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FORMATION OF STRATEGIC COMPETENCE IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION AT A TECHNICAL UNIVERSITY

Forming strategic competence is one of the essential tasks of vocationally oriented foreign language teaching in higher education institutions in the modern conditions of the educational process. Strategic competence (including communication and learning strategies, learner autonomy, and individual rational style of learning activity) is characterized as the ability to use verbal and non-verbal communication strategies to prevent or eliminate communication difficulties, as well as to maximize the achievement of goals, improve language proficiency, gain linguistic and social experience in conditions of insufficient communicative competence of interlocutors or unfavorable speech environment. The article reveals the content of the concept and components of strategic competence, describes the basic principles, and investigates the peculiarities of its formation in technical university students.

The communication strategies necessary for the phased implementation of communication activities are considered. The necessity of developing communication and learning strategies for successfully solving communication tasks is substantiated. The methodological principles on which the formation of strategic competence in students learning a foreign language is based are considered. The following teaching technologies are proposed: cooperative learning (using business games), case studies, i.e., joint solutions to professional problems, project technologies, and information technologies (using chats and forums). Adherence to methodological principles and a skillful combination of communicative and educational strategies lead to achieving practical communication results in a foreign language and individualizing the educational process.

It has been proved that the formation and development of strategic competence guarantee the formation of a successful and confident specialist in the future who will quickly, confidently, and skillfully respond to changes in society and solve problems using the acquired knowledge and experience.

Key words: *strategic competence, foreign language education, intercultural competence, teaching strategies, communication strategies.*

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ФОРМУВАННЯ СТРАТЕГІЧНОЇ КОМПЕТЕНЦІЇ ПІД ЧАС НАВЧАННЯ ІНОЗЕМНІЙ МОВІ ПРОФЕСІЙНОГО СПІЛКУВАННЯ У ТЕХНІЧНОМУ ЗВО

Формування стратегічної компетенції є одним із важливих завдань професійно-орієнтованого навчання іноземної мови в закладах вищої освіти в сучасних умовах освітнього процесу. Стратегічна компетенція включає комунікатив-

ні й навчальні стратегії, автономію суб'єктів навчання та індивідуально-раціональний стиль навчальної діяльності) характеризується як здатність використовувати вербальні та невербальні комунікативні стратегії для запобігання або усунення труднощів при спілкуванні, а також максимального досягнення поставлених цілей, удосконалення володіння мовою, отримання мовленнєвого і соціального досвіду за умов недостатньої комунікативної компетентності співрозмовників або у несприятливій мовленнєвій ситуації. У статті розкрито зміст поняття та компоненти стратегічної компетентності, описані основні принципи та досліджено особливості її формування у студентів технічного ЗВО.

Розглянуто комунікативні стратегії, необхідні для поетапного здійснення видів комунікативної діяльності. Обґрунтовано необхідність розвитку як комунікативних, так і навчальних стратегій задля успішного вирішення комунікативних завдань. Розглянуто методичні принципи, на яких ґрунтується формування стратегічної компетентності у студентів у процесі навчання іноземної мови і запропоновано використання наступних технологій навчання, а саме, навчання у співпраці (з використанням ділових ігор); кейс-стаді, тобто спільне рішення професійних проблем; проектні технології; інформаційні технології (використання чатів, форумів). Дотримання методичних принципів та вміле поєднання комунікативних і навчальних стратегій зумовлює досягнення ефективних результатів спілкування іноземною мовою та індивідуалізації освітнього процесу.

Доведено, що формування та розвиток стратегічної компетентності гарантують становлення успішного та впевненого фахівця в майбутньому, який буде швидко, впевнено та вміло реагувати на зміни в суспільстві та вирішувати проблемні завдання, використовуючи набуті знання та досвід.

Ключові слова: стратегічна компетентність, ініомовна освіта, міжкультурна компетентність, навчальні стратегії, комунікативні стратегії.

Statement of the problem. A competency-based approach comes to the fore to train specialists in any field of activity in modern higher education institutions.

