

UDC 811.114

DOI <https://doi.org/10.24919/2308-4863/81-1-41>

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EFFECTIVENESS OF COMMUNICATIVE FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION

The article deal with the communicative teaching effectiveness with regard to students' professional orientation in teaching foreign languages in higher education. Modern requirements for specialists include not only in-depth knowledge within their specialization, but also fluency in a foreign language for effective communication in a professional environment. The article analyzes professional communicative competencies through the development and improvement of all types of speech activities: listening, speaking, reading and writing. Particular attention is paid to the formation of oral and written communication skills, which allows students to successfully use the language in real work situations.

Attention is focused on the need to integrate communication methods with professional disciplines to ensure comprehensive training of students. The combination of language and professional training allows to create interdisciplinary connections that promote the development of critical thinking, analysis and solving practical problems. It is proved that a new systematic approach to vocationally oriented training ensures high-quality mastery of a foreign language and its effective use in the professional activities of specialists. The importance of taking into account the specifics of the future profession when developing curricula and tasks is also emphasized.

Particular attention is paid to the introduction of authentic materials that contribute to the formation of professionally oriented vocabulary and terminology necessary for successful communication in specific industries. Authentic texts, video and audio materials help students adapt to real-life language situations and understand the nuances of professional communication. The methods of situational modeling, role-playing, discussions, and project activities are considered as a means of acquiring practical language skills in a professional context. These methods help to develop the ability to respond quickly to communication challenges that arise in work situations.

It is noted that the communicative approach stimulates students' active participation in the learning process, increases motivation and forms the ability to intercultural communication. Motivation plays a key role in the process of learning a foreign language, as interested students demonstrate higher academic performance and are more actively involved in learning tasks. Developing intercultural competence helps students to better understand the cultural characteristics of different countries, which is important for effective international cooperation.

Experimental data show that students who study using communication-oriented methods demonstrate a higher level of foreign language proficiency and confidence in professional communication. They are better able to adapt to real working conditions where the ability to communicate in a foreign language is a necessity. The analysis of the results showed that communicative-oriented teaching improves listening, speaking and writing skills, and also promotes the development of critical thinking and independent learning skills.

It is concluded that it is necessary to improve educational programs through the introduction of communication-oriented learning to train specialists capable of effective integration into the global professional space. The development of such programs requires cooperation between teachers of languages and professional disciplines to create learning tasks that meet the real challenges of the modern labor market. Communication-oriented learning is an important stage in the formation of specialists capable of successful professional activity at the international level.

Key words: *communicative approach, professional orientation, foreign languages, language competencies, interactive methods, authentic materials, intercultural communication, higher education, professional training, situational modeling.*

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ЕФЕКТИВНІСТЬ КОМУНІКАТИВНО-СПРЯМОВАНОГО НАВЧАННЯ ІНОЗЕМНИХ МОВ У ВИЩІЙ ШКОЛІ

У статті розглядається ефективність комунікативно-спрямованого навчання з урахуванням професійної спрямованості студентів при навчанні іноземних мов у вищих навчальних закладах. Сучасні вимоги до фахівців передбачають не лише глибокі знання в межах своєї спеціалізації, а й вільне володіння іноземною мовою для ефективного спілкування у професійному середовищі. Проаналізовано професійні комунікативні компетенції шляхом розвитку та вдосконалення усіх видів мовленнєвої діяльності: аудіювання, говоріння, читання та письма. Особлива увага приділяється формуванню навичок усного та писемного мовлення, що дає змогу студентам успішно застосовувати мову у реальних робочих ситуаціях.

Акцентовано увагу на необхідності інтеграції комунікативних методик із фаховими дисциплінами для забезпечення комплексної підготовки студентів. Поєднання мовної та фахової підготовки дозволяє створювати міждисциплінарні зв'язки, що сприяють розвитку критичного мислення, аналізу та вирішення практичних завдань. Доведено, що новий системний підхід до професійно спрямованого навчання забезпечує якісне засвоєння іноземної мови та її ефективне використання в професійній діяльності фахівців. Також підкреслено важливість врахування специфіки майбутньої професії під час розробки навчальних програм і завдань.

Особливу увагу приділено впровадженню автентичних матеріалів, які сприяють формуванню професійно-орієнтованої лексики та термінології, необхідної для успішної комунікації у конкретних галузях. Автентичні тексти, відео- та аудіоматеріали допомагають студентам адаптуватися до реальних мовних ситуацій і розуміти нюанси професійного спілкування. Розглянуто методи ситуативного моделювання, рольових ігор, дискусій та проєктної діяльності як засобів набуття практичних мовленнєвих навичок у професійному контексті. Ці методи сприяють формуванню вмінь швидко реагувати на комунікативні виклики, що виникають у робочих ситуаціях.

