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**THEORY AND METHODOLOGY OF LANGUAGE TEACHING**

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**TO THE FORMATION OF COMMUNICATIVE COMPETENCE OF  
FOREIGN STUDENTS IN HIGHER EDUCATIONAL ESTABLISHMENTS**

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**Annotation.** The article explores the concept of "competence" and the role of the Ukrainian language in the development of communicative competence of foreign students of technical specialties. The contradictions and problems that arise in the process of formation of communicative competence of students are analyzed, the relevance of using a communicative approach in the process of learning the Ukrainian language using role-play as a teaching method is substantiated.

Currently, the competence approach is paid special attention in the system of higher education due to its importance in determining the goals and results of education. The competence approach is associated with the search for new conceptual and methodological foundations, models of training specialists with technical education. One of the most urgent tasks under these conditions is to find a package of key competences for a modern specialist. The article deals with the notion of competence and analyzes the role of Ukrainian language in the development of communicative competence of students, as well as analyzes the contradictions and problems that arise in the process of competence formation.

**Keywords:** international students, communicative competence, competence, communicative approach, role play.

**URGENCY OF THE RESEARCH**

At the current stage of development of international relations, Ukraine's education system is increasingly focused on cooperation with other countries. A communicative approach to the study of the Ukrainian language by foreign students involves the development of educational and professional competence. The task of the Ukrainian language in this case is to develop a foreign student's communicative competence, which allows him or her to communicate freely in situations relevant to the spheres of his or her activity: social and domestic - during the period of adaptation to a foreign language environment and educational and professional - during the period of acquiring professional speaking skills. According to the communicative principle and the principle of professional orientation, the study of Ukrainian by foreign students is practical in nature, which "consists in the formation of language skills, understanding the thoughts of others while listening, reading and expressing their thoughts orally and in writing".

## **PROBLEM OF THE ARTICLE**

The relevance of this research is to improve the structure and content of vocationally oriented training in a technical university. The level of development of the content of professionally oriented training of foreign students of technical universities is quite high. However, the currently implemented concept of professionally oriented training of future specialists does not fully meet the modern requirements for the level of students' preparation for future professional communication, imposed by the state and international educational standard and the labor market. The aim is to find optimal ways to improve the professional competence of future technical specialists in the process of mastering the Ukrainian language.

An analysis of the scientific literature on competence development shows that the most important competence for technical university graduates is communicative competence. In fact, the personality of a future engineer or architect is formed in the process of profession-oriented education, and this personality should be capable of productive professional communication both in the native language and in a foreign language. (Chernohorska et. al., 2021).

## **RESULTS AND DISCUSSIONS**

Communication competence is understood as the ability to establish and maintain the necessary contacts with other people, a certain set of knowledge, skills and abilities that ensure effective communication. It implies the ability to change the depth and range of communication, to understand and be understood by the communication partner. Communicative competence is formed in the context of direct interaction, so it is the result of the experience of communication between people.

If we rely on the structure of communication accepted in social psychology, which includes perceptual, communicative and interactive aspects, then communicative competence can be considered as a component of communication. In this case, the communication process is understood as an information process between people as active subjects, taking into account the relationship between partners (Klepko,2005). That is, there is a "narrow" concept of "communication". However, "communication" is often understood as a synonym for communication, emphasizing that communicative influence is the psychological impact of one communicator on another in order to change his or her behavior.

## **MATERIAL AND METHODS**

One of the components of communication competence is the ability to recognize and overcome communication barriers. Such barriers can arise, for example, in the absence of understanding of the communication situation caused by differences between partners (social, political, religious, professional, which give rise to different interpretations of the same concepts, which determine a different worldview, worldview, worldview). Barriers to communication can also be psychological in nature, reflecting the individual psychological characteristics of those who communicate, their established attitudes: from friendship to hostility towards each other. Any information can be transmitted only with the help of signs, or rather, sign systems. There is a distinction between verbal and non-verbal communication, which uses a variety of sign systems. Accordingly, we can distinguish between the verbal and non-verbal levels of the communicative component of communication competence. Verbal communication uses human pronunciation, natural sound language, i.e. a system of phonetic sounds, which includes two principles: lexical and syntactic. The set of certain measures aimed at increasing the effectiveness of speech influence is called "persuasive communication", on the basis of which the so-called experimental rhetoric is being developed - the art of persuasion through speech. Another type of communication includes the following sign systems: optical-kinetic, which includes gestures, facial expressions and extra linguistic. The first is the vocalization system, i.e. the quality of the voice, its range, and tone. The second is the inclusion of pauses and other inclusions in the speech, the pace of the speech.

The process of communicative foreign language education is built as a model of real communication so that students have the opportunity to learn and develop themselves, to master a foreign language culture. Communicative means that a student has a personal sense of his or her participation in the educational process, in mastering a foreign language culture in order to become an individual and a participant in the future dialogue of cultures.

