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TECHNIQUES FOR DEVELOPING FOREIGN LANGUAGE COMPETENCES IN READING AND SPEAKING

The article describes techniques for developing foreign competences in reading and speaking In today's globalized world, it is essential for future information technology professionals to have solid foreign language skills.The goals and content of building such competencies should be carefully considered to ensure that students are equipped with the necessary tools to succeed in their careers. First, the main goal of foreign language skills development in IT professionals should be to improve their ability to communicate effectively with customers and colleagues from different cultural backgrounds. This includes oral communication, written communication through emails, reports and other documents. Second, language learning content should focus on technical vocabulary and IT-related technical terminology. Overall, developing foreign language skills is crucial for future IT professionals who want to excel in their careers. It not only improves communication, but also opens up new opportunities for personal and professional development. By setting clear goals and providing relevant content, educators can help prepare students for success in a globalized workforce. Therefore, practicing native language reading skills will benefit future professionals in the field of information technology when reading in their second or third target language. Foreign competence in reading and speaking is the ability to understand and analyze information from technical texts and to use it in oral production and oral interaction, to choose verbal and non-verbal means appropriate to the situations and tasks in order to effectively fulfill communicative and professional goals. The goals (practical, professional, developmental, pedagogical) were defined and the content (as a unit of technical and procedural aspects) for the development of prospective computer scientists to foreign competence in reading and speaking. Introductory, learning, review reading skills were specified. Effective techniques for developing foreign language skills include extensive reading, authentic materials, role-playing, practicing conversation with native speakers or language exchange partners, recording yourself to identify areas for improvement, and watching movies or TV shows in the target language with subtitles.

Key words: *speaking, foreign language competence, formation, reading.*

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МЕТОДИ РОЗВИТКУ ІНШОМОВНИХ КОМПЕТЕНЦІЙ У ЧИТАННІ ТА ГОВОРІННІ

У статті описано методи розвитку іншомовних компетенцій у читанні та говорінні. У сучасному глобалізованому світі для майбутніх фахівців у сфері інформаційних технологій важливо володіти професійними навичками з іноземної мови. Необхідно ретельно продумати цілі та зміст формування іншомовних компетенцій у читанні та говорінні (розуміння загального змісту тексту, віднаходження необхідної інформації, розуміння деталей тексту, досягнення комунікативної мети, зв'язність і вільність мовлення), щоб переконатися, що студенти оснащені необхідними інструментами для досягнення успіху в кар'єрі. По-перше, головною метою розвитку професійних навичок серед ІТ-фахівців має бути вдосконалення їхньої здатності ефективно спілкуватися з клієнтами та колегами з різних зарубіжних країн. Це стосується усного спілкування, письмового спілкування електронною поштою, звітів та інших документів. По-друге, зміст вивчення мови має зосереджуватися на технічній лексиці та технічній термінології, пов'язаній з ІТ. Загалом, розвиток навичок іноземних мов має вирішальне значення для майбутніх ІТ-фахівців, які хочуть досягти успіху у своїй кар'єрі. Встановлюючи чіткі цілі та надаючи відповідний контент, викладачі можуть допомогти підготувати студентів до успіху в професійній сфері. Таким чином, відпрацювання навичок читання рідною мовою принесе користь майбутнім фахівцям у сфері інформаційних технологій під час читання другою чи третьою цільовою мовою. Іншомовна компетенція в

читанні та говорінні – це здатність розуміти та аналізувати інформацію з технічних текстів і використовувати її в усному спілкуванні, обирати вербальні та невербальні засоби, що відповідають ситуаціям та завданням, щоб ефективно виконувати комунікативні та професійні цілі. Визначено цілі (практичні, професійні, розвивальні, педагогічні) та зміст (як одиниця техніко-процесуальних аспектів) розвитку майбутніх фахівців до іншомовної компетенції з читання та говоріння. Конкретизовано навички ознайомлювального, вивчаючого, оглядового читання. Ефективні методи для розвитку навичок іноземної мови включають інтенсивне читання, автентичні матеріали, рольові ігри, практику розмови з носіями мови або партнерами з мовного обміну, запис себе для визначення областей для вдосконалення та перегляд фільмів або телепередач цільовою мовою з субтитрами.

