INNOVATIVE SCIENTIFIC RESEARCHES: EUROPEAN DEVELOPMENT TRENDS AND REGIONAL ASPECT

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The monograph presents European and regional development trends in innovative scientific researches in pedagogical sciences. The general issues of the history of pedagogy, theory and methodology of teaching, correctional pedagogy, theory and methodology of vocational education and management of education, information and communication technologies in education, etc. are considered. The publication is intended for scholars, teachers, postgraduate students, and students of pedagogical specialties, as well as a wide readership interested in pedagogy.

FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCE IN FUTURE COMPUTER SPECIALISTS' TRAINING

ІНШОМОВНА ПРОФЕСІЙНА КОМУНІКАТИВНА КОМПЕТЕНЦІЯ У ПІДГОТОВЦІ МАЙБУТНІХ ФАХІВЦІВ З КОМП'ЮТЕРНИХ НАУК

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Abstract. Due to the expansion of intercultural professional contacts, the need of society for foreign language specialists of different profiles is steadily increasing. Today's requirements for the training of computer science professionals require them to have a good level of foreign-language professional and communication competence.

The foreign-language professional-communicative competence of future specialists includes a set of competences: linguistic, speech, sociocultural and sociolinguistic, strategic and discursive.

Professional language competence includes linguistic knowledge (lexical, that is, knowledge of vocabulary to the extent necessary for communication in the professional field, grammatical, phonetic and spelling) and relevant skills.

Professional speech competence is based on four competences: in listening, speaking, reading and writing.

One of the most significant is the discourse competence – the knowledge of different types of discourses and the rules of their creation, and also the ability to create and understand them according to the situation of communication. Discourse is not only a product of speech activity, but also a

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process of its creation, which is determined by the communicative context and conditions of communication.

Professional strategic competence implies the ability to choose effective strategies for solving professional communicative tasks; development of the ability of future specialists to self-study and self-improvement, the desire to communicate in everyday and professional spheres, to listen to and understand others, to plan the educational and working process, the ability of adequate assessment and self-assessment, the development of personal communicative culture.

Professional sociocultural and sociolinguistic competence is the knowledge and ability to use sociocultural and sociolinguistic realities in communication and cognition.

The method of forming foreign language professional communicative competence of future computer science professionals, understanding the world of professional communication and its rules, developing identification and creating linguistic models of various situations of business cooperation skills is to learn strategies for professional communicative influence on a partner. This is achieved by modeling in the educational process situations of professional cooperation, in which a foreign language serves as an instrument of social interaction of the individual and the professional team, it reflects all changes in socio-cultural factors that affect the hierarchy of values in the personality's worldview and mentality.

1. Introduction

Expanding contacts and exchanges between people from different languages and cultures through the development of integration and migration processes, new information and communication technologies requires the study of the most common languages of international communication for mutual understanding, tolerance and mutual respect. Increased political and economic ties and contacts between countries have affected all spheres of society, and above all, culture and education. A prerequisite for the integrity of education system is the focus of all its subjects on the development of a new type of education that meets the needs of human development and self-realization in new sociocultural situation. Education must meet the needs of the individual, needs of society and world achievements.

Training of highly qualified specialists is the most important aim of higher educational establishments. During their studies, students should acquire a set of qualities that make them competitive in the labor market. The present-day requirements for the specialists' training assume their mastery of foreign language professional and communicative competence at the appropriate level.

The rapid growth of international relations has determined the need to study the problems of foreign language teaching to a wide range of future specialists to solve their professional problems. Due to the expansion of intercultural professional contacts, the need of society for foreign language specialists of different profiles is steadily increasing. However, a foreign language code mastering, which ensures successful intercultural and professional interaction, involves professionally significant concepts of foreign language culture mastering, which determine the specificity of social and business behavior, determined by the influence of historical traditions and customs, life style, etc. Linguosociopsychological and cultural knowledge of a foreign-language society, which creates wide context of intercultural communication, forms a perceptual readiness for effective intercultural communication and, therefore, for international professional cooperation.

Foreign-language communication, conditioned by the social order of society, is one of the most important components of specialist' training content. Foreign language training is intended to be communicative. The linguistic basis of the communicative activity approach is the reorientation from the form to the function, from linguistic competence to communicative, from linguistic correctness to spontaneity and authenticity (naturalness of communication). In the process of communication, communicators act as carriers of certain social relations that arise in a particular field of activity and are realized in specific speech situations.

