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THE ROLE OF A FOREIGN LANGUAGE IN THE FORMATION OF PROFESSIONAL COMPETENCE

***Анотація.** Стаття обґрунтовує роль іноземної мови у формуванні професійної компетенції студентів аграрних спеціальностей. Розглядаються цілі, методи та види діяльності щодо організації занять з іноземної мови за професійним спрямуванням. Основні компоненти мовної компетенції (лінгвістичні, соціолінгвістичні та прагматичні) аналізуються.*

***Ключові слова:** мовні компетенції, професійна діяльність, конкурентоспроможність, іншомовна професійна лексика, іноземні джерела інформації.*

The transition to the information society requires new professional and personal qualities from agrarian students that ensure their mobility and competitiveness. The level of economic and technological development of the modern world community requires the future specialist to form the experience of existence in the information space, and one of the main tasks is the formation of students' foreign language and information competencies in the process of learning a foreign language.

The general purpose of the foreign language teaching program for professional communication is to form students' professional language competencies which will contribute to their effective functioning in the cultural diversity of educational and professional environments.

The developed foreign language curricula comply with the Common European Framework of Reference for Languages and changes in the national higher education system in Ukraine which were initiated by the country's integration into the European higher education area and are based on the ESP (English for Specific Purposes) program that provides a standardized framework for the development of university courses and plans in accordance with the professional needs of students and promotes the mobility of students and their competitiveness in the labor market. Besides, it increases the effectiveness of independent work in learning foreign languages and enhances the attractiveness and competitiveness of higher education in Ukraine by providing a transparent and flexible language teaching and learning systems [1].

The idea of an approach to education and upbringing from the standpoint of the interaction of cultures has spread significantly in foreign pedagogical science at the end of the last century (M.Byram, R.Gibson, G.Zarate, C.Kramersch & S.Thorne, G.Hofstede, R.Schmidt, R. Spack). Socio-cultural competence is determined by many scientists as the ability to choose the right the level of language etiquette appropriate to the specific situation of communication depending on the social status of the interlocutor.

Foreign language training of agricultural specialists is one of the important components of the modern system of agricultural education. The purpose of teaching a foreign language in higher agricultural educational institutions is to master a foreign language as a means of communication and to acquire professionally oriented foreign language competence for the successful implementation of further professional activities.

The English language program for higher education institutions states that students need to acquire both professional competence and communicative foreign language competence. In this case, it is about acquiring the necessary knowledge, skills and abilities to use a foreign language.

Knowledge of a foreign language for an experienced user involves two levels. A first-level foreign language user can easily understand almost everything he hears or reads; obtain information from various oral or written sources, summarize it and make a reasoned statement in a coherent form. The user of a foreign language of the second level can understand a wide range of rather complex and voluminous texts; effectively and flexibly use the language in public life, education and professional activities, logically and in detail speak on complex topics, demonstrating conscious mastery of grammatical structures, etc. [2]. The first level of foreign language proficiency characterizes the degree of accuracy, ease and ease of use of the language. This level does not imply the achievement of the competence of the native speaker or close to it. The second level called “Effective operational competence” is characterized by access to a wide range of language tools, which makes rapid, spontaneous communication possible. The user of the language can speak quickly and spontaneously, with almost no effort; he has a large vocabulary and uses it well. Searching for expressions or changing strategies is barely noticeable here; only a conceptually complex object of communication can hinder the natural, smooth flow

of speech [2]. Types of language activity are realized in communicative language competence in a specific area in the form of perception and reproduction of certain information in order to perform certain professionally oriented activities. Future specialists in agricultural specialties with professional knowledge of foreign languages will have to perform certain tasks in certain conditions, in a specific environment and specific areas of activity. Performing professional foreign language activities involves performing a number of actions using their own competencies in order to achieve definite results. Thus, the implementation by future specialists of agricultural specialties of professionally-oriented foreign language activities, as well as the study of professionally-oriented foreign language involves the implementation of actions based on the development of a number of general competencies and communicative language competencies.

The general competencies of future specialists in agricultural sphere with professionally oriented knowledge of a foreign language consist of their knowledge, skills and life experience, as well as their ability to learn. Academic knowledge in the field of education, science or technology and academic knowledge in the professional field undoubtedly play an important role in the perception and understanding texts in a foreign language related to various professional fields.

A prerequisite for the successful mastering and further active use of basic scientific and professional terminology is a rational combination of communicative approach and professional context. The expediency of this method confirms the data of linguistic observations, which meet the need to know approximately 75-85% of all terms that occur for free understanding and reading scientific texts.

