

**Iryna Kostyria**

PhD in pedagogy, senior lecturer of pedagogy and psychology of social systems management department of the academician I. Zyazyun, Nation Technical University “Kharkiv Polytechnic Institute”, Kharkiv, Ukraine  
ORCID: 0000-0002-2967-4530  
*E-mail: superirina2016@ukr.net*

**Alina Fandieieva**

PhD in economic sciences, associate professor of the department of foreign languages, Kharkiv National Automobile and Road University, Kharkiv, Ukraine  
ORCID: 0000-0003-2728-2864  
*E-mail: fandyasportik@outlook.com*

**TEACHING OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE ON THE BASIS OF A COMPETENCY-BASED APPROACH IN TECHNICAL UNIVERSITIES**

*Abstract:* the article reveals the implementation of a competency-based approach in the process of teaching of professionally oriented foreign language makes it possible to ensure the integrity of professional training of future professionals and the implementation of the Law of Ukraine “On Higher Education”. The main directions of implementation of a competency-based approach in the process of teaching of business foreign language to future specialists of technical universities have been determined: updating of a target-oriented component and improving the substantial component in a system of professionally oriented training of foreign language; reorientation of the educational process from knowledge-oriented one to practice-oriented one; determination of learning outcomes in the form of foreign language competencies formed in student; application of such educational technologies that would contribute to the creation of educational and professional situations, the main purpose of which is to ensure the formation of certain foreign language competencies in students during the educational process.

*Keywords:* competency-based approach; foreign language training; foreign language communicative competence; teaching of professionally oriented foreign language; future specialists of technical universities.

**Ірина Кости́ря**

кандидат педагогічних наук, старший викладач кафедри педагогіки і психології управління соціальними системами ім. акад. І. Зязюна, Національний технічний університет “Харківський політехнічний інститут”, Харків, Україна  
*E-mail: superirina2016@ukr.net*

**Аліна Фандеєва**

кандидат економічних наук, доцент кафедри іноземних мов Харківського національного автомобільно-дорожнього університету, Харків, Україна  
*E-mail: fandyasportik@outlook.com*

**ВИКЛАДАННЯ ПРОФЕСІЙНО СПРЯМОВАНОЇ ІНОЗЕМНОЇ МОВИ НА  
ЗАСАДАХ КОМПЕТЕНТНІСНОГО ПІДХОДУ У ТЕХНІЧНИХ УНІВЕРСИТЕТАХ**

*Анотація:* в статті з'ясовано, що реалізація компетентнісного підходу в процесі викладання професійно спрямованої іноземної мови дає можливість забезпечити цілісність професійної підготовки майбутнього фахівця та імплементацію Закону України "Про вищу освіту". Визначено основні напрями реалізації компетентнісного підходу під час викладання ділової іноземної мови майбутнім фахівцям технічних університетів: оновлення цільового та удосконалення змістового компонентів системи іншомовної професійно спрямованої підготовки; переорієнтація освітнього процесу із знаннево-орієнтованого на практико-орієнтований; визначення результатів навчання у вигляді сформованих у студента іншомовних компетенцій; використання у навчальному процесі таких освітніх технологій, які б сприяли створенню навчальних та професійних ситуацій, основною метою яких є забезпечення формування у студентів певних іншомовних компетентностей.

*Ключові слова:* компетентнісний підхід, іншомовна комунікативна компетенція, іншомовна комунікативна компетентність, викладання професійно спрямованої іноземної мови, майбутні фахівці технічних університетів.

**Ірина Костыря, Алина Фандеева**

**ПРЕПОДАВАНИЕ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОГО  
ИНОСТРАННОГО ЯЗЫКА НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА  
В ТЕХНИЧЕСКИХ УНИВЕРСИТЕТАХ**

*Аннотация:* в статье определено, что реализация компетентностного подхода в процессе преподавания профессионально направленной иностранного языка дает возможность обеспечить целостность профессиональной подготовки будущего специалиста и имплементацию Закона Украины "О высшем образовании". Определены основные направления реализации компетентностного подхода при преподавании делового иностранного языка будущим специалистам в технических университетах: обновление целевого и совершенствование содержательного компонентов системы иноязычной профессионально направленной подготовки; переориентация образовательного процесса с знаниево-ориентированного на практико-ориентированный; определение результатов обучения в виде сформированных у студента иностранных компетенций; использование в учебном процессе образовательных технологий, способствующих созданию учебных и профессиональных ситуаций, основной целью которых является обеспечение формирования у студентов определенных иностранных компетенций.

*Ключевые слова:* компетентностный подход, иноязычная коммуникативная компетенция, иноязычная коммуникативная компетентность, преподавания профессионально ориентированного иностранного языка, будущие специалисты технических университетов.