In linguosociological studies, a person with all their sociocultural, psychological, linguistic characteristics has become the organizing center of information-content space. The interaction of members of society implies not only information exchange in different spheres of communication, first of all, in professional one, but also interpersonal communication, the nature of which is determined by the communicative intentions of partners and strategies for their achievement (cooperation, rivalry, conflict, etc.), which is determined by sociopsychological cultural features of particular societies.

375

International trends in the development of education attest to the implementation of competence education, in pedagogical practice of different countries, which promotes the persons' vital competences acquisition. They provide future professionals with the ability to navigate in modern society, information space, and contribute to further education.

We believe that one of the important competences of the future specialist is foreign language professional communicative competence, and therefore the purpose of the article is to determine the components of foreign language professional communicative competence of students of higher educational establishments.

2. Current tendencies of foreign languages teaching in universities

The competency approach involves a reorientation from an academic assessment norm to an assessment of graduates' professional and social readiness, thus, the orientation is made to the graduate's readiness for further professional activity.

The researches of the concept of language as the most important means of communication, preservation and transmission of information were carried out by scientists V. Vinogradov, V. Rusanivsky, L. Shcherba; concepts of language learning in the process of speech activity were investigated by I.A. Baudouin de Courtenay, F. Buslayev, G. Vinokur, T. Panko, O. Potebnya, A. Shakhmatov, L. Shcherba, L. Fedorenko, G. Passov; J. Carroll, V. Littlewood, S. Savignon. R. Ardovska, K. Goncharova, and V. Kashintseva studied the system characteristics of professional and communicative competence. The problem of professional and communicative competence formation is covered in the works of N. Bibik, I. Zimnya, Y. Vardanyan, I. Pysarevsky, S. Aleksandrova, O. Vinoslavska, R. Vyazova, A. Markova, M. Pentylyuk, N. Kuzmina, O. Semenog, T. Symonenko, and others. The linguistic bases of its formation were analyzed by O. Bastrikova and T. Graboy. E. Suntsova described the criteria for the development of this competence and the ways of their realization. The study of professional communication culture, as an integral part of professional and communicative competence of a specialist, can be found in the works of O. Kirichuk, V. Lientsov, G. Medvid, F. Khmil, O. Ponomariov, O. Romanovsky, T. Hassia investigated the problems of the development and implementation of the didactic system for the formation, development and activation of profes-

sional communicative competence in the educational practice. Despite the considerable amount of scientific researches on the topic, the problem of the formation of foreign language professional communicative competence of future specialists in computer science is not sufficiently covered, which led to the choice of this scientific work topic – to reveal the peculiarities of formation of foreign language professional and communicative competence in the system of future computer specialists' training in the context of modern education.

2.1. Communicative approach in foreign languages teaching

One of distinctive features of modern times is the increasing attention to foreign language at all levels of education system. A modern specialist should be able to speak actively at least one foreign language as a means of communication. In addition to the fact that foreign language is a necessary element of professional training of a specialist, it is an important factor of cultural development of the person. The current level of international relations development is a background for intensifying foreign languages study in educational institutions of different levels. Ukraine's foreign and domestic policies, its strategic course for deepening the democratization of all spheres of life, joining European and world community, set new goals and objectives for foreign language educators. One of the tasks of Ukrainian educators, psychologists and linguists is to create the most effective methods of language learning with a clear communicative orientation. Communicative orientation of teaching has been the focus of pedagogical and methodological science for the last decades. Communication remains the primary purpose of language training, even if the teaching conditions and the lack of teachers' professional competence impede its successful implementation or hinder it.

Identification and refinement of communicative learning content becomes possible as a result of researches, the subject of which are linguistic, sociolinguistic, cultural features of speech behavior of foreign partners, modeling their speech cooperation in professionally meaningful communicative situations. The socio-historical variability of communication success reaffirms the need for ongoing research in communication theory and technology. Expanding abilities to watch original television, communicate on the World Wide Web causes the need to update learning

approaches, the use of new methods, forms of work, new technologies in language teaching, new level of language teaching, knowledge of subject, its continuous improvement. Although the communicative orientation of learning is the focus of pedagogical and methodological science, in real training process, communicative orientation is insufficient. Memorizing of speech samples does not guarantee that they can be adequately used in communication process.