Ключові слова: *говоріння, іншомовна компетентність, формування, читання.*

Quite recently, considerable attention has been paid to the modernization of the domestic system of higher education that has begun is aimed at improving its quality and integrating into the global educational space, including to ensure the recognition of Ukrainian specialists abroad. It is clear that such integration can be successful if specialists have foreign language competence in all types of speech activity.

Problem statement. It is well known that the content of teaching a foreign language is determined by its goals. S. Yu. Nikolaeva believes that the goals of learning are the main component of the foreign language training system, are determined by the public order and determine the choice of the content and organization of the training itself (Ніколаєва, 1997). Therefore, we consider it appropriate to specify the goals of forming foreign language competence in reading and speaking among future IT specialists.

Modern scientists in the field of foreign language teaching methods distinguish five goals, namely: 1) practical, 2) professional, 3) educational, 4) educational, 5) developing. All goals are implemented in a complex manner, but at a certain stage of learning, each of them acquires a specific meaning (Дацків,2012). We interpret practical and professional goals as leading ones. At the same time, the question of the formation of foreign language competence in reading and speaking among future information technology specialists remains insufficiently studied in domestic science. In particular, the content of the formation of this competence, which is determined by the corresponding goals, requires specification.

Analysis of current research. Current research on Yu. Romanyuk is focused on the formation of English-speaking competence in reading future specialists in engineering mechanics, which is proposed to be carried out in three stages. The pre-text stage provides for the activation of background knowledge of students, the development of predictive reading skills, the formation of lexical and grammatical skills in reading large volumes (hypertexts), skills in using online reference materials. The text stage is aimed at developing compensatory skills, as well as the skills of viewing, searching, introductory, studying reading. The post-text stage involves monitoring the level of formation of skills of different types of reading (Романюк, 2011).

The formation of English-speaking competence in speaking according to O. Datskiv should be carried out taking into account the processes of development of speech skills. The researcher distinguishes preliminary and main stages. The preparatory stage provides for preparatory receptive-reproductive activity, the second is aimed at the main receptive-productive and productive activity and is divided into receptive-productive and productive sub-stage. First, the skills of communicative interaction are developed and the phonetic, grammatical and lexical skills necessary for utterance are improved, and then the ability to create micro-monologues and micro-dialogues is developed in accordance with the situation of the utterance, which allows you to further improve the existing skills by performing various methodological actions with educational material (for example, unity of various functional types of monologues and dialogues in oral expression**).** At the same time, the question of the interconnected formation of foreign language competence in reading and speaking among future information technology specialists remains insufficiently studied in domestic science (Дацків, 2012).

The purpose of the article: is to clarify the goals and content of the formation of the specified competence in reading and speaking among future IT specialists, taking into account the requirements for the level of their foreign language proficiency.

Presentation of the main material. We started by investigating the foreign language study program. The main goal of future information technology specialists is the practical mastery of a professional foreign language by future IT specialists, in other words, the formation and development of their professionally oriented foreign language competence, which involves the free use of a foreign language in professional activities, the use of various methods of receiving and transmitting information from authentic professional sources (in the form of texts, presentations, reports, etc.).

Therefore, in the process of studying the discipline "Foreign language (for professional direction)",

students must acquire skills that will provide them with the ability to effectively communicate professionally and daily by:

– finding the necessary information in authentic materials;

– analysis of foreign language material with its further application;

– preparation and presentation of professional presentations;

– discussion of important issues.

In this way we specify the practical, professional, educational, educational and developmental goals of the formation of future IT professionals' foreign language competence in reading and speaking.

The practical goal is the formation of students' foreign language competence in reading and speaking at a level sufficient for successful intercultural personal and professional communication. Usually, at the bachelor's level, we are talking about level B 2. We made this conclusion also taking into account the fact that school graduates must demonstrate level B 1 in a foreign language.

Taking into account the views of A. Babyuk (Бабьюк, 2019) under the foreign-speaking competence in reading and speaking we mean the ability of a person to understand and analyze information from professional texts and use it in their own improved foreign-speaking activities in a monologic, dialogic way to choose appropriate situations and tasks verbal and non-verbal means in order to effectively implement communicative and professional tasks.