**Ірина Кости́ря, Аліна Фандеєва**

Розширена анотація для ознайомлення з цією темою:

**“Викладання професійно спрямованої іноземної мови на засадах компетентнісного підходу у технічних університетах”**

*Постановка проблеми в важливими науковими чи практичними загальному вигляді та її зв'язок із завданнями. Однією з особливостей*

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сучасної вищої освіти є зміна поглядів на суть викладання. Акцент у викладанні зміщується у бік потреби формування у майбутнього випускника системи фахових компетентностей, що допоможе йому в майбутньому якісно і ефективно виконувати свої професійні обов'язки. Пріоритетною метою навчання стає формування здатності майбутнього спеціаліста не лише до професійної діяльності, а й до реалізації професійно-комунікативних вмінь в іншомовному середовищі, що має стати одним із засобів розширення професійних компетентностей.

**Аналіз останніх досліджень і публікацій**, у яких започатковано розв'язання цієї проблеми і на які спирається автор. Проаналізовано останні науково-педагогічні публікації щодо використання компетентнісного підходу у сучасній освіті. Визначено, що Е. Зеер розглядає цей підхід як одну із засадничих умов модернізації професійної підготовки конкурентоздатного фахівця у вищій школі. О. Овчарук визначає провідним підходом освітньої політики держави компетентнісний підхід. С. Ніколаєвою здійснюється поняттєво-термінологічний екскурс для коняре-тизації сутності понять "компетентність" і "компетенція". Роботи Н. Івасів, М. Козяра, І. Мазайкіної присвячено викладанню іноземних мов на підставі компетентнісного підходу у вищій школі. З'ясовано, що проблемам іншомовного спілкування майбутніх фахівців технічного профілю присвячено праці О. Можаровської. Проаналізовано роботи Н. Бондар, М. Паласюк, М. Прадівлянного, які досліджували формування іншомовної комунікативної компетентності професійної спрямованості майбутніх фахівців у закладах вищої технічної освіти.

**Формулювання цілей статті** (постановка завдання). Мета статті полягає у теоретичному обґрунтуванні значення компетентнісного підходу у

викладанні професійно спрямованої іноземної мови у технічних університетах під час професійної підготовки.

**Виклад основного матеріалу дослідження** з повним обґрунтуванням отриманих наукових результатів. Підготовка майбутніх фахівців з поглибленим фахово спрямованим вивченням іноземної мови стала однією з найважливіших складових системи вищої технічної освіти промислово розвинутих країн, зокрема в Україні.

Як свідчать розроблені в 2019 році міністерством освіти та науки України "Засади державної політики щодо англійської мови у вищій освіті", велике значення на державному рівні надається вивченню англійської мови фахового спрямування в закладах вищої освіти. Це обумовлюється прагненням до інтернаціоналізації, академічної та освітньої інтеграції в межах Європейського Союзу, забезпеченням конкурентоспроможності вчених та випускників закладів вищої освіти тощо. Серед концептуальних засад державної політики визначено: встановити рівень володіння англійською мовою – В1 для абітурієнтів; поширити Єдиний Вступний Іспит на всі магістерські спеціальності; включити оцінювання якості вивчення англійської мови в інституційну акредитацію; визначити вимоги до системи внутрішнього забезпечення якості освіти; забезпечити наскрізне вивчення англійської мови на першому рівні (бакалавр); сприяти використанню новітніх методик із урахуванням особливостей викладання фахових дисциплін англійською мовою; запровадити узгоджений підхід до інституційної координації викладання фахових дисциплін англійською мовою; забезпечити якість викладання фахових дисциплін англійською мовою шляхом встановлення вимог до викладачів (рівень В2, підтвердження педагогічної компетентності) у формі професійного стандарту; забезпечити створення

## ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ

якісних програм підвищення кваліфікації для викладачів фахових дисциплін англійською мовою; запровадити методичний супровід викладачів фахових дисциплін англійською мовою.

Метою поглибленого вивчення іноземної мови фахового спрямування у технічних університетах є опанування іноземною мовою як засобом комунікації для вирішення завдань продуктивної професійної діяльності в умовах соціальної і професійної взаємодії та набуття професійно спрямованої іноземної компетентності для успішного виконання подальшої професійної діяльності. У навчальній програмі з вивчення дисциплін “Іноземна мова”, “Іноземна мова (за професійним спрямуванням)”, “Галузева іноземна мова”, “Ділова іноземна мова”, “Іноземна мова наукового спілкування” Харківського національного автомобільно-дорожнього університету, зазначено, що майбутнім фахівцям необхідно набутти як професійну компетентність, так і комунікативну іноземну компетентність професійної спрямованості. Це стосується набуття студентами необхідних знань, умінь та навичок користування іноземною мовою і швидке опанування нею в професійній діяльності за спеціальностями: 132 “Матеріалознавство”, 133 “Галузеве машинобудування”, 151 “Автоматизація та комп’ютерно-інтегровані технології”, 152 “Метрологія та інформаційно-вимірвальна техніка”, 132 “Матеріалознавство”, 133 “Галузеве машинобудування”, 151 “Автоматизація та комп’ютерно-інтегровані технології”, 152 “Метрологія та інформаційно-вимірвальна техніка”, 274 “Автомобільний транспорт”, 192 “Будівництво та цивільна інженерія”, 275 “Транспортні технології”.