Implementation of communicative approach in a foreign language training process means that foreign language skills formation is achieved through the implementation of foreign language activities. In other words, mastery of means of communication is aimed at their practical use in communication process. Speaking, listening, reading and writing skills are acquired through the implementation of these types of speech activities in the learning process in conditions that simulate real communication situations. In this regard, training activities are organized in such a way that future professionals perform motivated actions with speech material to solve communicative tasks aimed at achieving goals and intentions of communication. From communicative approach point of view, the process of foreign language learning is constructed in accordance with the real process of speech communication, thus, the process of learning is a model of speech communication. However, learning process cannot completely coincide with communication process that takes place in real life, because foreign language learning in educational institutions takes place in native language environment. Therefore, we are talking only about the maximum approximation of the processes of learning and real communication on such important parameters as communicatively-motivated speech behavior of the participants of the process and objectivity of communication process, which is provided by careful selection of communicative speech intentions, topics, situations that reflect interests and needs of society. It should be remembered that in order to form communicative competence outside the foreign language environment, it is not enough to work in classes with conditionally communicative and communicative exercises that allow solving communicative tasks. It is important to be able to think, solve problems, think about possible ways of solving these problems so that students learn to focus on the meaning of their utterance, to focus on thought and language will help to form and formulate these thoughts.

2.2. Requirements towards professional communicative competence of future computer specialists

In recent years, the field of communication has become much more complicated, with widespread usage and development of computer, economic, managerial, commercial and legal fields of professional activity, which necessitates acquisition of future professionals' skills of professional culture as an important component of professional intercultural communication. Under the influence of time, specificity of social interaction in intercultural terms has changed, it has revealed new components of the content of learning, namely the acquisition of new professional «roles» that help to communicate with representatives of different linguistic and cultural communities.

In accordance with the Higher Education Standard of Ukraine for bachelor's students on the field of knowledge «Information Technology», specialty «Computer Science» the ability to communicate in native and foreign language (ZK5) belongs to the general competences of the graduate.

A competent future specialist requires knowledge of lexical, grammatical, stylistic features of national and foreign vocabulary, computer science terminology; grammatical structures for understanding and producing foreign and written foreign texts in professional field; communicate in national and foreign languages at a professional level; develop documentation for information technology systems, products and services in national and foreign languages; to read, understand and apply technical documentation in Ukrainian and foreign languages in professional activity; to possess and use lexical-syntactic models, typical for professional communication; build up oral and written communication in national and foreign languages, based on aims and situation of communication; be responsible for the accuracy and correctness of utterances in national and foreign languages. Established requirements call for the formation of foreign-language professional communicative competence of computer science future graduates [7].

2.3. The objective of foreign language course

The need of our country for specialists possessing a foreign code is especially increased nowadays in connection with the development of international contacts, development of new technologies, intensification of professional activity in close contact with foreign specialists. The main objective of the foreign language course in higher education

has always been to «teach students practical language skills». However, in the new economic conditions, the concept of «practical skills» has changed significantly. These include not only the language of a particular specialty, but most importantly – the ability to use the language in different situations of communication differentially, the knowledge of the cultural aspect.

The course should cover a wide range of issues related to national culture, traditions, etiquette, language specificity. Differences in sociolinguistic models can lead to misunderstanding and even have more serious consequences. The grammatical or phonetic errors in the language indicate that the person does not speak the foreign language well enough. In turn, sociolinguistic and sociocultural mistakes cause certain feelings and emotions (surprise, indignation, image, distrust, etc.).

The English language curriculum provides an activity approach based on understanding the language as a means of communication in a particular situation, in a specific context, with a specific communicative task, that is, speaking activity is carried out in a broad social context.

One of the basic competences that modern life requires are social ones. Lin-guistic, pedagogical, psychological and other scientific fields emphasize the need to develop social competence. This concept should be considered and analyzed integrally.

The integrativeness of social competence is manifested in the interdisciplinarity of knowledge and abilities and a close interrelation with other types of competences: communicative, intellectual and intercultural.

3. The structure of professional communicative competence

The foreign-language professional-communicative competence of future specialists includes a set of competences: linguistic, speech, sociocultural and sociolinguistic, strategic and discursive. The concept of communicative competence is conditioned by the understanding of the social function of language and the communicativeness of human speech activity. The social function of language is that the language is a medium of communication, and each language unit has its communicative purpose. Sociolinguistic and psychological studies of the problems of language functioning have allowed us to identify the components that make up the structure of communication and the mechanisms of their interaction, as well as to describe the unit of

communication – the speech act – and to prove that communication is the same systemic phenomenon as language.

