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**INNOVATIVE APPROACHES TO FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE FORMATION**

***Annotation:** The article deals with the innovative technologies in speech training of students of higher non-language educational institutions, analyzes the experience of their use for the formation of foreign language communicative competence of future professionals.*

***Key words:** communicative competence, innovative approaches, interactive technologies, project methods, creative thinking.*

Recently the role and structure of education in the world is changing: it is not a derivative, but a determining factor of economic growth, it no longer meets social needs as it shapes the future opportunities of a particular society. A new educational paradigm is being developed. It challenges reconsideration of approaches to teaching. The national economy needs highly qualified specialists capable of doing effective professional work in the specialty and being competitive at the labor market, i.e. specialists competent in their subject area. The improvement of training specialists quality is becoming a priority of education to solve, the enhancement of the forms, methods and technologies of the educational process is necessary, first of all, the implementation of innovative world-class learning technologies that requires the formation of qualitative foreign language competence. The classification of new methods is engaged in the field of pedagogy,

called pedagogical innovation, which identifies a number of such areas of improving the quality of education based on the competency approach:

- interactive technologies of corporate training - work in pairs and in small groups is foreseen [4];
- technologies of group learning, an example of which is the use of methods of "microphone", teaching - learn, i.e. "everyone teaches everyone", "Brownian motion", "mosaic", "Jug-so", brainstorming [5];
- situational modeling technologies or game technologies involve role-playing, processing of discussion questions, the method of "Press", etc .;
- method of creative workshop, workshops in the peer-teaching system, i.e. the transfer of acquired knowledge on the principle of "peer to peer"
- conducting part of the classroom lesson by one or more students from the group, herewith, to participate in "creative workshops" students must speak common English at the level B1, preferably B2;
- method of multimedia visualization allows to create almost a real foreign language environment, expands the desired flow of information and significantly increases the cognitive load [1];
- project method [7].

The main way to modernize education is a competency approach that actively displaces the knowledge paradigm from didactics and involves not only the assimilation of information but also the ability to effectively apply knowledge in practice, helps to develop students' skills to think and make right decisions depending on the situation. Due to the processes of globalization and integration of the economy, culture, public structures and educational systems of different countries and changes taking place in the world, the requirements for foreign language communication competence of graduates are growing [5, 6, 8].

The purpose of the study is to analyze the most effective technologies in speech training of students of higher non-language educational institutions, highlighting the experience of their use for the formation of a foreign language communicative

competence of future professionals. The problem of determining the key foreign language competencies of the individual is actively discussed by domestic researchers. At the same time, among the key competencies of the individual there are three groups: 1) competencies related to the person as a person, subject of activity, communication; 2) competencies related to human social interaction and the social sphere; 3) competencies related to human activities. In the aspect of our research we will dwell on a foreign language communicative competence, namely - competences in communication, covering oral and written communication, dialogue, monologue, creation and perception of the text; knowledge and observance of traditions, intercultural communication; business correspondence; office work, business language; communicative tasks, levels of influence on the recipient.

Under the communicative competence we understand the knowledge of the language, a high level of practical mastery of both verbal and nonverbal means, as well as the experience of language proficiency at the variable-adaptive level depending on the specific speech situation [8]. Here, competences for mastering oral and written communication are especially important. Within the modern requirements to a foreign language speaking, the future specialist with the higher education must be a professional communicator, i.e. be able to actively use special techniques to influence people, allowing him to achieve a communicative goal with less time and energy losses. The higher the level of the interpersonal communication is the more effectively the professional problems are solved [2, 3, 5].

In order to reveal the abilities of a student properly, a modern foreign language teacher must take into account the following elements of improving the quality of teaching:

- organizing and providing of a person-centered approach to a student, which is best realized through his independent work;
- constant stimulation of a student activity at the lessons through the creation of an atmosphere of success and the increase of self-assessment;
- specification of goals and objectives at the lesson with the further analysis of the results;

- creating an atmosphere of competitiveness, using the task of advancing during the assimilation of the material.

The communicative competence of the future specialists trained at higher non-language educational institutions is formed in the process of studying such disciplines as "Foreign language for professional purposes", "Foreign language for academic and professional communication", "Business foreign language", "Foreign language for engineering", which are aimed at speech development, speech culture, skills and abilities of rational speech behavior development in different situations of professional communication. Herewith, it is important for teachers to regularly develop the innovative methods of teaching a foreign language, which allows to constantly optimize the communicative speech activity and interest of students.