Відзначено, що комунікативний підхід стимулює активну участь студентів у навчальному процесі, підвищує мотивацію та формує здатність до міжкультурної комунікації. Мотивація відіграє ключову роль у процесі засвоєння іноземної мови, оскільки зацікавлені студенти демонструють вищі показники успішності та активніше залучаються до навчальних завдань. Формування міжкультурної компетентності допомагає студентам краще орієнтуватися у культурних особливостях різних країн, що є важливим для ефективного міжнародного співробітництва.

Експериментальні дані показують, що студенти, які навчаються за комунікативно-спрямованими методами, демонструють вищий рівень володіння іноземною мовою та впевненість у професійному спілкуванні. Вони краще адаптуються до реальних умов праці, де вміння спілкуватися іноземною мовою є необхідністю. Аналіз результатів показав, що комунікативно-орієнтоване навчання дозволяє покращити навички аудіювання, усного та писемного мовлення, а також сприяє розвитку навичок критичного мислення та самостійного навчання.

Зроблено висновок про необхідність удосконалення освітніх програм через впровадження комунікативно-орієнтованого навчання для підготовки фахівців, здатних до ефективного інтеграції у глобальний професійний простір. Розробка таких програм потребує співпраці між викладачами мов та фахових дисциплін для створення навчальних завдань, які відповідають реальним викликам сучасного ринку праці. Комунікативно-спрямоване навчання є важливим етапом у формуванні фахівців, здатних до успішної професійної діяльності на міжнародному рівні.

Ключові слова: комунікативний підхід, професійна спрямованість, іноземні мови, мовленнєві компетенції, інтерактивні методи, автентичні матеріали, міжкультурна комунікація, вища школа, фахова підготовка, ситуативне моделювання.

Problem statement. In higher education, the effectiveness of foreign languages communicative teaching will depend on the willingness and ability of teachers to take advantage of the positive experience of domestic and foreign scholars and practitioners in the humanistic approach to teaching, understanding the need to abandon authoritarian and scholastic methods. In order to achieve a high level of foreign

language proficiency, it is important for a teacher to know the latest teaching methods, special teaching techniques and methods in order to optimally select a particular method according to the level of knowledge, needs, interests of students, etc. The rational and motivated use of teaching methods in foreign language classes requires a creative approach from teachers' side, because 'pedagogy is both a science and an art, so the approach to the teaching methods choice should be based on the teacher's creativity.

Active methods of foreign languages teaching, based on a humanistic approach, help to unlock the creative potential of students and contribute to the development and self-improvement of educational communicative process, the formation of future conscious patriots of their country, tolerant world citizens. Thus, the problem of taking specialisation into account in the learning process arises, causing the need to link learning with the future profession. Given the fact that the processes of European integration are increasingly affecting such an important society sphere as education, and understanding the important role that foreign language knowledge plays in this process, it is necessary to provide continuous cross-cutting foreign language training for students throughout their studies. Undoubtedly, such process provides favourable conditions for the implementation of professionally oriented foreign language teaching.

In practice, in professional activity, a future specialist should actively cooperate with foreign partners, representatives of different cultures and levels of professional competence, have an idea of the latest scientific and technical achievements in their field of production, using foreign language sources of information (Абрамович, 2005: 20).

It is well known that knowledge of a foreign language not only broadens the horizons and specialist general intellectual level, but is also necessary tool for solving certain professional problems, an integral component of future specialists professional competence. Therefore, the issue of motivation for professional orientation has always been and remains relevant. Thus, this article purpose is to analyse the effectiveness of communicative teaching taking into account students' professional orientation in foreign languages teaching in higher education.

Analysis of recent research and publications. The problem of students' professional orientation is multidimensional and multifaceted, as evidenced by scientific research intensification in the field of future specialists professional development. The theory and practice of foreign languages teaching in higher education has been studied by such scholars as, R. Hryshkova, I. Zakirianova, G. Kitaygorodskaya, Z. Kon-

nova, A. Maksymenko, R. Martynova, S. Nikolaieva, and others. New approaches to the students' professional training effectiveness require a radical revision foreign languages teaching system in higher education institutions. Therefore, it is necessary to analyse the state of modern foreign language vocationally oriented teaching, to substantiate the goals and to identify the content, organisational, methodological and practical aspects of foreign language training of students.

Main material summary. The communicative approach, focused on the learning process organisation, is the organisation of an adequate process of real communication through the modelling of the basic laws of speech communication (as interpreted by Y. Passov), namely: the active nature of speech communication, which is embodied in the communicative behaviour of communication process and learning, and in the communicatively motivated, active behaviour of the student as a subject of communication and learning; the subject matter of the communication process, which should be modelled by a limited but precisely defined set of discussion subjects (topics, problems, events, etc.); modelled communication situations as the most typical variants of students' relationships with each other; language means that ensure the process of communication and learning in these situations.