З’ясовано, що застосовуючи фаховоспрямовану іноземну мову, студент використовує загальні та комунікативні мовленнєві компетенції. До складу загальних компетенцій майбутніх фахівців

з поглибленим знанням іноземної мови фахового спрямування належить їхні знання, уміння, досвід, а також їхні уміння вчитися. Процес оволодіння знаннями і набуття вмінь буде набагато ефективнішим, якщо він буде супроводжуватися різними формами отримання життєвого досвіду.

Виходячи із завдань підготовки майбутніх фахівців у технічних університетах у сфері іноземної освіти, запропоновано розглядати формування у студентів комунікативної компетенції з урахуванням специфіки професійних інтересів у рамках спеціальності: спеціалізоване змістове наповнення (спеціальна термінологія, типові ситуації спілкування та жанрова специфіка фахової мови), контекстне вивчення мови, зокрема граматичних явищ, фокусування уваги на практичному використанні мови тощо. Визначено, що це повною мірою стосується професійно орієнтованого навчання, оскільки через призму моделювання процесу спілкування в комунікативних ситуаціях можна відтворити багатогранний зміст майбутньої фахової діяльності студентів.

**Висновки з даного дослідження та перспективи подальших розвідок** у даному напрямку. Поняття компетентності необхідно розглядати як завдання освіти, спрямоване на забезпечення майбутнього фахівця можливістю самореалізації в суспільстві. Формування іноземної комунікативної компетентності майбутніх фахівців на сучасному етапі розвитку світової спільноти слід розглядати як обов’язкову складову загальної фахової підготовки в технічних університетах, яку потрібно проводити з урахуванням специфіки професійних інтересів у рамках спеціальності, враховуючи спеціалізоване змістове наповнення, контекстне вивчення мови, акцентуючи увагу на практичному використанні мови для відтворення змісту професійної діяльності майбутнього фахівця. Ефективність процесу

*формування ініомовної комунікативної компетентності забезпечить розробка нових методологічних підходів і визначення педагогічних умов їх реалізації. Подальші наукові пошуки в цьому напрямі ми вбачаємо у тому, щоб конкретизувати шляхи і способи реалізації компетентнісного підходу в підготовці майбутніх*

*фахівців у технічному університеті, зокрема, у визначені, в обґрунтовані, у реалізації та експериментальній перевірці ефективності педагогічних умов викладання професійно спрямованої іноземної мови на засадах компетентнісного підходу у технічних університетах.*

**Problem setting.** The feature of the development of education in Ukraine at the present stage is the abundance of educational innovations aimed at both modernizing of the education system in accordance with the requirements of the time, the latest advances in science, technology, culture and professional practice, and preserving of achievements of the past.

A notable feature of modern higher education is the change of views on the essence of teaching. The attempts to provide the student with the largest amount of theoretical information, indicating the approximate possibilities of its practical use, and the requirements of reproductive simulation of this information have gone to the past. Instead, the emphasis of teaching is shifted to the acquisition of knowledge in the process of active cognitive activity, which satisfies the need to form a system of professional competencies in the future graduate. That will help him perform his professional duties efficiently and effectively in future. In this regard, the reorientation of teaching methodology in higher education is carried out. This aims to make students aware of the essence of learning as a process in which the need to form a system of competencies determines the depth and scope of theoretical knowledge and practical skills, and also makes the educational process more flexible and logically viable. The priority goal of training is in the development of ability of future specialist not only to professional activities, but also to implementation of professional and communicative skills in a foreign language environment, which should become one of the means of expanding of professional competencies.

Foreign language training of future specialists is one of the important components of the modern system of higher technical education, as it promotes the ability of individuals to carry out language activities by means of a foreign language in accordance with the goals and situations of communication within one or another sphere of activity. It is based on a set of skills that allows you to participate in language communication in its productive and receptive forms. Therefore, the purpose of teaching a foreign language in technical universities is to master it as a means of communication and the acquisition of professionally oriented foreign language competence for the successful implementation of further professional activities. The interest of scientists in this problem emphasizes the relevance of research in this area. However, some aspects of this problem require further research, namely: determining the place of a foreign language in the system of training of future specialists, researching the ways of an effective formation of foreign language competence in modern globalized information society, analysis of mechanisms of effective mastering of business foreign language by means of the competency-based approach, analysis of formation of foreign language competence of students of non-language specialties, and so on.