Professional *language competence* is integrative. It includes linguistic knowledge (lexical, that is, knowledge of vocabulary to the extent necessary for communication in the professional field, grammatical, phonetic and spelling) and relevant skills. Knowledge of linguistic material alone does not ensure the formation of professional speaking skills;

Professional *speech competence* is based on four types of competences: in listening, speaking, reading and writing. Speech skills are an integral part of speech abilities. Lexical competence includes lexical knowledge and speech lexical skills, grammatical competence – grammatical knowledge and speech grammatical skills; phonological one – phonetic knowledge and speech and pronunciation skills.

Verbal communication is the most investigated form of human communication. It is also the most versatile way of thought conveying. The linguistic side of communication has a complex multilayered structure (from differential phoneme to text and intertext) and acts in different stylistic varieties (different styles and genres, spoken and literary languages, etc.).

According to Pisarevsky I.M. the main functions of communication are:

– information function – communication plays the role of a mediator. Communication represents an exchange of messages, thoughts, ideas, decisions that takes place between the communicators. Information exchange can take place both for the sake of achieving a practical goal, solving a certain problem, and for the sake of the communication process itself, maintaining relations between people;

– social function is to form and develop cultural skills of people's relationships;

– expressive function means the desire of communication partners to express and understand each other's emotional experiences;

– the pragmatic function allows to regulate behavior and activity of participants of communication, to coordinate their joint actions;

– interpretive function serves first of all for understanding of the communication partners, their intentions, attitudes, experiences and states [2, p. 12–14].

All language characteristics and other components of a communicative act contribute to its successful or unsuccessful realization. When commu-

nicating with others, we choose from a large inventory of possible means of speech and non-speech communication those means that we think are the most appropriate, to express our thoughts in a particular situation. It is a socially significant choice. This process is infinite and varied. *The way* we say something gives an idea of who we are to the other communicator. Communication is the totality of connections and interactions that arise and become settled between people in the course of their joint life. The choice of verbal means, as well as non-verbal ones accompanying them, contributes to the formation and understanding of certain professional and social situations. Language and speech are known to form an unbreakable unity, so the second component of this unity is also important, namely, speech as a function of the way the languagemeans are used. In other words, language and speech can be seen as phenomena that are combined as a means and a way of realizing speech activity in order that people communicate with each other. The term «speech ability» reflects dynamism as the main property of communication. Speech ability is considered as a special ability of people, which provides all their cognitive and reproductive activities, aquiring and transfer of values of material and spiritual culture from generation to generation.

The concept of professional communicative competence is multidimensional and includes several competencies. One of the most significant is the *discourse competence* – the knowledge of different types of discourses and the rules of their creation, as well as the ability to create and understand them according to the situation of communication. In modern linguistics the concept of discourse is interpreted ambiguously. All existing approaches can be summarized as follows: 1) discourse is defined through text or text through discourse; 2) discourse is seen as a sequence of interconnected utterances, united by a common purpose; 3) discourse is seen as a form of speech communication, which involves the relationship between the speaker and the listener, as inter-personal activity; 4) discourse is interpreted as a sociolinguistic structure created by the addressee in specific communicative, social and pragmatic situations.

F. Batsevych gives the following definition of the concept of discourse: "discourse (Fr. *discours* – speech) is a type of communicative activity, an interactive phenomenon, a speech stream that has different forms of expression (oral, written and paralingual), occurs within a specific channel of communication and is regulated by the participants' strategies and tac-

tics; synthesis of cognitive, linguistic and extralinguistic (social, psychic, psychological, etc.) factors that are determined by a specific circle of «life forms», depending on the subject of communication, and results in the formation of different speech genres» [4, p. 15].

According to T. van Dijk, it is a complex communicative event, «an essential component of sociocultural interaction, characterized by interests, goals and styles». At the present stage, the concept of discourse does not coincide with the text and therefore can exist independently in the theory of language learning. So, we distinguish between the concepts of text and discourse. Text is the center around which the entire learning system is built. Being integral work complete in content and form, the text presents a specific topic and act of communication and contains some lexical and grammatical material. Therefore, the text is first of all the medium of certain information and a model for the use of specific speech material in speech. But this is not enough in the frame of modern language learning goals. The main thing in the communication act is not the content of the text and not its linguistic form, but the expression and achievement of the communicative goals of the partners.