Creative exercises should be more complex and provide greater independence of the student in their implementation, e.g. to make an oral statement of professional orientation using professional terminology; to make a dialogue based on professional topics saturated with special terminology for students of this specialty.

The use of such types of work will help students to avoid blind tracing in the translation of professional literature and writing professional texts, to focus on the use of normative forms of terminological and professional phraseological terms.

Extremely effective, especially when organizing independent work of students, is the "case method" (an interactive method of learning that allows you to bring the learning process closer to the real practical activities of specialists). Case method is a description of a real-life situation that is used as a pedagogical tool to provoke discussion in the classroom. The advantage of this method is the ability to optimally combine theory and practice, which is extremely important in the training of future professionals.

In foreign language classes, pair work is often used when students ask each other questions and answer them. It is very important for the teacher to create a process of real professional communication. The "aquarium" method is that several students act out the situation in a circle, and the rest observe and analyze. This is a form of dialogue when it is suggested to discuss a certain production problem. The method such as a "microphone" is a kind of group discussion and gives everyone the opportunity to say something quickly, in turn, answering questions or expressing a student's opinion or position.

It is especially interesting to play the situation by roles ("role play" or "dramatization"). This method simulates reality by assigning roles to participants and giving them the opportunity to act like in a real professional situation.

When working with professional vocabulary, attention should be paid to the introduction of exercises for the use of new language units in certain micro contexts and macro contexts (for example, predicting the possible context for a new word), exercises that stimulate the strengthening of syntactic associative links (e.g. the formation of the largest number of phrases with a new word).

Learning professional vocabulary is an extremely important component of the language competence of the future specialist and at the same time it is quite a time-consuming process. Often the terms are new to students, even if they are voiced in the native language, so the teacher should not be limited to a narrow range of traditional methods of learning new words, and he should fill the terms with meaning, involving visual representation, organizing a comprehensive study of vocabulary [5, p. 311].

It's also very important to determine the criteria for the formation of communicative competence components. Properly applied assessment can motivate students to achieve the learning objectives of the course, to encourage them to more intensive educational

activities, directing to achievements, planned results and promptly providing reflection results. Modernization of education should be carried out according to objective, understandable and personally meaningful to students and organizers of the educational process by principles and criteria (4, p.5].

Knowledge of common values and ideals adopted by social groups in other countries or regions is essential for intercultural communication. Skills imply the ability to dig up certain sequential actions. Acquisition of skills can be facilitated by acquiring knowledge or accompanied by various forms of life experience. The concept of competence should be considered as a task of education aimed at providing future professionals with the opportunity for self-realization in society.

From the point of view of training specialists of agricultural specialties with professionally-oriented study of a foreign language, communicative language competence can be considered as one consisting of certain components: linguistic, sociolinguistic and pragmatic. Each of these components includes knowledge, skills and abilities.

Linguistic competencies include lexical, phonological, syntactic knowledge and skills and other parameters of language as a system, regardless of the sociolinguistic significance of their variants and the pragmatic functions of their implementation.

This component is not only related to the level or quality of knowledge. It is also related to cognitive organization and the way in which knowledge is stored, their availability (activation, recollection and availability).

Sociolinguistic competencies relate to the sociocultural conditions of language use. Due to the sensitivity to social conventions (politeness rules, norms governing relations between generations, genders and social groups, linguistic codifications of some basic rituals in society), the sociolinguistic component penetrates the whole process of communication between different cultures [2].

Pragmatic competencies are related to the functional use of linguistic means: the production of language functions, speech acts, and so on. They offer scripts or interactive exchange programs. They also concern the skills of discourse, the identification of types and forms of texts.

Improving the quality of foreign language training of students and ensuring its practical orientation in order to increase the level of competitiveness of domestic graduates in the world labor market require further improvement of the organization of the educational process in agricultural higher education institutions of Ukraine. In their professional activities, they must actively cooperate with foreign partners and representatives of different cultures and levels of professional competence; to have an idea of the latest scientific and technical achievements in their field of production using foreign sources of information. In this regard, one of the goals of higher agricultural education should be foreign language training of students.

Communicative language competence of the individual is realized in the performance of various types of speech activity, namely perception, awareness, reproduction (oral or written). To create communicative motivation it is necessary to use mainly personal individualization, which involves taking into account the context of the student, his life experience, his interests, desires, spiritual needs, worldview, emotional and emotional sphere and the status of the individual in the team.

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