The professional goal of a foreign language involves the ability of future IT specialists to analyze the material they read and use it to analyze and understand the intricacies of foreign languages in order to develop effective software and applications that cater to a global audience.This seems to be possible thanks to the introduction of problematic tasks into the teaching, necessary for the formation of students' abilities to overcome difficulties of a linguistic and professional nature, to look for ways to solve problematic situations by expressing their thoughts, views, feelings and proposals (Ніколаєва, 2011). The professional goal is also realized through the selection of professionally oriented content, appropriate educational material, the creation of typical situations of professional communication, and the involvement of students in solving typical professional problems. They are focused on achieving a specific outcome that can be accomplished within a short period.

The educational goal of forming future specialists with foreign speaking competence in reading and speaking involves the development of the ability for intercultural communication in personal and professional spheres. This is possible due to the correct selection of educational material, which reflects moral and professional values, such as professionalism, professional culture (Ніколаєва, 2011a).

The implementation of *the educational goal* in the process of interconnected teaching of reading and speaking in a foreign language of future IT specialists is carried out with the help of authentic materials and involves the expansion of subject knowledge, the development of students' learning skills, and the expansion of cultural horizons.

The developmental goal involves the development of both the mental abilities of the future IT specialist and his individual psychological characteristics (memory, attention, thinking, intellectual and cognitive abilities, etc.) (Ніколаєва, 2002). This seems possible due to the introduction into the learning process of the ideas of synergetics for the self-organization of systems (on the one hand, the teacher, and on the other, students), implemented in teaching a foreign language by directing the process towards self-realization of students, that is, to the maximum disclosure of their creative abilities, as well as manifestations of self-discipline, respect for the interlocutor and professional culture in foreign language communication (Ніколаєва, 2011a). An important task is also the development of external and internal motivation of students to master a foreign language, which should be ensured by the selection of interesting, personally and professionally important material, appropriate methods, technologies and forms of organization of learning, and the creation of a developmental educational environment.

It should be noted that learning goals and content are interdependent and mutually dependent, because, on the one hand, the goals determine the learning content, and, on the other hand, the learning content consists of components, the mastery of which ensures the achievement of the set goals.

In modern methodological science, there are different views on the content of education. We fully support the statement of S. Yu. Nikolaeva (Ніколаєва, 2011a) that the content of training is a set of what is expected to be learned by students during training, and we believe that the future profession determines the content of foreign language training of future IT specialists.

Two important principles must be taken into account when selecting the content of training:

1) the necessity and sufficiency of the training content to achieve the set goals;

2) strength and accessibility of the proposed training content.

Regarding the cognitive aspect of the content of foreign language learning, Yu. Gudyma is sure that it is related to such categories as knowledge (declarative and procedural), thinking and processes of understanding the English language and the culture of English-speaking peoples as social phenomena. The cognitive aspect assumes that language reflects the interaction between psychological, communicative and cultural factors. This aspect of the content closely links the learning of a foreign language as a means of intercultural communication with its intensive use as a tool for learning, developing and mastering the language. Hence, according to the scientist, metalinguistic competence as the ability to consciously master a language acquires instrumental importance (Гудима, 2018).

The pedagogical aspect of the content of the study covers the process of forming the relevant qualities of students, necessary for the implementation of professional foreign language communication. According to Gudyma, this aspect is determined by students' value orientations, their emotional state, attitude to the content, methods of teaching foreign languages ((Гудима, 2018а).

In the context of our research, we rely on the views of modern domestic scientists (Дацків, 2012; Ніколаєва, 2010) and we believe that the successful implementation of the goals of interconnected learning of reading and speaking in a foreign language of future IT specialists is possible provided that its substantive and procedural aspects are coherent.

We refer to the subject aspect (Ніколаєва, 2003):

a) spheres of communication, communicative speech situations; communicative intentions; themes, problems and texts;

b) linguo-socio-cultural material;

c) linguistic material (phonetic, lexical, grammatical);

d) strategies.

Let us analyze more specifically the components of the subject aspect.

