



UDC 811.111:340(477)

THE SPECIFICS OF FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE FORMATION IN FUTURE SPECIALISTS OF THE CRIMINAL-EXECUTIVE SERVICE OF UKRAINE

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The article deals with the concept of foreign-language communicative competence. It reveals the concept "communicative competence", its stages of formation and peculiarities of foreign-language communicative competence forming in future specialists of the criminal-executive service.

Key words: *communicative competence, foreign-language communicative competence, future specialists of the criminal-executive service, the specifics of formation, stages of formation.*

У статті розглянуто поняття іншомовної комунікативної компетентності. Досліджено концепт «комунікативна компетентність» та визначено етапи формування даного поняття. Визначена специфіка формування іншомовної комунікативної компетентності майбутніх фахівців кримінально-виконавчої служби України.

Ключові слова: *комунікативна компетентність, іншомовна комунікативна компетентність, майбутні фахівці кримінально-виконавчої служби, особливості формування, етапи формування.*

В статтю представлений аналіз поняття «иноязычная коммуникативная компетентность». Изучен феномен «коммуникативная компетентность», выделены этапы формирования данного понятия. Определены особенности формирования иностранной коммуникативной компетентности будущих специалистов криминально-исполнительной службы Украины.

Ключевые слова: *коммуникативная компетентность, иноязычная коммуникативная компетентность, будущие специалисты криминально-исполнительной службы, особенности формирования, этапы формирования.*

Formulation of the problem. Continuous changes in various spheres of social life generate new ideas and trends in education. 2016 was declared the year of English in Ukraine. In addition, the National Strategy of Education Development in Ukraine until 2021 states that one of the key areas of state educational policy is to improve the quality of education in general and the language one in particular. All this led to comprehension of foreign language role as an important and necessary mean of intercultural communication and therefore, testifies that mastering English-language skills are necessary for the effective performance of professional duties. Foreign language training of non-linguistic specialists has become one of the most important components of modern high school. The English language curriculum for higher education institutions has set the goal of foreign language teaching in higher education. It is to master a foreign language as a means of communication (which facilitates the development of students' ability to use it as an instrument of communication in the dialogue of cultures and civilizations of the modern world) and to acquire a professionally oriented foreign language competence. The modern pro-

cess of foreign language teaching in higher educational institution is aimed at not only obtaining the appropriate level of language knowledge, skills and abilities by students to use in various life situations, but also at successful realization of educational and developing subject potential.

The present study **aims** 1) to investigate the concept of "communicative competence" and 2) to study the peculiarities of foreign-language communicative competence formation in future specialists of the criminal-executive service.

The main material. The concept of foreign language communicative competence was studied both by foreign and native scientists. T. Dudley-Ivens, M. St. John, T. Hutchinson, A. Waters and others, discussed the problem of forming foreign language teaching content for special purposes. Speech or communicative competence of future specialists was studied by Ukrainian researchers such as N. Bychkova, I. Vorobyova, S. Nikolaeva, O. Petrashchuk, I. Romashchenko, V. Topalova; foreign ones as I. Bim, N. Gez, I. Zimnoy. The communicative method was investigated in details by Y. Pasov, who pointed out that the studying process was a model of the



communication process. The main idea of the communicative approach lies in the fact that the students of Pedagogical Institutions, in order to become users of the language, must study not only grammar, vocabulary, phonetics, but also develop the skills and abilities of using language forms for real communicative purposes. That means that communicative approach is the integral quality of the individual, which combines the general culture of communication and its specificity in professional activity, the use of language in real life situations. Formation and improvement of speech competence is ensured by teaching philological, psychological and pedagogical disciplines. The problem of foreign language skills among non-linguistic students' formation attracted the attention of researchers T. Avanesov, R. Milrod, A. Samsonov and others. The issues of foreign language communicative competence were examined in works by L. Boroznets, N. Gavrilenko, M. Evdokimov, V. Zikova, E. Komarova, T. Kuskova, N. Kucherenko, T. Lopatukhina, T. Luchkina, Yu. Maslova, O. Fadeikina, L. Fishkova, L. Khalyapina, I. Tsaturova, M. Shishlota, etc. The method of foreign-language communicative competence formation was studied by I. Berman, V. Buhbinder, V. Korostylev, S. Shatilov, V. Gnatkevich, Y. Passov, G. Kityagorodskaya, O. Tarnopolsky, E. Miroshnichenko, I. Batsenko, V. Borshchovetska, R. Ellis, I. Nation, N. Schmitt, W. Widdowson and others [9].