In the system of training specialists the following technologies for the communicative competence formation are important, namely innovative technologies such as games, dialogues, trainings etc. An innovative approach to the training process, first of all, should be aimed at individual development of future professionals, their ability to gain new experience based on purposeful formation of creative and critical thinking, role and simulation modeling to find the right solution. Of particular actuality are the dialogue technologies associated with the creation of a communicative environment, expanding the space of cooperation between the students and the teacher. Nowadays, a dialogue is the most effective means of building complex systems of human relations in various spheres of public life, in particular in the professional sphere, so far as, the result of work and achievement of goals depends on the successful conducting of conversations, talks, consultations. Therefore, one of the central tasks of modern higher education is the formation a dialogue culture with the students. Dialogue technologies used in the classroom include problem-solving dialogues, educational discussions, analysis of specific situations and so on.

The formation of foreign language communicative competence of the future professionals is possible under the condition of modeling in the educational process of typical situations of real communication that arise in different spheres of life, in particular the professional one and are related to different aspects. The use of such technologies

gives the students the opportunity to be active, allows to predict the possible communicative behavior of participants, to choose the appropriate language tools for the communicative goal achievement, develops the cognitive abilities. Tasks for the dialogues on suggested topics can also be effective forms of classroom work.

The process of resolving the controversial issues at the seminars-discussions gives a good development of speech competence. These issues are a process of dialogical communication of participants, during which the formation of practical experience of joint participation in the discussion and the solution of theoretical and practical problems takes place. At the same time a discussion provides an opportunity to each participant to define and defend their own position, develops the ability to listen to and argue their point of view. It is important the topic of the discussion to be actual and problematic. Herewith, it is possible to complicate the tasks using the technologies "Come into position" or "Change the position", the essence of which is that all the participants have to determine with their position on the issue under the discussion, choosing herewith one or another of the polar options. Here the teacher at his discretion can divide the participants into pairs or groups or take into account the personal wishes of students. The discussion which is based not on a controversial problem, but on two opposing theses as well can be attractive. The purpose of such a discussion is to teach students to defend their point of view in a foreign language, actively listening to the others and objectively analyzing other people's statements.

In modern conditions the role of game technologies is growing significantly, which includes any interaction between a teacher and students through the implementation of a particular plot. Role-playing is an effective technology in the learning process, because it performs several functions, including educational (allows you to gain new knowledge, develop skills), developmental (promotes independence, self-criticism, memory, attention, forms a worldview), educational (performs influence on behavior, forms feelings and beliefs, culture of communication). The use of the game helps to relieve psychological stress in student`s behavior, to increase his motivation, development of cognitive abilities and interests, the desire for creative self-realization and more. Usually the elements of the game can be implemented at each lesson, but the use of the game as

an independent form of organizing the educational process involves careful, painstaking work of both teachers and students.

In a role-playing game three phases can be ascertained:

- 1) phase of preparation for the game (finding out the plot of the game, distribution of roles, instructing the participants of the game, preparation of roles);
- 2) phase of the game as such, that includes replaying the situations and roles by each of its participants;
- 3) phase after the game, that presupposes the reflection, the students` analysis of the game played. In preparation for the game, the teacher takes into account the interest and desire of students to participate in the game and play a certain social and communicative role, and can involve in the game those students who usually have a certain passivity in class, with the purpose to stimulate and develop their independence and creativity.

Carrying out the game is an interesting and at the same time difficult stage, so far as, despite a certain scenario, there can always be situations that require quick response, improvisation by both students and teachers. During the game, such communicative skills as the ability to ask questions, the use of language tools adequately to the situation and communicative role, quickly and correctly navigate the communication environment, choosing consequently the communicative strategy and tactics. An important stage in the game is the stage of reflection. Game participants and other students-observers comprehensively discuss and analyze what they saw and heard during the game, submit their suggestions, comments, recommendations. To this end, the teacher can select so-called experts who will monitor the progress of the game and write down their comments for further discussion. The function of the teacher at the same time is consultative and coordinating. It is very important not only to notice the moments that were unsuccessful during the game, but also in the correct form to make constructive suggestions to improve both the content of the lesson and the performance skills of each participant, taking care of social and communicative behavior. The purpose of the game in accordance with the social role is to perform the communicative actions. Both games where participants have the same social role such as student-student as well as games where participants play different social roles such as student-teacher can be used during the lessons.