**Recent research and publications analysis.** Competency-based approach in modern education is considered by the scientist E. Zeer as one of the basic conditions for modernization of professional training of a competitive specialist in higher education. Determining the relationship

between the competency approach and innovative education, the researcher draws attention to the huge innovative potential of the competency approach. We fully share the view that the purpose of this approach is "to ensure the quality of education, which is understood as a system of properties and characteristics that reflect the compliance of education with modern needs and values, as well as ideas about its future" [5, с. 16].

Based on the world experience and Ukrainian perspectives, the competency-based approach is determined as the leading approach of the state's educational policy. Researchers of domestic educational policy consider the competency-based approach as the focus of the educational process on the formation and development of key and meaningful competencies of the individual. O. Pometun defines the result of such process as "the formation of general human competence, which is a set of key competencies, an integrated characteristic of an individual. The main characteristic of the competency approach is the transfer of emphasis from the learning process to its results. It is the basis of radical changes, guidelines and tasks of the modern system of secondary and higher education" [19, p. 11].

The concepts of "competency" and "competence" have been introduced in pedagogy by scientists V. Luhovyi and A. Khutorskyi since the 80's of the twentieth century. The analysis of recent research and publications shows that modern scientists carry out a conceptual and terminological insight to specify the essence of the concepts of "competency" and "competence". The modern researcher S. Nikolaeva works in this direction [14]. Recently, the works of national researchers (N. Ivasiv, M. Kozyar, I. Mazaikina) have been devoted to the issue of teaching foreign languages on the basis of the competency-based approach in higher education [7; 11]; problems of foreign language communication of future technical specialists are covered in the works of O. Mozharovska [13]; such researchers as N. Bondar, M. Palasyuk, M. Pradivlianni

worked in the issues of formation of foreign language communicative competence of professional orientation of future professionals in higher technical educational institutions [3; 17].

In the European Qualifications Framework, the concept of competence is considered as knowledge, skills and competences [6, p. 4]. In the National Qualifications Framework, competence is seen as knowledge, skills, ability to communicate, autonomy and personal responsibility [21]. We find a similar definition in the Bologna Glossary, which considers competence as the sum of knowledge, skills and abilities [2].

The competence of the specialist indicates his ability to apply knowledge in practice, the readiness to face the challenges of real professional activity. D. Raven, who studied the concept of competence from a psychological standpoint, proposes to consider competence as a set of skills, abilities, dispositions and roles inherent in the specialist, which are manifested in his cognitive, emotional and behavioral spheres and provide a high level of efficiency [22, p. 253–255]. This definition successfully emphasizes the complexity of the competence structure and its multidimensionality. However, it does not disclose the mechanisms and conditions of competence as such.

The competency approach is the basis for reforming the education system in Ukraine, which is why we consider it necessary to analyze the study of professionally oriented foreign language in terms of this approach in the works of famous scholars. Modern development of society requires the education system to implement training with a competency-based approach.

This approach originated in Western pedagogical science and is based on the position that the degree of compliance of the graduate with the requirements of the profession can be accessed through the presence of basic "competencies", complex formations that include knowledge, skills, willingness to implement in practice, focus to self-improvement, etc. I. Bekh notes that

the application of the competence approach “reflects the current needs of society, especially the labor market” [1, p. 26]. The researcher claims that today various types of competencies are actively studied, the list of which is professional and communicative.

Modern researcher of the competence approach S. Savignon argues that the implementation of the competence approach in education is primarily through group tasks [30]. According to the modern foreign scholar J. Espinoza, in order to study English as a foreign language, students must work on communicative and strategic competencies, being aware of the social aspects of the language [28].

The results of research by domestic and foreign scientists are reflected in our work.

**Paper objective.** The purpose of the article is to substantiate theoretically the importance of the competency-based approach in teaching a professionally oriented foreign language in technical universities during professional training.

**Paper main body.** Training of future specialists with in-depth professional-oriented study of a foreign language has become one of the most important components of the system of higher technical education in industrialized countries. Scientists D. Coste, J. de Pietro and D. Moore attribute this to the recent spread of multilingual and multicultural competence [27].

One of the ways to improve the educational process of learning a foreign language in technical universities is seen in the widespread introduction of modern innovative technologies in the educational process, which allows to accumulate, process, transmit large amounts of information, opens great prospects for expanding the theoretical knowledge base and giving the practical significance to the results of learning. This statement is based on the model of formation of foreign language communicative competence of students in the process of interactive learning, which was tested by researchers R. Fakhrutdinova, I. Yarmakeev, R. Fakhrutdinov [29].

