

FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS ON THE BASIS OF PERSONAL-ORIENTED APPROACH

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ABSTRACT

This article is devoted to the study of the problem of the formation of the communicative competence of future specialists. As a conceptual basis for the implementation of this process, the author considered a personal-oriented approach.

Keywords: Competence, personal-oriented approach, the formation of communicative competence.

INTRODUCTION

Global changes in the political, economic and cultural spheres of society have a significant impact on the training of specialists in various industries. Modern society requires from a young specialist readiness to solve problems of theoretical and practical importance, subsequent professional and career growth, competitiveness in the labor market. These tendencies make it necessary to optimize the process of training of professional-competent specialists and to form new views on the goals of training and quality of education.

Competence is the ability and readiness of a person to perform an activity, which consists of understanding the essence of the tasks the problems to be solved, the active possession of the best achievements, the ability to select methods of action that are adequate to the specific conditions of place and time, a sense of responsibility for the results [1]. It is assumed that a successful young specialist has a number of professionally oriented competencies, the formation of which constitutes the value-semantic sphere of the subjects of the educational process in higher education. The formation of competence allows to achieve high quality indicators of learning, increases the independence of students, significantly affects the formation of such personality traits as responsibility, purposefulness, striving for improvement and professionalism. Based on this, professional competence is an individual's ability to solve professional problems and tasks arising in real situations of professional activity, using knowledge, professional and life experience, values and inclinations. However, the formation of professional competence cannot be limited only by the means of special subjects, since they do not provide the development of some competencies, for example, communicative, intercultural and others. In this regard, it is necessary to purposefully use the means and opportunities of a foreign language in the professional training of a specialist in order to form his communicative competence as a necessary component of a global strategy of personal and professional formation and development of an individual. In the field of professional activity, a lot of things depend on the ability to realize oneself through communication: to establish business relations, to come into and out of contact, to inform or explain one's thoughts and suggestions; to adequately understand one's colleagues, managers and subordinates, to resolve tension or conflict constructively.

Therefore, a university graduate must have a high level of communicative competence, which would allow him to freely use a foreign language for the implementation of current professional tasks, future advancement and level of achievement. Numerous studies of domestic scientists have shown that the personal orientation of the educational process that involves close interaction between teacher and student stimulates the formation of professional - active competence of students. Thus, there is a need to provide new pedagogical conditions that contribute to the development and maintenance of future specialists' persistent interest in learning foreign languages, in other words, to make professionally oriented changes in teaching a foreign language in a non-linguistic university.

Materials and methods

Professionally-oriented change assumes that the process of foreign language teaching should be in accordance with the program of special disciplines and include elements of professional activity, professional education and situations of professional communication [2]. This increases the level of students' motivation to learn foreign languages, and thus increases the effectiveness of learning. Having realized that knowledge and qualification become priority values in human life in the conditions of information society, a modern specialist should strive to keep abreast of the development of his professional field in the world practice, and for this purpose it is not always enough to know information in his native language. The key competence of professional competence of a specialist of any profile is communicative competence - skills of communication in professional situations: Formation of such professional and business qualities as responsibility, diligence, initiative, creativity, flexibility in the choice of working methods, enthusiasm, self-control and social activity.

Therefore, solving a communicative task with the help of a foreign language, a modern specialist cannot be satisfied with a set of speech stamps, but must be able to listen and understand the interlocutor, argumentatively express his position, prove or disprove this or that fact, while forming his ideas clearly and logically. A specialist solves communication tasks within the framework of his professional competence, using a foreign language as a means. Such forms of intercultural professional communication as correspondence, business conversations on the phone, meetings and press conferences, negotiations and presentations, as well as everyday communication with foreign colleagues, require very serious special training. It should be noted that the formation of communicative competence cannot be carried out without the socio-cultural component, as communication in a foreign language takes place, in general, in the context of intercultural communication. The expansion of interaction between cultures and peoples makes the issue of cultural differences especially relevant. It becomes important to be able to identify the cultural characteristics of peoples in order to understand each other and facilitate successful communication. Hence, it is necessary to purposefully learn effective intercultural communication.

This means that in the context of teaching a foreign language, it is necessary to acquaint students with the culture of other nations, their customs, traditions and norms of behavior. These elements in the learning process help prepare students for effective international contacts at the level of everyday interpersonal communication and form practical skills that allow them to freely understand representatives of other cultures. . In the formation of communicative competence, the determining approaches are communicative and personal-oriented technologies. The communicative approach focused on the personality of trainees, allows to create a motivational background and to develop necessary skills for mastering a foreign language both in a relatively short period of classes and for further improvement. The communicative approach is a strategy that simulates communication, aimed at creating a

technological and linguistic readiness for communication, at conscious comprehension of the material and the ability with it, as well as awareness of the requirements for effective speech [4].

Result and discussion

Personal-oriented learning ensures the development and self-development of the personality of students, based on the identification of their individual abilities, relying on their abilities, inclinations, interests, value orientations, relying on their subjective experience and provides an opportunity to be realized in educational activities. It follows that the organization of the learning process, methodological approaches to the use of material, the choice of exercises and tasks should be refracted through the prism of the personality of the trainee, his needs, motives, activity, intelligence, individual and psychological features, individual characteristics and level of basic training. Thus, communicative and personal-oriented technologies used in the learning process are aimed at gradual formation of students' culture of understanding and culture of language communication; focused on working on oral and written speech, reading based on their relationship, taking into account the specific capabilities of each type of speech activity. The training process begins with students mastering their initial knowledge and skills within a foreign language, phonetic and grammatical system, rules and the most used lexical units. And already at this stage, you can actively use the communicative method, which is aimed at developing communication skills in everyday communication: the ability to get acquainted, introduce oneself, apologize, start and end a conversation, change the topic of a conversation, communicate and request information. Training takes place on the material, which includes a wide range of non-specialized vocabulary (everyday and general cognitive), as well as business situations, which allows you to study the basic vocabulary of the common language and terminology necessary for conducting a conversation, business negotiations, concluding contracts with foreign partners. . At this stage, great attention is paid to grammar, as it is the basis for communication capabilities. On the basis of initial knowledge, the formation of skills of professional foreign language communication begins. The main condition at this stage of training is a constant communicative orientation to oral speech within the framework of specific speech situations in the educational and scientific sphere of activity, which naturally contributes to the transition to the formation of correct communication skills in a foreign language both in the socio-cultural and professional-economic spheres. Students form a vocabulary of economic terms and a block of professionally oriented activities. Oral communication is carried out from a monologue to a dialogue, and, conversely, with the use of tasks and games of a problem-seeking nature. At this stage, serious attention is paid to improving the skills of written professionally-oriented speech. In addition, a certain amount of time is devoted to study aspects of the culture of the countries of the target language, acquaintance with etiquette and business etiquette, since the future specialist should easily navigate the multicultural world.

CONCLUSION

This is easily accomplished within the framework of role-playing games, business situations and discussions, when many life situations that introduce students to the realities of foreign countries are played out in the classroom, which helps to overcome the psychological barrier that arises in a person in a new, unfamiliar situation, which involves active actions and communicative competence. Thus, a communicative approach to teaching students a foreign language contributes to the formation of their communicative competence as a key professional competence affecting their world view, value system, and ability to think. Gradually mastering the basics of communicative competence, students eventually achieve the highest degree of

autonomy in organizing their future activities, thereby ensuring themselves the first step to success.

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