The obligatory type of work presupposed by the program is the preparation of reports by students on specific topics. Taking into consideration the lack of time devoted to the study of the material, it is necessary to organize the work of students in such a way to give them an opportunity for the qualitative preparation before the immediate utterance, to promote the development of ability to synthesize information and choose exactly what is appropriate for a particular situation, audience, goals of communication, etc. No less important is the organizing of the other participants. The teacher should give a preliminary setting for the active listening, questioning, discussion and analysis.

We especially emphasize that modern innovative foreign language teaching requires the use of multimedia technologies, work with the computers, information retrieval using the electronic databases and knowledge, project work and interactive tasks for students. In addition, interactive learning with the use of various multimedia tools demonstrates a higher level of interactivity of the learning process and the ability to individually adjust the speed of learning new grammatical and lexical material [8]. This method effectively implements the principle of clarity through the demonstration of graphics and video. Interactive learning as well contains elements of cooperation between students and increases the responsibility of each student for the task, which forms the effective communication and their mutual cooperation. Unfortunately, today for many students there is still a problem of lack of motivation. In this situation the use of interactive technologies will have a significant positive effect because they help to create conditions in which a student is able to feel his own success, performing certain tasks and overcoming obstacles.

The main component of a foreign language learning successfully is the ability to work with various sources of information, the ability to collect, analyze and structure that actualizes analytical capabilities. Exactly this is the basis of work on group projects that require mutual communication, develop creativity and form non-standard thinking. With the use of modern information technologies, the time of such projects is reduced, the dynamics of language learning is increased. Herewith, it is important to pay attention to interactive teaching of writing and reading. The modern approach is based on the interactive connection between the text and the reader. The student receives tasks that

allow the teacher to monitor the performance of the task, see the level of student comprehension of the text, correct mistakes and apply an individual approach. One of the most effective methods in modern methods of teaching a foreign language is an interactive method of case-study (method of solving specific situations), when students in active communication explore and discuss real situations, discuss in groups and solve the tasks that in advance are included into a formed case of specially prepared study materials.

A new innovative method of learning a foreign language is the project method. This method allows to effectively implement the ideas of technology-oriented approach in teaching students a foreign language. It is one of the important means of using the communicative skills and abilities in a practical learning environment. Project methodology, based on motivated cooperation of students with the teacher, produces the opportunities for the effective realization of their own potential, the creative implementation of practical tasks and the creation at the final stage of a specific product: a presentation, a report, an article and so on. In practical classes of a foreign language it is advisable to use various forms of project implementation that presupposes a real activation of creative thinking of students. At the same time for the effective learning such platforms as Facebook, YouTube and others can be used. Modern students actively use social networks, they are able to easily master and process the information posted there. Video platforms of this type provide access to a huge number of foreign language documentary and educational videos, the viewing of which allows not only to receive the new information in an interesting format, but also to hear a living foreign language from the native speakers. In general, practically all modern innovative approaches to teaching foreign languages are characterized by the creation of conditions for the use of interactive teaching methods and the use of modern information technologies that increase and optimize students' work productivity. It is important for every teacher always to improve the knowledge of modern approaches to teaching and every way to implement them in the educational process, that will have a positive result as for him and so as for the students who will study foreign languages faster and will effectively increase their communicative competence.

Thus, the use of innovative approaches in teaching a foreign language and the formation of a foreign language communicative competence, in particular, the creation of game and dialogue communicative situations, increases students' motivation to learn, promotes curiosity, stimulates students to communicative speech activity, allows, on the one hand, to individualize the process of learning by giving an opportunity for everyone to choose speech behavior; on the other hand, creates the conditions for the group work development, the ability to find a common solution. The experience of implementing these methods proves their effectiveness for the development of such communicative skills as the ability to properly plan their speech, to find adequate means of communication to convey the content; the ability to quickly, efficiently and correctly navigate in changing communication conditions; the ability to constantly feel and maintain feedback in communication; the possession of non-verbal means of communication; the creating of a contact, etc. Used in a complex with the traditional ones the innovative approaches contribute to the formation of a foreign language communicative competence of the future professionals, that is one of the constituent parts of the comprehensive training of a specialist at a higher non-language educational institution, a specialist who is ready to perform the professional duties.

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