The purpose of in-depth study of a foreign language for professional purposes in technical universities is to master a foreign language as a means of communication in order to solve problems of productive professional activity in terms of social and professional interaction and to acquire professionally oriented foreign language competence for the further successful professional activity. In educational programs in the disciplines “Foreign language”, “Foreign language (for professional purposes)”, “Sectoral foreign language”, “Business foreign language”, “Foreign language of scientific communication”, which are studied during training at Kharkiv National Automobile and Road University in technical specialties states that future professionals need to acquire both professional competence and communicative foreign language competence.

Professional competences are considered more widely than theoretical and practical knowledge, abilities and skills in a certain professional sphere in the traditional sense from the point of view of activity bases in the competency-based approach. After all, the proficiency of only the total amount of knowledge (technical, scientific or humanitarian) is not enough for the successful implementation of communication on professional negotiations. Modern professional activity requires the development of not only specialists’ skills related to their professional activities, but also the ability to think globally and critically, to have not only cognitive but also communicative competence for understanding the background knowledge and ideas of foreign partners in professional communication. Considering the improvement of the educational process on the basis of the competency-based approach O. Ovcharuk notes that this approach in the field of education covers various components that provide a focus on creativity, performance, result: aesthetic, moral and ethical, motivational, humanistic, and so on [15].

The study of a foreign language in technical universities is communicative-oriented and professionally-oriented, so its tasks are determined by the communicative

and cognitive needs of specialists in the field. Performing professional activities in a foreign language environment involves the performance of certain actions by a specialist, while applying their own competencies to achieve results. Taking this into consideration, the implementation of professionally oriented foreign language activities by future professionals, as well as the study of professionally-oriented foreign language in technical universities is based on the development of a number of general competencies, as well as communicative speech competencies. The application of a foreign language during the performance of professional tasks allows students to use the formed competencies as needed in different contexts, depending on the conditions and needs required for various types of speech professional activities. This includes the speech processes of perception and reproduction of foreign language utterances and information which are related to a particular professional topic, which means everything related to the activities of a specialist during the performance of his professional duties. As stated in the Conceptual Principles of State Policy for the Development of the English Language in Higher Education, "The teaching of professional disciplines in English (EMI) refers to the teaching of academic (non-language) disciplines in English to both Ukrainian students and foreign students who have decided to study in Ukraine. It is important that English language policy in higher education in Ukraine supports the development of effective EMI practices, given the potential benefits to a wide range of stakeholders" [10].

We will highlight the concept of communicative competence and its components.

The term "communicative competence" was first introduced into scientific usage in the 1960s by the American ethnolinguist D. Hymes, according to whom the essence of communicative competence lies in the internal understanding

of the situational relevance of language, and language proficiency involves both knowledge of grammar and vocabulary, and the social conditions of their use [27].

The theory of communicative competence has gained wide recognition and spread after its development was continued by researchers M. Caneil and M. Swain. According to them, communication is formed due to the interaction of the system of knowledge and skills with 4 main types of competencies:

– grammatical competence: vocabulary, phonetics, spelling, semantics and syntax;

– sociolinguistic competence: the correspondence of statements by form and content in a particular situation, the contextual background;

– discourse competence: the ability to construct holistic, coherent and logical statements in oral and written language;

– strategic competence: compensation of lack of language knowledge, and language and social experience of communication in a foreign language environment by special means [30].

Another model of foreign language communicative competence, proposed by P. Dwyer, is represented by the following components:

– speaking competence (lexical, grammatical, pronunciation);

– writing competence (lexical, grammatical, spelling);

– listening competence (sound distinction, grammatical and lexical);

– reading competence (distinction of graphic signs, grammatical and lexical) [12].

Quite a detailed description of communicative competence belongs to L. Bachman. He uses the term "communicative language activity", which forms the following key competencies:

– language / linguistic (the possibility to make statements in a foreign language only on the basis of acquired knowledge, and understanding of language as a system);

– discursive (cohesion, coherence, pattern of language);



– pragmatic (the ability to convey communicative message in accordance with the social context);

– fluency (the ability to speak coherently, without tension, at a natural pace, without long pauses to find language forms);

– socio-linguistic (the ability to choose language forms);

– strategic (the ability to use communicative strategies to compensate for missing knowledge in real language communication);

– cognitive (readiness to create the communicative content as a result of cognitive activity: the interaction of the problem, knowledge and research) [26].

After analyzing a number of works on this issue, we came to the conclusion that there is no single definition of the term “foreign language communicative competence”, there is no consensus on the definition of the component content of foreign language communicative competence. However, all researchers admit the multicomponent structure of foreign language communicative competence, although their perceptions of it may differ significantly. In our opinion, the model of use and language with only four skills is not adequate to modern requirements. Along with the generally recognized skills of written and oral communication, students need to: have communication experience, participate in interpretation, express and discuss meaning, have a strategy of language behavior.