Communication as an activity is a system of elementary acts. Each act is determined by: a) the subject – the initiator of communication; b) the subject to which the initiative is addressed; c) the rules according to which communication is organized; d) the goals of the participants of communication; e) the situation in which the interaction takes place.

In order to perform a successful act of communication, a person must perform a certain list of actions that can be defined as follows: 1) the subject of communication must enter a communicative situation; 2) the subject of communication evaluates the nature of the communicative situation (favorable, unfavorable, etc.) and orientates in it; 3) the subject of communication selects another subject for possible interaction; 4) setting of a communicative task that results from the peculiarities of the communication situation; 5) approaching the subject of interaction; 6) the initiating subject attracts the attention of the partner; 7) assessment of the emotional and psychological state of the partner and revealing of his / her degree of readiness for interaction; 8) the initiator adjusts to the emotional and psychological state of the partner; 9) alignment of emotional and psychological states of participants of communication, setting of a common emotional back-

ground; 10) communicative influence of the initiating subject on the partner; 11) the initiator evaluates the partner's reaction to the interaction and stimulates a "response"; 12) partner's realization of the «response». These actions form the act of communication. Note that an act of communication requires an initiative, so we call the subject that initiates communication the «initiator», the one who responds the «partner».

Unlike the text, discourse is, first and foremost, an example of the realization of certain communicative intentions in the context of a particular communicative situation and in relation to a particular partner, a representative of another culture, which are expressed in this situation by speech and non-speech means. At the same time, the adequacy of speech behavior of communicators is assessed by the success of speech interaction, i.e. the achievement of the communicative goal, as well as compliance with the rules of speech and non-speech behavior in a certain cultural society. Discourse is not only a product of speech activity, but also a process of its creation, which is determined by the communicative context and conditions of communication. The language interaction strategy, the speech and non-speech behavior of the communicants, the type, form, content of the text, that is perceived or produced, is determined by the cultural context, that is, taking into account the sociocultural and sociolinguistic realities of the country which language is taught and the communicative goals. Therefore, discourse is a speech immersed in life, influenced by the social environment.

According to the sociolinguist R.T. Bell, communicative competence is not an innate ability, but an ability that is formed in the interaction of a person with the social environment in the process of acquiring social and communicative experience [3, p. 18].

Formation of personality in the process of socialization is caused by human communication, that is, by social and psychological factors, since «personality becomes what he/she is, through the things he/she shows to others. This is the very process of personality formation. Behind all the higher functions, and their relationships are social relations and real relationships of people" [1, p. 144–145]. Communication is carried out under certain social conditions, that is, in such external circumstances in which the language functions and develops. An important aspect is the society in which a particular language is used, its social structure, the differences between native speakers i.e. age, occupation, social status, level of culture

and education, place of residence, and the difference in their speech behavior depending on the communication situation.

Communication objectively penetrates in all spheres of conscious human activity, since human beings are social, and they cannot exist fully beyond contact with others. These contacts reveal the human personality, which performs different roles in different social situations, and thus acts in different communicative situations, occupying each time in the structure of communication its place, defined by traditions, society, knowledge, life experience. Thus, communication arises out of the need for understanding and interaction with others in order to satisfy one's own and social spiritual and material needs.

The process of communication is characterized, as we know, by the constant change of the topic of conversation, circumstances, conditions, etc. To be appropriate to a particular situation, the speaker cannot ignore the novelty of all components of communication. There is no doubt that to train the future specialist for professional communication, to develop his ability to respond adequately, we must constantly change of all these components.

Another very important aspect is that it is impossible to develop students' speech without considering their interaction with each other, without specifying the communication situation, without creating a desire and need for them to become engaged in a speech act. It becomes apparent that it is impossible to solve any pedagogical or didactic tasks without relying on various fields of psychology. The closest interweaving of didactics and social psychology is observed in the process of learning foreign languages.

The effectiveness of professional communication depends on the extent to which the person is involved in it, imagines the existing conditions of communication and accordingly determines his speech behavior and adjusts it.