The competence approach focuses on achieving integrated learning outcomes: students' general (essential, key) and extraordinary (subject) competencies.

As a result, modern teaching methods tend to use the concept of «communicative competence», which, about teaching a foreign language, is transformed into the idea of «foreign language communicative competence».

«Foreign language communicative competence» is a multifaceted concept primarily related to implementing communicative activities in a foreign language. If we talk about the process of teaching a foreign language in a non-linguistic higher education institution or non-linguistic specialties, it should be noted that its main task is to develop students' professional foreign language communicative competence, which is one of the key components of the professionalism of future graduates of non-linguistic specialties (Ridel, 2020).

Analysis of recent research and publications. In developing the concept of «foreign language communicative competence», there have been many approaches to its structuring. For example, according to the ideas of M. Kenel and M. Swain, the structural components of foreign language communicative competence are linguistic, sociolinguistic, and strategic competencies. L. Bachman and O. Palmer believe that the main elements of foreign language communicative competence are linguistic, sociolinguistic, strategic, and pragmatic competencies. D. Himes distinguishes

only two components in the structure of foreign language communicative competence: linguistic and sociocultural. In the national methodology of teaching foreign languages, foreign language communicative competence is considered a set of the following components: speech, language, sociocultural, compensatory, and educational and cognitive competencies (Ridel, 2020).

According to the analysis of modern research, the focus of the educational process on the formation of communicative competence in learning a foreign language and the inclusion of strategic competence in its composition is not exclusively a European trend. Still, it characterizes the generally accepted approach to language teaching globally (Mysechko, 2004).

Strategic competence is gaining relevance in our time because it is a complex multilevel structure that requires mastery. The formation and development of strategic competence guarantees the formation of a successful and confident specialist in the future who will respond quickly, confidently, and skillfully to changes in society and solve problems using the acquired knowledge and experience.

The purpose of our investigation is to reveal the content of the concept and components of strategic competence basic principles and to study the peculiarities of its formation in students of a technical university on the example of teaching foreign language speaking to the 4th-year students majoring in Philology in the discipline «Foreign Language for Professional Communication».

Presentation of the primary material. The term «strategy» is interpreted by the authors of the Common European Framework of Reference as «a certain organized, purposeful and controlled line of behavior chosen by an individual to accomplish a

task that they set for themselves or that they face» (Zadorozhna, 2017).

Strategic competence is defined in different ways. M. Kenel and M. Swain define strategic competence as a set of «verbal and non-verbal communication strategies that are used when communication encounters certain difficulties or is threatened with a breakdown». J. van Eck offers a similar definition of strategic competence: «the ability to use non-verbal and verbal strategies to fill (compensate) gaps in the user's knowledge of the code.» Following O. Vanivska, we understand strategic competence as «the ability of a person to adequately use the mastered set of strategies based on the knowledge and skills gained» (Ridel, 2020).

The formation of strategic competence is cyclical. According to T. Oliinyk, each of the cycles includes certain stages: 1) realization and analysis of own strategies (own learning process); 2) expansion of the range of strategies as a result of collective discussion and own observations; 3) familiarization with other strategies; 4) training of new strategies, individual choice of the most effective ones; 5) use of «fading hints»; 6) conclusions about the strategies to be used (Zadorozhna, 2017).

I. Potiuk believes that it is essential in learning a foreign language to know that at the present stage of development of the theory of communicative competence, the concept of strategic competence includes such components as communicative and learning strategies. While communicative strategies are aimed at purposefully overcoming problems in communication, learning strategies are a tool for mastering a foreign language in general. Therefore, researchers of this problem often consider learning strategies as a broader concept or emphasize that communication strategies contribute to developing learning strategies (Zadorozhna, 2017).

The successful formation of strategic competence requires a skillful combination of communicative and learning strategies to achieve effective results in communication in a foreign language and individualizing the educational process.