The term “foreign language communicative competence” is defined by modern Ukrainian researchers as knowledge, skills and abilities necessary to understand other people's and own programs of speech behavior, which are adequate to the goals, areas, and situations of communication, and the content of which covers knowledge of basic linguistics (styles, types, ways of connecting sentences in the text), skills and abilities of text analysis and actual communicative achievements [16, p. 6–7]; knowledge of the language, a high level of

practical mastery of both verbal and nonverbal means, as well as experience of language proficiency at the variable-adaptive level depending on the specific speech situation [25, p. 14].

In the Common European Framework of Reference for Languages, competences are defined as “the sum of knowledge, skills and characteristics that enables an individual to perform certain actions”; general competencies are “those that are not specific to speech, but those that are necessary for any type of activity, including a speech one”; communicative language competencies are “those that provide the subject with the opportunity to act, perform professionally oriented activities, using special linguistic means” [4, p. 19].

It should be pointed out that using a professionally-oriented foreign language, the student uses general and communicative speech competencies. The general competencies of future specialists with in-depth knowledge of a foreign language of professional orientation include their knowledge, skills, experience, as well as their ability to learn.

Scientific knowledge (theoretical and empirical), knowledge of academic disciplines, knowledge of the professional sphere, of course, play an important role in the perception and understanding of texts of professional content in a foreign language. But at the same time, the knowledge gained on the basis of experience in the field of everyday life is the most essential for the organization of foreign language speech activities. We fully share the opinion of M. Pradivlyany and V. Klochko that “the sociolinguistic component permeates the whole process of communication between the representatives of different cultures, even when its participants are often unaware of this influence” [8, p. 16].

Thus, knowledge of the common values and ideals adopted by social groups in other countries or regions is most important for intercultural communication.

It should be pointed out that the process of mastering knowledge and

acquiring skills will be much more effective if it is accompanied by various forms of life experience. In the Common European Framework of Reference for Languages, life experience is considered as one of the general competencies of an individual (competence of existence) and is defined as the sum of individual characteristics, traits and habits of a person, which relate to, for example, self-awareness or perception of other individuals and willingness to engage in joint interaction with others [4].

Any experience, including communicative activities, can be formed exclusively in the process and as a result of these activities, namely, the implementation of professional communication in a foreign language during the implementation of professionally-oriented tasks and projects. It should be pointed out that the inclusion of professionally oriented projects, both group and individual, in the process of foreign language education can be seen as the basis for the formation of foreign language professional discourse, by which we mean the communicative effect of professional communication based on knowledge and use of strictly selected linguistic and stylistic tools.

The peculiarity of group exercises should be especially pointed out. The collective nature of the exercise is forced to involve passive or diffident students who have difficulty using language. As I. Polyanska notes, "In the situation of such an exercise, the student will inevitably find himself in a situation of comparing his capabilities with the capabilities of others, and also it will be independently, without the evaluative intervention of the teacher. The desire to be "not the worst one", to focus on the most active communicators can activate the competitive factor and become a greater incentive to work than the threat of bad mark or low rating" [18, p. 115]. Thus, the teaching of foreign language professional discourse is directly related to the formation of foreign language communicative competence, taking into account the conditions of professional-oriented learning.

Another general competence (the ability to learn (*savoir-apprendre*)) in the most general sense is the ability to observe and participate in new experience, as well as to add new knowledge to existing ones, changing the latter, if it is necessary. It mobilizes life experience, declarative knowledge and skills and promotes the development of competencies of various types. The ability to learn has several components, such as language and communicative consciousness; general phonetic skills; learning skills, heuristic abilities.

Scientists define language consciousness as a set of mental mechanisms of generation, understanding and storage of language in consciousness, which provide the process of human speech activity. This is a reflection of a specific language structure in the subconscious of native speakers; a set of laws, rules of language at the level of skills, which is realized in the ability to choose and use language means in communication correctly. Violation of homogeneity and the emergence of different variants of language consciousness are due to the collapse of traditional culture, by focusing on the ideals and norms of different social groups, which may contradict each other [9].

Communicative consciousness determines the behavior of a communicative personality during the information exchange. The more developed the communicative consciousness of man is, the more aware his behavior and choice of speech actions are, and also the construction of communicative situations is the more successful.

General phonetic skills, in turn, are divided into:

– means that should be used for the development of speech and communicative consciousness;

– features of hearing and articulatory abilities of the student which he should master (which he will need, which he should have from the beginning of training, which should be developed).

The ability to learn can also be seen as knowledge or a willingness to learn new

facts; also when it concerns another language, another culture or new areas of knowledge.