Referring to the European Linguistic Recommendations, they define communicative language competences as enabling people to act through the use of specific linguistic means. Communicative speech competence consists of such components as linguistic, sociolinguistic and pragmatic competencies, and is realized in the implementation of various types of speech activity (perception, production, interactions or mediation) [3].

The content of communicative competence is determined by the notion of "communicative skill" (skill), the components of which are "micro" (sub-skill), "communicative function" (function), and "form of expression of the function" (exponent). To date, there are several approaches to the structure of communicative competence. Most researchers distinguish five components of this phenomenon: 1) language; 2) speech; 3) socio-cultural; 4) discursive; 5) strategic [1, p. 205].

However, some researchers, including L. Volkova, believe that these components are not enough to develop the foreign competence. So, they propose to include pragmatic, substantive and professional competences in its composition.

J. Heims combines the notion of grammatical (language rules), social-linguistic (rules of the dialect language), discursive (rules for constructing the stated statement) and strategic (rules for maintaining contact with the interlocutor) competence. L. Brahman refers to the communicative competence: linguistic, discursive, spoken, pragmatic, socio-linguistic, strategic, and thought-provoking components [4, p. 69]. S. Kozak distinguishes four main components of communicative competence: linguistic, socio-cultural, strategic and professional [4, p. 69].

The researcher V. Tenischeva notes that the professional foreign-language communicative competence of the student is, first and foremost, the ability to implement communicative speech behavior in accordance with the tasks of specific situations of foreign communication. In her opinion, the study reproduces mainly the external similarity, but not the integral content of professional activities associated with the use of a foreign language. Therefore, according to the researcher, the professional competence formation in a higher non-linguistic educational institution student, where a language component would be organically integrated, remains unresolved [10].

Some scholars consider foreign-language competence as a result of professional training and readiness for foreign-language activities in various spheres according to the priorities of the individual and identify the concept of "formation of the foreign language communicative competence of the students of technical specialties" and "professional competence of a specialist" (A. Andrienko, E. Bibikova, Yu. Solodnikova, O. Kravchenko and S. Sklyarova) [6, 7].

Y. Solodnikova believes that foreign-language communicative competence is a complex personal resource, which provides an opportunity for effective interaction in the field of social work, in the process of foreign language using as a means of solving professional tasks of social work. In this case, the researcher separates two components such as foreign-language communicative competence and general professional competence in the structure of professional training of a future specialist [8].

According to V. Tenischeva, a professional foreign-language communicative competence is a complex integrity, which provides competent professional communication in the language of a specialty in conditions of intercultural communication [10, p. 87]. In our opinion, professional competence as a component of the foreign-language communicative competence in students of higher educational establishments is formed by familiarizing



them with professional texts, communicating with native speakers and familiarizing with the latest scientific achievements in one or another science field of the country, the language of which is being studied.

The analysis of scientific achievements allows us to interpret foreign-language communicative competence as the ability to establish and maintain professional contacts with people of a foreign language environment. For effective communication, knowledge and skills that provide the communication process are essential. In this regard, studying professionally oriented foreign language foresees the implementation of actions based on the development of communicative language competencies. The researcher N. Kostenko considers foreign-language professional competence as an integrative person-professional formation, which is realized in the psychological and technical-operational readiness of the individual to perform a successful, productive and effective professional activity with the use of means of a foreign language or in a foreign language culture and provides an opportunity for effective interaction with the environment and giving preference to the competence of linguistic, sociolinguistic and pragmatic levels [5, p. 88].

In modern studies, foreign-language communicative competence is considered the necessary level of human experience in interpersonal interaction for the successful functioning in a society in terms of their own abilities and social status [2, p. 13].

