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**КОММУНИКАТИВНЫЙ ПОДХОД К ИЗУЧЕНИЮ  
ИНОСТРАННЫХ ЯЗЫКОВ КАК ОСНОВА  
ФОРМИРОВАНИЯ КОНКУРЕНТОСПОСОБНЫХ  
СПЕЦИАЛИСТОВ**

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Аннотация: в статье рассматриваются особенности использования коммуникативного метода в профессиональной подготовке конкурентоспособных специалистов в разных областях. Характеризуются особенности использования коммуникативного метода при обучении иностранным языкам.

Ключевые слова: коммуникативный подход, коммуникативное задание, отрасль науки, профессиональное общение, профессиональная подготовка.

**COMMUNICATIVE APPROACH TO TEACHING FOREIGN  
LANGUAGES AS A BASIS OF TRAINING COMPETITIVE  
SPECIALISTS**

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Summary: the article considers peculiarities of the application of communicative method to professional training of competitive specialists in various areas. The peculiarities of using the communicative method in teaching foreign languages are analyzed.

Keywords: communicative approach, communicative task, branch of science, professional communication, professional training.

The globalization of social, political, and economic relations, rapid scientific and technical progress, strengthening of professional mobility

of population require from modern specialists in-depth understanding of national cultures and international trends. Consequently, higher school graduates need to have knowledge and skills that would enhance their competitiveness in a constantly changing world.

It has been proven that efficiency of a cross-cultural mediator is determined by the ability of specialists to estimate the degree of cultural co-ordination, overcome cross-cultural barriers, and interpret codes of other culture [1, p. 11]. It can be done through developing students' foreign language competency. In this regard, the goal of higher educational establishments is to give students both good professional skills and language proficiency. To provide students with good language skills, teaching foreign languages tends to be changed from the structural approach to communicative, humanistic one, where learners are primarily treated as human individuals whose personal dignity and integrity, ideas, thoughts, and needs should be respected. In other words, an individual is in the spotlight.

A communicative method is based on the fact that a process of teaching is the model of communication process. The basis of communicative competence is a set of knowledge, abilities and skills, which help strengthen students' ability to communicate by means of foreign languages. The development of communicative competence is possible through using of communicative exercises and tasks aimed at achievement of a certain result. The examples of such communicative exercises are different presentations (informative, persuasive and motivational), exercises aimed at re-coding information, logically and communicatively motivated monologues of different types, analysis of case studies, interviews, various projects, discussions in a form of conversation. The latter seems to be very important, as the participants of any discussion have the opportunity to be considerably active by sharing their opinions concerning various problems. Moreover, a group discussion develops competencies and skills in two forms of speaking: monologue and dialogue.

Another type of communicative exercises is project management when students independently plan, create, and defend a project, that is, they are actively involved in the process of communicative activity. This type of work is carried out by students on their own with a view to the practical or theoretical solution of an important professional issue. Project method helps improve students' language skills and favour the de-

velopment of their conceptual thinking, self-realization and self-expression.

One of the most effective methods of teaching conversational skills is a role-playing game which is an important means of students' interest revitalization. This technique is used in the context of communicative approach and is aimed at teaching students to communicate successfully in different professional situations. Role-playing games facilitate the educational process by increasing students' motivation and accumulating cognitive experience during the decision-making process. A role-playing game is considered to be a specific kind of work aimed at reflection of reality, in particular, true-life practical activities of people, their social, economic, and cultural relations. The use of this technique requires three stages: preparatory (necessary grammar and vocabulary are introduced), playing (students do communicative exercises aimed at mastering of various grammatical and lexical structures) and final (students have to use their knowledge of vocabulary and grammar in a certain communicative situation). During these stages, students can demonstrate their creative abilities and knowledge in the chosen professional field. The results of students' collaborative work are evaluated at the final stage, According to psychologists, it is very important for students to be aware of the results of their activity. This awareness can increase learning motivation, i.e. be the most powerful incentive for motivation of learning foreign languages. It should be noted that a teacher must take into account not only students' language abilities, but also individual psychological features of every student.

Thus, the communicative approach to teaching foreign languages is aimed at developing learners' foreign language proficiency with an enhanced focus on real-life situations, including professional ones. This approach has proven to be very effective both for teaching and learning.

### **Список использованных источников**

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