Linguists distinguish two approaches to analyzing and classifying communication strategies: linguistic (interactive) and cognitive. According to the linguistic approach (proposed by linguist E. Theron), interlocutors with different levels of linguistic competence use communication strategies to reach an understanding (agree), i.e., successfully carrying out various communicative speech activities. Representatives of the cognitive approach, in particular, K. Ferch and G. Kasper, considering communicative strategies in the psycholinguistic

plane, are convinced that they are processes that occur in a person who learns a foreign language, focusing on the perception, planning, and production of speech when difficulties arise (Zadorozhna, 2017).

L. Bachman defines strategic competence as a way to avoid difficulties and a basis for effectively using linguistic resources. The scientist has developed a model of strategic competence, which includes the following components: the component of defining communicative goals, the component of planning (selection of adequate linguistic means and determination of the plan of their use to achieve communicative goals), the component of execution (implementation of the plan of expression), the component of evaluation (identification of information, determination of linguistic competencies possessed by the speaker for the most effective presentation of this information in achieving the communicative goal, determination of the interlocutor's ability and knowledge, etc. The researcher considers strategic competence integrated with pragmatic competence (Zadorozhna, 2017).

The process of speech planning (setting communicative goals and selecting speech strategies and tactics) and its implementation (pragmatics itself) should be integrated, corresponding to the nature of communication.

The development of the methodology for forming foreign language communicative strategies in speaking has found theoretical justification and practical implementation in the educational process in the works of D. Tereshchuk. The scientist considers strategic competence as a connecting link between linguistic and sociocultural, linguistic and speech competencies, which ensures the communicative success of the interlocutor and the maximum efficiency of communication.

D. Tereshchuk substantiated that strategic competence includes phonetic and lexical-grammatical knowledge and skills at the tactical level, speech skills at the tactical-strategic level, and communication strategies at the strategic level itself. The researcher considers communication strategies as a set of step-by-step thinking and speaking actions aimed at modeling the participant's communication of their speech behavior in such a way as to realize communicative goals in the process of foreign language communication (Zadorozhna, 2017).

The differentiation of foreign language communication strategies (actions and operations determined by the communicative and pragmatic space, which are aimed at achieving a particular communicative goal) depending on the stages of the act of communication was carried out by

E. Kyrylova. The scientist divided the strategies of foreign language communication into metacognitive, cognitive, and social-affective ones. Metacognitive strategies of foreign language communication are related to planning (pre-communication corporate stage), management (communicative stage), and evaluation of the effectiveness (post-communication stage) of communication. Cognitive strategies (communicative stage) are related to the components of pragmatic competence - discursive, functional, and schematic speech construction competence. Socio-affective strategies express tolerance to another culture, including empathy, self-organization, and control of emotions, and are also implemented at the communicative stage.

Accordingly, the scientist identifies pre-communication strategies (related to planning the goals and objectives of communication by the communication situation, considering social roles and communication style). The strategies of the communicative stage are strategies of self-regulation, interaction, and influence that regulate the tactics of planned expression and the tactics of listening and understanding). The strategy of the post-communication stage covers the overall assessment of communication (whether the goal of communication was achieved, whether the communication process was effective, and to what extent). This classification is valid from the methodology of teaching communication strategies since it corresponds to the stages of speech production and teaching productive types of speech activity (Zadorozhna, 2017).

It should be emphasized that in the process of teaching a foreign language, the formation of strategic competence, like any other, should be based on three critical methodological principles:

- foreign language teaching should be focused on the formation of the student's traits of a bi-/poly-cultural linguistic personality, which makes them able to participate equally and autonomously in intercultural communication;
- mastering the target language as a means of intercultural communication is possible only in communication conditions that are close in their main characteristics to honest communication;
- teaching a foreign language in the context of the intercultural paradigm will be successful if it is oriented to the student's native linguistic culture (Ridel, 2020).