According to L. Nagirny, foreign-language competence should be based on certain fundamental principles that underlie in the base of its assimilation, and only in this case one can speak of a particularly and are professionally oriented approach of studying foreign-language competence [6].

Some scholars believe that the term "linguistic competence" was originally used, and later, taking into consideration the particularly meaning of this concept, was proposed "communicative competence". In the structure of it the following components are distinguished: verbal and communicative competence (the ability to process, group, memorize in the case of need, recall knowledge, actual data, using language markings); linguistic competence (the ability to understand, to produce an unlimited number of verbally correct marks using assimilated linguistic signs and the rules of their combination); verbal-cognitive competence (the ability to take into account contextual relevance and the use of linguistic units for the implementation of cognitive and communicative functions during communication); meta-communicative competence (the ability

to possess a conceptual apparatus, which is necessary for the analysis and evaluation of means of speech communication) [6, p. 104].

The researcher L. Nagorny defines foreign-language communicative competence as an integrative personality formation that has a complex structure and acts as an interaction and interpenetration of linguistic, socio-cultural and communicative competencies, its level of formation allows a future specialist to implement a foreign language effectively, and therefore interlingual, intercultural and interpersonal communication [6, p. 109].

According to O. Tarnopolsky and Z. Korneva, the professional foreign-language communicative competence, which is to be formed by students of non-linguistic high educational institutions, consists of six components: linguistic, sociolinguistic, pragmatic, formal-logical, psychological and subject competence [9, p. 301]. That is, for the effective formation of professional English-language communicative competence of future criminal-service specialists, a four-dimensional approach to the organization of the educational process, the creation of its appropriate teaching methodology and relevant English textbooks for special purposes are necessary.

D. Carver distinguishes three features that are inherent in most ESP courses:

1) the use of authentic educational materials; 2) practical-oriented tasks; 3) providing autonomy to students in learning of a language and mastering individual training strategies [7, p. 301].

The discrepancy in the reasons of language learning, according to K. Olender is a special semantic content (specialized terminology and typical communication situations and specificity of professional language), language learning context, in particular grammatical phenomena, focusing attention on the practical use of the language, the uneven distribution of attention to four types of speech activity, determining the teaching methods by a student's specialization, degree of personal qualities of students (high motivation and commitment in studying language). The researcher believes that studying a foreign language in non-language faculties requires a new approach to the selection of content material that should be focused on the latest achievements in a particular field of activity and display scientific excellence in areas that are adjacent to the professional interests of students and provide them with opportunities for professional growth [7, p. 301].

According to N. Geshko, communicative competence is considered as the ability to carry out speech activity through the implementation of communicative, speech behav-



ior based on phonological, lexico-grammatic, sociological and regional knowledge and skills in accordance with various tasks and communication situations. A number of factors among which are internal and external affects communicative competence formation of students. The internal ones include the motivational sphere; internal position of the person; development and establishment of "myself" and a sense of a person's identity. External factors include social conditions: a society that uses a specific language, its social structure, the difference between native speakers in age, social status, cultural and educational levels, place of residence, and the difference in their speech behavior, according to the communicational situation. Internal and external factors are interrelated, depending on external and internal vice versa [2].

The concept of communicative competence allows you to select the content of studying in accordance with the goals and objectives of the targeted use of language as a means of communication and communicative needs of students. In this regard, studying and clarifying the communication needs of learning language is important. The purpose of studying English by students of the penitentiary service is to form a professionally directed communicative competence, which is a set of knowledge and skills necessary for the performance of professional duties.

Modern studies point to the potential of new educational technologies and methods that should be used in the context of a communicative learning method. The principle of the communicative method of learning is to study in a team and through a team and provides an active linguistic interaction of all participants in the educational process.

Studying the problem of forming a foreign-language communicative competence and its integral part - lexical competence, we rely on the opinion of N. Geshko, G. Grinyuk and Yu. Semenchuk, who believe that in the process of lexical competence formation it is reasonable to allocate three stages: 1) the stage of semanticization of lexical units and creation of an indicative basis for further formation of lexical skills; 2) stage of automation of students' actions with vocabulary at the level of words, phrases and superfaze unity; 3) the stage of automation of students' activities with lexical units at the text level [2].