The development of strategies for self-observation and self-learning should precede the development of this type of competence, according to J. Raven. Such strategies are connected with the use of “enlightenments” and vague sensations, with the “playback” of ideas offered by intuition and imagination, and also with the postponed evaluation of ideas produced by the unconscious. The researcher also notes that the ability to learn independently is one of the types of competencies that are not given enough attention to [22].

In addition to general competencies, the Common European Framework of Reference for Languages uses communicative speech competencies to implement communicative intentions. These communicative speech competencies are divided by components into: linguistic competencies; sociolinguistic competencies; pragmatic competencies.

Linguistic competences are proposed to be defined as knowledge and the ability to use formal abilities, on the basis of which well-designed, meaningful statements can be generated and formulated. The proposed scheme of linguistic competence distinguishes:

– lexical competence (knowledge and the ability to use language vocabulary; consists of lexical and grammatical elements);

– grammatical competence (the ability to understand and express meaning, by producing and recognizing the phrases and sentences which are correctly designed in accordance with the principles of grammar);

– semantic competence (the ability of students to understand and control the organization of content);

– phonological competence (knowledge and skills of perception and production of language phonemes and ways of their realization in a certain context, phonetic features of phonemes, phonetic structure of words, phonetics of a sentence, phonetic reduction);

– spelling competence (knowledge and skills of perception and production of symbols that make up the written texts);

– orthoepic competence (the ability to pronounce correctly what is written).

Pragmatic competencies are associated with the functional use of language means, perfect command of discourse, coherent language with no logical contradictions, identification of types and genres of texts, irony and parody, which is identified with students' knowledge of the principles by which statements are organized, structured and formed (“discourse competence”); are used to perform communicative functions (“functional competence”); are coordinated according to the interactive and transactive schemes (“speech programming competence”).

Sociolinguistic competencies are related to the knowledge and skills necessary to implement the social aspect of language use, and address issues related to: linguistic markers of social relations; rules of courtesy; expressions of folk wisdom; differences in speech registers; dialects and accents [4].

Researcher I. Pometun, considering the competence approach in terms of forming a hierarchy of competencies, proposed the following structure:

– key competencies (interdisciplinary and beyond the discipline) – the ability of a person to carry out complex multifunctional, multidisciplinary, culturally appropriate activities, effectively solving current individual and social problems;

– competencies of general field – competencies that are formed by the student during the assimilation of the content of a particular field of education in all forms of high school and which are reflected in the understanding of “mode of existence” of an appropriate industry – in other words, the place that this industry occupies in society, and also the ability to apply them in practice in the framework of culturally appropriate activities for the development of individual and social problems;

– subject competencies – a component of general industry

competencies, which relates to a specific subject [19, p. 13].

The proposed hierarchy of competencies, in our opinion, orients the content of education on the development of students' competencies and provides for the thorough development of a system of competencies of different levels. Such a system should consist of elements of a set of competencies that are related in content and structure and that can develop in students gradually depending on the subject, educational field, year of study. Only such a systematic approach to determining learning outcomes at each of its stages will allow to make appropriate changes in the content of education, which should be reflected in educational standards and curricula in individual subjects.

In addition, it should be noted that competencies do not simply consist of a set of key, subject and field competencies. They are integrated into a complex structural component in which the elements are interconnected by various connections and relations.

Based on the peculiarity of the competency-based approach, which is manifested on the basis of personality-oriented paradigm in education, we will consider a foreign language communication competence as a quality of a specialist, which includes a set of competencies in foreign language mastering in integration with professional knowledge, skills and ability to solve problems, which arise in the professional and socio-cultural environment.

Thus, interpreting the competence as a given requirement for training a future specialist for professional activity, and the competence as his personal quality, we believe that professional competence is determined by the degree of mastering key, basic competencies, and the foreign language competence is determined by a set of competencies, which includes:

– linguistic competence (mastering of language means, knowledge of language material, rules of its design and operation);

– subject competence (mastering of extralinguistic information);

– pragmatic competence (the ability of the user to connect sentences logically in order to produce coherent segments of speech);

– socio-cultural competence (knowledge of the socio-cultural context);

– compensatory competence (the ability to reach mutual understanding);

– educational competence (the ability to use reference books and vocabulary to ensure adequate language acquisition for professional communication);

– communicative competence (the ability to communicate with the interlocutor, the ability to cooperate).

In educational programs in the disciplines “Foreign language”, “Foreign language (for professional purposes)”, “Sectoral foreign language”, “Business foreign language”, “Foreign language of scientific communication”, which are studied during training at Kharkiv National Automobile and Road University in technical specialties states that future professionals need to form all six of the above competencies.

It should also be noted that the formation of communicative competence involves not only the mastering of appropriate foreign language techniques (in other words – language competence), but also the acquisition of non-linguistic information necessary for adequate mutual understanding. We are of the opinion that this is also considered today as one of the priorities of foreign language teaching.