For the successful development of strategic competence in students of non-linguistic specialities in teaching foreign language speaking, we propose using active teaching methods, i.e., the activity approach. However, a truly active approach to foreign language

teaching can only be realized if it is planned not in terms of the interests of the subject teaching process but in the specifics of students' foreign language acquisition. Creating a microcosm of the surrounding life in the classroom with all the fundamental relationships between people and purposefulness in the practical use of the language is necessary. Implementing the principle of activity in practice means bringing the process of foreign language teaching closer in its main parameters to the process of students' language acquisition in the natural language environment. In modern foreign language teaching methods, active teaching methods are those forms of interaction between the teacher and students in which both the teacher and the student interact closely during the lesson, and students are not passive listeners but active participants in the lesson. The active teaching methods used to develop strategic competence in students of non-linguistic specialities include game methods and problem-based learning (Ridel, 2020).

The experience of many teachers of nonlinguistic universities shows that the interconnection of a foreign language with the disciplines of the professional cycle in implementing a professionally oriented approach to the training of specialists forms professional competencies. Using new technologies teaches intercultural communication in the professional sphere, i.e., allows for overcoming real difficulties in communicating with foreign colleagues.

It is necessary to imitate the conditions of actual professional activity to implement a professionally oriented approach and form professional competencies in the educational process. In our opinion, among the various innovative trends in modern linguodidactics, the following teaching technologies are the most adequate to the goals set:

- cooperative learning (using business games);
 - case studies, i.e. joint solution of professional problems;
 - project technologies;
 - information technologies (use of chats, forums)
- (Romanov, 2018).

So, for example, we propose to consider the case-study task, which was offered to the 4th year students of the speciality «Philology» in the discipline «Foreign language for professional communication» to complete as a summarizing task after studying the topic «Work and motivation».

Case study: A car manufacturer

The senior managers of a car manufacturer see an increasing level of dissatisfaction among most of the different categories of staff. The company has the following groups of employees, with different benefits:

- senior management (high salaries, free company cars, company restaurant, 25 days annual holiday)
- designers (high salaries, free company cars, company canteen, 20 days annual holiday)
- production-line workers (fixed salary, company canteen, 20 days annual holiday)
- secretarial and administrative staff (salary according to experience, company canteen, 20 days annual holiday)
- sales representatives (low fixed salary, plus commission on sales, 20 days annual holiday)
- cleaners (hourly wages, no other benefits)

The managers meet to consider ways of increasing staff motivation. They have to decide whether any of the following suggestions would be appropriate for different groups of employees:

- building sports facilities (gym, tennis courts)
- establishing a profit-sharing programme
- giving longer paid holidays
- offering cars at discount prices
- offering career training
- subsidizing the staff canteen
- offering early retirement
- paying a higher salary
- paying productive bonuses
- reducing the working week
- setting up a crèche for employees' pre-school-age children
- spending money on decorating the organization's premises (Ian MacKenzie, 2010).

In discussing the solution to the problem, students offer solutions using the communication strategies of proof, statement of facts, persuasion, agreement, and disagreement. Also, communication strategies, in this case, include strategies that allow you to receive and analyze information during the proposed problem situation, as well as from the speech of your classmates. Learning strategies include using lexical and grammatical skills in speech, i.e., strategies that ensure a statement's linguistic and grammatical construction and listening to someone else's statement. In addition, learning strategies also include strategies that allow students to apply the knowledge they have acquired in other disciplines in foreign language communication.

Conclusions. Thus, forming strategic competence is one of the essential tasks of vocationally oriented foreign language teaching in higher education institutions in the modern conditions of the educational process. Strategic competence (which, in our understanding, includes communication and learning strategies, learner autonomy, and individual rational style of learning activities) is characterized as the ability to use verbal and non-verbal communication strategies to prevent or eliminate communication difficulties, as well as to maximize the achievement of goals, improve language proficiency, gain language and social experience in conditions of insufficient communicative competence of interlocutors or a non-communicative environment. It also helps the recipient become effective and independent in learning and life, developing self-awareness and a sense of responsibility for their actions.

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