At the first stage, it is important to ensure the semanticization of lexical units. This can be done using a contextual method. Conformity of the word in the context indicates the correctness of its semantics. The repetition of lexical units in various contexts, their multiple visual and auditory perceptions contrib-

ute to fixing values and usage. At this stage, it is also advisable to use a linguistic guess. Methods of vocabulary semantics are carried out by performing exercises on substitution, transformation, completion of sentences with corresponding words, grouping of lexical units according to certain features, filling in passes and compiling verbal families, constructing phrases and sentences with new words.

At the second stage of active use of lexical units at the sentence level and superfaze unity, students acquire the ability to guess the meaning of unknown words in the text or in situations, to find associative connections, to select lexical units in accordance with the conditions of communication, to combine words correctly when formulating the statements. The acquired skills give students-future specialists of the criminal-executive service the opportunity to prepare for a higher, productive stage of work with lexical units. At this stage, they find in the text the necessary information to justify their thoughts, prepare theses and make a text plan for further discussion, define the main idea of the text and predict the further course of action. Here it is advisable to perform conditional-communicative exercises on substitution, completion, expansion, answering questions, constructing simple, situationally expressed statements, and their correct grammatical design.

At the last (third) stage, students improve the action with new lexical units at the text level. Their task is to perform automated speech actions with assimilated word terms and terminological phrases. For this purpose, lower and upper level exercises are performed to express students' thoughts in so-called post-text activities. Such tasks are performed in pair and group forms of speech interaction of all its participants. The use of the learned terminology in pairs and groups in discussions on the texts, which were read, role plays or business games, in conducting presentations provides the achievement of the necessary level of communicative competence formation [2].

The foreign-language competence provides a certain cultural level of oral and written speech and nonverbal speech behavior. Formation of the foreign-language communicative competence in future specialists of the criminal-executive service should be considered as a compulsory component of general professional training.

Conclusions and further researches.

The analyzed works are an attempt to describe and explain the complex phenomenon of "communicative competence". So, based on the opinion of O. Tarnopolsky and Z. Korneva, under the foreign-language communicative competence of future specialists of the



criminal-executive service, we understand the complex personal formation, which combines linguistic, sociolinguistic, pragmatic, formal and logical, psychological and substantive competencies. The peculiarity of foreign-language communicative competence in future specialists of the criminal-executive service consists of a special content, contextual study of the language, focusing attention on the practical use of language, uneven distribution of attention to four types of speech activity, the conditionality of teaching methods by the specialization of a student and the degree of personal qualities of the student.

To summarize, we note that the issues examined by us do not exhaust the outlined problem and require further study.

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УДК 378.1+37.00.04.03.42

ГОТОВНІСТЬ ДО ПРОФЕСІЙНОЇ МЕТАДІЯЛЬНОСТІ ЯК СИСТЕМОТВІРНИЙ ЧИННИК ФАХОВОЇ ПІДГОТОВКИ МАЙБУТНІХ МАГІСТРІВ СЕСТРИНСЬКОЇ СПРАВИ

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У статті розкрито специфічність професійної підготовки майбутніх магістрів сестринської справи у вищих медичних навчальних закладах засобами дистанційного навчання. На основі аналізу наукових досліджень та публікацій підкреслено необхідність формування у студентів готовності до професійної метадіяльності. Зазначено, що готовність до метадіяльності є істотною передумовою цілеспрямованості й ефективності діяльності, вищий рівень сформованості якої допомагає молодому фахівцеві високоякісно виконувати свої професійні обов'язки, і є зв'язною ланкою між процесом підготовки у ВНЗ і майбутньою працею майбутніх магістрів сестринської справи. Розкрито поняття «готовність до професійної метадіяльності», узагальнено структуру готовності до професійної метадіяльності з огляду на наукові роботи вітчизняних та зарубіжних науковців.

Ключові слова: професійна підготовка, майбутні маїстри сестринської справи, готовність до професійної метадіяльності, структура, компоненти.