An important component of the content of teaching the Ukrainian language is the speaking skill, which means the ability to express and understand statements, involving knowledge and skills of using certain linguistic means in speech. Particular difficulties arise in the development of spoken language in different forms of teaching, which are directly determined by the specifics of the contingent.

According to the communicative method, learning varies depending on the level of students' training. The learning process helps to navigate the world of a foreign culture, develops personal perception of the vision of different cultures. Students act as active partners in communication; frontal work is replaced by partnership, individual and group work. After all, language is an important means of intercultural communication, it facilitates verbal understanding between citizens of different countries, provides a level of their cultural development that allows them to navigate freely and feel comfortable in Ukraine. In this regard, it is important to note that the ability to understand a representative of another culture depends not only on the correct use of language units, but also on special skills to understand cultural norms and speech behavior in various communication situations.

At the present stage of development of higher education, the most important component of a teacher's activity is his or her constructive pedagogical interaction with students in the course of joint work aimed at their professional and personal development. (Chernohorska, 2022). When teaching foreign students, a teacher needs to build pedagogical communication taking into account a number of factors, the main one being the intercultural nature of communication between students and the teacher. One of the methods of creating a communicative situation while learning the Ukrainian language is to use role-playing games that facilitate the realization of interpersonal communication of foreign students in the classroom.

The advantages of role-playing games are the development of such qualities as maximum approximation to the real conditions of professional and scientific activity or to real life situations, significant independence of game participants, and decision-making during a creative competition. Game processes are also considered an important method in education, as they arouse interest in learning and increase motivation. Their potential is extremely significant, because the student "is involved in activities, gaining cognitive experience while solving game tasks".

Role-playing games are aimed at activating motivation mechanisms and, accordingly, at improving the effectiveness of teaching foreign language communication. Role-playing is "a special type of activity where the motive is concentrated in the process itself, in the content of the action itself". It simultaneously relies on conscious and subconscious mastery of the subject matter, in particular, it involves influencing the emotional sphere of students in order to facilitate memorization of the material. It is in the role-playing game that the prerequisites are created for the use of all means of influencing the psyche of foreign students, and the principle of individual learning through group learning is observed.

It should be noted that oral work, even if it is full of playful moments, will not always promote students' interest. Teaching oral communication becomes an effective means of maintaining students' interest in learning Ukrainian language only if the teacher adheres to the principle of sequencing the material: from the simplest to the most complex, presenting the thematic material that is interesting to the foreign student and that he or she can use in the future for communication in everyday life or in the professional sphere.

Successful speech becomes an internal motive for foreign language communication and, as a result, activates more complex mechanisms of reflection, reflection, and involvement of working

memory only if it is relevant and meets the student's communication needs and his or her personal and age characteristics.

Psychologists point out that if a person is motivated to engage in active work, he or she memorizes and understands the material more effectively and is interested in the activity. It is important to note that if the internal motives of foreign language communication are properly organized, oral communication training becomes personally meaningful and personally oriented. In this case, the center of learning is the inner world of a person, relative needs and emotions. Therefore, when creating role-playing games, the teacher should take into account the range of students' interests, communication situations should be natural and topics should be interesting for them.

Each game has three stages: preparatory, game and final. In our opinion, it is very important to organize the learning process in such a way that the interest of foreign students is maintained at a high level at all stages of the role-playing game - from the preparatory to the final stage.

The preparatory stage involves mastering lexical and grammatical material in the process of performing training tasks, as well as developing oral communication skills during communicative exercises that simulate real-life communication situations and do not limit foreign students in their choice of language.

An example is the role-playing game "Scientific Conference," which can be considered a "rehearsal" for participation in an international scientific conference. During the game, foreign students make presentations in Ukrainian, answer questions from the conference "participants," debate, defend their point of view, provide arguments in favor of or against a particular hypothesis, and exchange information about the latest achievements in their professional fields. An important point in preparing for such a role-play is the selection of role-play topics and the distribution of roles. The teacher should "distribute roles taking into account not only linguistic abilities but also individual psychological characteristics of each student" so that the student feels natural in his/her role, is interested in it and has the opportunity to demonstrate his/her creative abilities.

## CONCLUSIONS

Role-playing as a method creates a positive emotional atmosphere in the classroom, which helps to eliminate the psychological barrier, creates a communicative situation where foreign students can communicate naturally in Ukrainian. In addition, students get great moral satisfaction from the game. Working with the communicative method, active use of textbooks and manuals with a communicative orientation, and the use of role-playing games in the educational process contributes to positive results, significantly increases motivation, and, accordingly, the effectiveness of teaching Ukrainian.

Based on the above, we can conclude that communicative competence is a system of internal resources for effective interaction: communication positions, roles, stereotypes, attitudes, knowledge, skills, and abilities.

Effective communication always involves a spontaneous and creative process, so effective communication is a developing communication.

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