Verbal and actual behavior is the transformation of the internal state of a person into his/her actions in relation to the environment, people, etc. Communicative behavior means the behavior of the required qualitative level. Only in this case it can be considered adequate. It is known that one of the conditions for effective communication is the maximum consideration of the characteristics of the communication partner/partners. Even in ancient Rome and in ancient Greece, in the study of elocution it was obligatory to take into account the addressee, which extended mainly only to monologic expression. But at present we can consider the means of optimizing communication, which also include knowledge of discourse strategies more widely.

Professional communication shows the emotional, psychological, perceptual and expressive skills acquired by the communicators, which set the mood for communication in appropriate situations (conversations, discussions, meetings). Emotional and psychological skills allow to actively respond to changes in the communication situation, to change communication when the emotional state of the partner changes. Psychological and emotional state of personality depend on the content and effectiveness of communication. Perceptual skills allow the individual to correctly assess the emotional and psychological reactions of communication partners and even to predict them, avoiding those that hamper in achievement of communication goal. Expressive skills should be considered as a system of skills that make up the unity of voice, mimic, visual and motor physiological and psychological processes.

Communication experience has a special place in the structure of professional communicative competence of the individual. On the one hand, it is social and includes the internalized norms and values of culture, and on the other, it is individual because it is based on individual communicative abilities and psychological events related to communication in one's life. The processes of socialization and individualization, which are realized in professional communication and ensure the social development of a person, as well as the adequacy of his reactions to the situation of communication and its peculiarity constitute the dynamic aspect of this experience.

Professional strategic competence involves the ability to choose effective strategies for solving professional communication tasks; the development of the ability of future professionals to self-study and self-improvement, the desire to communicate in everyday and professional spheres, to listen to and to understand others, to plan the educational and working processes, the ability to adequately assess and self-assess, the development of personal communicative culture [4, p. 4].

The communicative culture of the individual does not just appear, it is formed. The experience of human communication lays the foundation of its formation. The individual's communicative culture is one of the characteristics of its communicative potential. Communication potential is a characteristic of a person's capabilities, which determines the quality of his/her communication.

Professional communication potential is the unity of its three components:

1) professional communicative personality traits characterize the development of the need for communication and the attitude to the way of communication;

2) professional communication skills are the ability to have an initiative in communication, the ability to be active, to respond emotionally to the state of communication partners, to form and implement their own individual program of communication, the ability of mutual stimulation and interaction;

3) professional discursive competence is the knowledge of the rules of com-municative act realization according to the communicative situation.

Professional *sociocultural* and *sociolinguistic* competence is the knowledge and ability to use sociocultural and sociolinguistic realia in communication and cognition. In turn, sociocultural competence can be divided into cross-cultural competence, that is, knowledge about the culture of the country being studied (knowledge of its history, geography, economics, government, traditions) and linguistic competence. The latter involves the students' mastery of the peculiarities of verbal and non-verbal (i.e. facial expressions, gestures) behavior of the speakers in certain communication situations.

In other words, it is the formation of a holistic system of ideas about the national and cultural features of the country, «which allows to associate with the linguistic unit the same information the native speaker does, and thus to achieve valuable communication» [2, p. 47].

Successful intercultural professional interaction between members of societies means adequate communicative verbal and non-verbal behavior in the process of mutual cognition, mutual understanding, establishing relationships of professional cooperation and, therefore, together with a sufficiently high level of foreign language command, to achieve practical and professional tasks.

For successful realization of communicative intent it is necessary to teach future specialists communicative-oriented knowledge of a foreign language in professionally significant situations of intercultural communication. Under communication skills we mean the ability of future professionals to take into account the socio-cultural specificity of a representative of another society and to render professional information in a foreign lan-

guage. We regard communication as a speech activity in which the strategy of achieving communicative intent is, on the one hand, cognitive action, determined by the background knowledge, and on the other hand communicative, since finding expression in linguistic forms aims to achieve a communicatively meaningful result in the process of communication.

The main sources of acquisition of professional communicative competence are: 1) socio-normative experience of folk culture; 2) knowledge of spoken languages used by peoples of different cultures; 3) experience of interpersonal professional communication.

Socio-normative experience is the basis of the cognitive component of the professional communicative competence of the individual being a subject of communication. At the same time, the actual existence of different forms of communication, which are most often based on a socio-normative conglomerate (an arbitrary mix of communication norms borrowed from different national cultures), causes a state of cognitive dissonance of the individual. And this creates a contradiction between the knowledge of the norms of communication in different forms of communication and the way that a situation of specific interaction offers. Dissonance is a source of individually-psychological inhibition of an individual's activity in communication. Person is «removed» from the circle of communication. A field of inner psychological tension arises, and this creates barriers to human understanding.