With regard to foreign languages, for a modern specialist it is important both the theoretical literacy and the ability to apply generalized knowledge, skills and abilities in a foreign language to solve specific situations and problems that arise in the real activities of professional communication.

We support T. Popova's statement that foreign language proficiency is an obligatory component of professional training of a modern specialist of any profile,

and the purpose of the course in higher education is the formation of foreign language competence of students necessary for qualified professional and scientific activities and for the purposes of self-education [20].

Competency-based approach in teaching foreign languages in technical universities offers a number of advantages, namely:

- personality-oriented orientation of education;
- the ability to choose an individual educational strategy;
- development of potentially significant qualities of each student;
- formation of professional and general cultural competencies;
- focus on the demand for the profession in society, and so on.

The principles of organizing foreign language learning on the basis of professionally oriented technology contribute not only to the rapid and effective acquisition of language skills and abilities, but also specific abilities:

- to identify features of the form, meaning and use of language units;
- to compare the phenomena of a foreign language with their equivalents in the native one;
- to analyze the lexical and grammatical phenomena of the language being studied;
- to choose the appropriate language tools for communication;
- to use practically all modern technical means of training in formation of skills of foreign language communication [17].

The purpose of teaching a foreign language in a higher education institution involves the formation of students' ability to communicate in real situations, in other words, the acquisition of foreign language communicative competence to a limited extent provided that a relatively little time is given to its implementation. However, as practice shows, the ultimate goal of learning a foreign language in a higher education

institution of technical orientation is achieved by 30 – 40 %. Teachers give different reasons: insufficient number of hours assigned to learning a foreign language; low level of formation of motivational and value sphere of students; insufficient activity of students, which again is due to insufficient time for active training and practice of students in the classroom, and so on. That is why teachers should make appropriate efforts to overcome the negative factors that prevent the achievement of the necessary learning outcomes and the search for effective methods and techniques to improve the quality of language training of future professionals.

Based on the tasks of training of future specialists in technical universities in the field of foreign language education, it is important to consider the formation of students' communicative competence taking into account the specifics of professional interests in the specialty – specialized content (special terminology, typical communication situations and genre specifics of professional language), contextual study of language, in particular grammatical phenomena, focusing on the practical use of language, and so on. This fully applies to professionally oriented learning, because through the prism of modeling the process of communication in communicative situations, the multifaceted content of future professional activities of students can be reproduced. During the teaching of professionally oriented foreign language on the basis of the competence approach in Kharkiv National Automobile and Road University certain author's pedagogical conditions were created: involvement of future engineers in independent work, introduction of interactive technologies as innovative forms and methods of professional training and development of didactic materials as effective factors. mastering a professionally oriented foreign language. The effectiveness of the pedagogical conditions determined by the author was proved experimentally [23; 24].

**Conclusions of the research.** The competency-based approach is now naturally

considered to be the basis for teaching foreign languages in technical universities. The process of teaching students to communicate in a foreign language should be built taking into account the principle of personality-oriented learning, the principles of student-centered orientation and continuity of learning. The concept of competence should be considered as an educational task aimed at providing future professionals with the opportunity for self-realization in society.

It should be emphasized that foreign language communicative competence as an integrative formation of personality has a complex structure and acts as an interaction and interpenetration of linguistic, sociocultural and communicative competencies, the level of formation of which helps the future specialist to carry out both foreign language communication, and interlingual, intercultural and interpersonal communication effectively. The formation of foreign language communicative competence of future professionals at the present stage of development of the world community should be considered as an obligatory component of general professional training in technical universities, which should be carried out taking into account the specifics of professional interests in the specialty, bearing in mind the specialized content, contextual study of the language, emphasizing the practical use of language to reproduce the content of the professional activities of the future specialist. To ensure the effectiveness of the process of formation of foreign language communicative competence, new methodological approaches

should be developed and pedagogical conditions for their implementation should be determined, which is currently being worked on by national scientists and teachers-practitioners.

Teaching a professionally oriented foreign language on the basis of a competency-based approach in technical universities should take place through the implementation of certain pedagogical conditions defined and substantiated by the authors: students' awareness of methodological principles of independent activity, which involves the use of foreign language skills; introduction of means of interactive technologies as innovative forms and methods of professional training of students of technical and economic specialties; development of didactic materials taking into account the principles of individualization, differentiation and interactivity of foreign language teaching. To increase the effectiveness of the implementation of the above pedagogical conditions, the authors proposed a program for the development of foreign language competence of future specialists in technical and economic specialties in technical universities.

The study does not cover all aspects of this problem. Promising for further research are the issues of training teachers to teach professionally oriented foreign language on the basis of the competence approach of future engineers and economists in technical universities, as well as the formation of professionally oriented foreign language in future professionals of other professions.

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