First, we specify the areas of communication for future IT specialists.

The communicative sphere serves as an extralinguistic background and determines the activity of communicants with the appropriate speech behavior and the selection of the necessary language means.

Even in the last century, methodologist (S. Nikolayeva) identified typical communicative situations that are combined into large groups – areas of communication. So, Nikolayeva singled out 8 spheres characteristic of a language community, namely: social and household, family, professional and labor, socio-cultural, social activities, administrative and labor, mass-cultural, socio-political (Ніколаєва, 1997а).

Foreign methodologists distinguish four areas of communicative activity: personal, social, professional, educational. In addition, the pan-European recommendations on language education also offer four areas of communication, namely: personal, public, professional, educational (Гудима, 2018а).

Future IT specialists need to be able to communicate in a foreign language, including business communication in *the professional* field. That is why we believe that in the formation of foreign-speaking competence in reading and speaking among future IT specialists, the priority area is professional, involving effective intercultural communication of future specialists in the course of their professional activities, readiness to participate in various events related to the specialty (technical exhibitions), conferences, forums, etc.).

When teaching foreign-language professional speech of IT specialists, it is necessary to take into account the situational nature of speech. Any communicative situation encourages communication and certain speech actions. The main ability of the situation is the concretization of speech actions and the subject plan of speech by selecting the appropriate speech means. A communicative situation should be considered a dynamic system of specific factors that are closely interconnected, reflect objective and subjective plans, attracting students to communication, determining their communicative behavior within a certain act of communication (Кодлюк, 2018).

Next, we will consider the components of the procedural aspect.

The procedural aspect of the content of education involves (Ніколаєва, 2011а):

1) reading and speaking skills and exercises for their development, relevant knowledge;

2) the ability to understand and apply linguistic and sociocultural material, including in professional communication, relevant knowledge (including the rules and norms of professional communication) and exercises for their development;

3) lexical, grammatical, phonetic skills and exercises for their development, relevant knowledge;

4) the ability to operate educational (mnemic, cognitive and metacognitive) and communicative (compensatory) strategies and exercises for their development, relevant knowledge.

The procedural aspect of the content of training includes knowledge about typical situations of professional communication, professional and social

roles, communicative intentions of IT specialists, reading skills and the ability to monologue and dialogic speech.

Depending on the communicative goals in the training of future IT specialists, various types of reading are implemented: introductory, viewing and search.

Introductory reading assumes that students understand only the main content, and not certain details (the completeness of understanding the information presented is 70–75%) (Ніколаєва, 1997a). This type of reading when teaching a foreign language to future IT specialists is used for quick and general familiarization with the content when working with professional literature with its subsequent use or reproduction.

Review reading has the goal of obtaining a generalized idea of the text. This type of reading is used by students when it is necessary to review specialized materials to find out whether they contain the necessary information.

Learning reading is characterized by a complete and accurate understanding of the information presented in the text with its subsequent comprehension. First of all, it is about understanding all the details and facts, the relationships between them and their comparison.

We designed new techniques for developing foreign language competences in reading and speaking for future professionals in the field of information technology. It has been defined that they should start with easy texts and gradually move on to more difficult ones. This approach will help them build their confidence and improve their reading skills at a steady pace.

Students should use a variety of materials such as newspapers, magazines, and books to expose themselves to different writing styles and genres. This technique will help them expand their vocabulary and improve their comprehension skills.

They should practice reading aloud to improve their pronunciation and fluency. They can also record themselves while reading and listen back to identify areas for improvement.

Finally, future professionals should engage in discussions with other learners or native speakers about the texts they have read. This technique will help them develop critical thinking skills and enhance their understanding of the language.

Conclusions. From the research that has been carried out we specified the goals (practical, professional, developmental, educational) and the content of the formation of foreign language competence in reading and speaking in the unity of subject and procedural aspects in future IT specialists.

Further study of the issue would be of interest. Study and systematic analysis of employers' requirements for communicative competence of future IT specialists, studying the experience of the world's leading universities in the formation of communicative competence with the aim of improving foreign language classes in a professional direction for future specialists in higher educational institutions are the *prospects of further reasearch.*

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