The experience of professional communication occupies a special place in the structure of professional communicative competence of the individual. On the one hand, it is social and includes the internalized norms and values of culture, and on the other, it is individual because it is based on individual professional communicative abilities and psychological events related to communication in person's life. The processes of socialization and individualization, which are realized in professional communication and ensure the social development of a person, as well as the adequacy of his reactions to the situation of communication and its peculiarity constitute the dynamic aspect of this experience. These relationships are regulated by the social norms that exist in a particular environment, that is, the pattern that regulates the behavior of people (expected of everyone). The range of these social norms is very wide.

Due to the focus on social norms, the sociolinguistic component has a great influence on the speech arrangement of communication between rep-

resentatives of different cultures. The sociolinguistic component of communicative competence has to do with the linguistic and speech aspects of sociocultural competence. Sociolinguistic competence in dialect and accent includes the ability to recognize the linguistic features of social strata, their place of residence, origin and occupation. Such features are found at the level of vocabulary, grammar, phonetics, manner of speaking, paralinguistics and body language.

Each person arbitrarily projects his or her linguistic stereotypes and speech behaviors on those with whom he or she communicates, regardless of their cultural, social, ethnic, religious, or any other differences. Often this is due to the fact that human norms and values seem to be exaggerated, and national and social norms – diminished. This is especially observed in verbal communication, where the linguistic-cultural barrier can not only be an obstacle in the communication process, but also lead to so-called «communicative failures».

4. Conclusions

Until recently, the study of problems of professional competence was mainly concerned with its lexico-stylistic aspect, but was not related to the analysis of the cognitive aspects of the organization of professional communication, which may be, in particular, the development and creation of a system of conditions constituting situations of cooperation with the identification of common, structural components, involvement in this range of knowledge and ideas about communicators, communication environment with the purpose of predicting their reaction and behavior, predicting future events and choosing communicative strategies.

Studying the strategies of communicative behavior of representatives of the English-speaking society, their linguosociological and cultural features contribute to the involvement of «non-native» language speakers in the conceptual system, worldview, values of native speakers, reduce the intercultural distance, form their ability to adapt to the culture of other nation and to choose choose the best cooperation strategy in foreign language.

One of the peculiarities of communicative-oriented professional training of a foreign language is the combination of linguistic competence (acquisition of language norms) and communication (interactive competence) as the main activity in the «person-to-person» model. Training in inter-cultural

professional communication involves mastering the professional and linguosociocultural concepts of the «foreign language community» [2, p. 39].

The analysis of many years of experience of English teaching in higher education shows that the involvement of future specialists in professional fragments of the English-speaking world is significantly limited by the lack of many stereotypical situations of communication, discursive strategies, professional concepts which characteristic of the country, being studied. This circumstance draws particular attention to the students' acquisition of professional communication situations, to the development of adequate orientation skills in those social and professional spheres in which the carriers of another culture are.

The subject of cognitive activity of students studying a foreign language should be the typical situations that arise in professional communication in English-language society, their structure and action. Development of professional interactive competence, understanding the world of professional communication and its rules, developing skills of identification and creation of linguistic models of various situations of business cooperation, learning strategies is conducted by teaching strategies of professional communicative influence on a partner. This is achieved by modeling in the educational process situations of professional cooperation, in which a foreign language serves as an instrument of social interaction of the individual and the professional team, it reflects all changes in socio-cultural factors that affect the hierarchy of values in the personality's worldview and mentality. It deals not only with special, vocationally-oriented training, but also above all with the training of special language models, the correction of professional discourse, the implementation of communication strategies in various situations aimed at achieving goals in solving practical prob-lems. The last thing in formation of professional interactive competence in foreign language is acquaintance with the intercultural features of behavior of representatives of the language society in business situations.

Thus, professional foreign-language communicative competence is a complex linguistic-psychological phenomenon, conditioned by the realization of existing or hidden strategies of professional communication partners. Formation of professional communicative competence is first and foremost related to modeling of speech-communicative activity in the educational process and solving a number of sociolinguistic and didactic problems. As these

two aspects are closely interrelated and go parallel in the formation of the speech personality in the real model of professional communication, successful teaching of professional discourse in higher education can be ensured only with regard to linguistic, sociolinguistic and sociocultural factors.

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