of specific situations;
- solving situational problems; exercises,
- performance of individual tasks;

– games, playing roles (role-playing, business game) (Koval, 2011).

It has been proven that in classes using active methods of learning a foreign language (if they are aimed at achieving specific goals and are properly organized), students learn the material most fully and with benefit for themselves, that is, they realize the importance of the educational material and think about how they will apply it acquired knowledge in situations of real life or further education.

Conclusion. Learning a foreign language as a means of communication in the conditions of

non-linguistic specialties is based on modern methodical concepts, oriented to professions. Therefore, the effectiveness of the formation of foreign language communicative competence in students of non-language majors depends on the choice of foreign language learning methods. The combination of traditional and innovative methods in the practice of teaching a foreign language to students of non-philology majors contributes to students' assimilation of not only knowledge of the language, but also the training of professionally oriented communication.

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