The purpose of foreign languages teaching in higher education is to develop students' professional communicative competence by developing and improving all types of speech activities: reading, speaking, writing and listening (understanding spoken language by ear). However, this is very difficult to achieve. Students have different language training levels, with which secondary school graduates come to higher education institutions. The task of any teacher is to solve the problem of teaching students with different levels of language proficiency. In such circumstances, reading professionally orientated texts and writing become the main types of language activity. Such teaching means that in the process of independent step-by-step development towards writing a creative work (from developing directions for disclosing a topic to writing the final version of the text), a student learns from the teacher and expands his/her language experience by reading, analysing and correcting both his/her own and other people's texts.

Professional reading plays an exceptional role in the specialist life and work. Reading in a foreign language is a means of satisfying both communicative and cognitive needs, as it allows them to use all means of information – a journal, a patent, a monograph and the widespread use of the Internet. Nowadays, a good command of reading a foreign language has become a priority. In a non-linguistic university, intensive,

accelerated mastery of reading is assumed with the transition from informative to active, creative, developing, intensive forms of cognitive and educational activities of students with an emphasis on professional and everyday communication (Бородіна, 2005: 28–30). However, one cannot limit oneself to reading texts or writing, no matter how informative they may be. The most important characteristic of communicative learning is the use of authentic materials, i.e. those that are actually used by native speakers. Teachers in higher education institutions should use the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching foreign languages based on a humanistic approach, aimed at the development and self-improvement of the individual, at revealing his/her reserve capabilities and creative potential, are increasingly used, creating prerequisites for effective improvement of the educational process in higher education institutions.

The modern communicative methodology offers a wide introduction of active non-standard methods and forms of work in the educational process for better conscious learning of the material. In practice, such forms of work as individual, pair, group and teamwork have proven to be quite effective. Interactive teaching methods provide an opportunity to solve communicative and cognitive tasks by means of foreign language communication. Interactive learning can be defined as the interaction of a teacher and a student in the process of communication and learning in order to solve linguistic and communicative tasks. This activity includes the organisation and development of dialogic speech aimed at mutual understanding, interaction, and problem solving that are important for each of learning process participants. In the process of communication, students learn to solve complex problems based on the analysis of circumstances and relevant information, express alternative opinions, improve oral communication skills and overcome fears of making mistakes. The task for the teacher is to take into account the psychological and psychophysiological characteristics of students, determined by their social status, age and their main activity nature. The task for the teacher is to take into account the psychological and psychophysiological characteristics of students, due to their social status, age and the nature of their main activity. The teacher must know and understand students, adequately assess their personal qualities and states, and this is rightly considered one of the most important professional qualities, which is second only to knowledge of the subject they teach. Successful learning activity of a student depends not only on the degree of mastery of

intellectual activity techniques, it is also conditioned by the personal parameters of learning activity – a stable system of student's attitudes to the world around them and to themselves.

For effective communicative learning, taking into account students professional orientation, it is necessary to create foreign language communication environments in foreign language classes, since the teaching material offered to students by ear serves as a model of a real language environment, engages students in active foreign language activities through communication. Communication requires perception and understanding of the interlocutor's speech by ear, so the targeted development of listening skills is the dominant goal of foreign language teaching at the initial stage of foreign language training. The effectiveness of the foreign language teaching process is determined not only by the selection of appropriate content, organisational forms and methods, but also by the innovative activities of the foreign language teacher, in particular: the teacher's ability to teach using project-based methods, to set problematic tasks for students, to use the entire arsenal of computer technologies for video conferencing, teleconferences, discussion webinars in foreign languages, etc. The methods of professionally oriented foreign language teaching are presented in Table 1.

Table 1

communicative method	contextual and situational acquisition of foreign language skills
activation method	collective interaction of participants in the educational process
project method	aims students to conduct independent research work
method of business and role-playing games	modelling

Professionally oriented education requires a new approach to the selection of content, which should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in pedagogical fields, directly relate to professional interests, and provide them with opportunities for professional growth. The content and methods of design should reflect not only the concepts, laws and facts of the relevant science, but also the way of thinking and methods of cognition used by this scientific field. A foreign language, being a professionally oriented discipline, should be designed not just as a sign system and activities for its acquisition, but as a subject of professional activity. (Бернацька, 2004: 21).

Conclusion. A new systematic approach to professionally oriented foreign language teaching will ensure the quality of mastering this discipline and its effective use in the professional activities of specialists. Thus, if it is based on a systematic approach and a dialectical combination of invariant and professionally oriented content components of a foreign language course, the principle of professional orien-

tation, its functions, requirements and rules; interaction of the principle of professional orientation with such principles of education as: humanisation, unity of teaching and upbringing, motivation of learning, programme-targeted approach, which will ensure the orientation of the goals, content, forms, methods and means of teaching a foreign language to prepare for future professional activities

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