

BASIC COMPONENTS AND WAYS OF FORMING FOREIGN- LANGUAGE COMMUNICATIVE COMPETENCE OF NON- PHILOLOGICAL TRAINING PROFILE STUDENTS

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Abstract. *The article is devoted to the disclosure of the concept of communicative readiness of non-philological training profile students to master a foreign language and its components, as well as to study the peculiarities of its formation. In addition, the results of theoretical substantiation and practical development of the problem of overcoming difficulties in learning a foreign language by non-philological training profile students based on a systematic approach are provided. It is noted that modern society needs a personality of a multicultural type who is able and ready to interact effectively in the global multicultural space. It is determined that communicative readiness is an integrative and dynamic quality of a future specialist. It is analyzed that the formation of students' communicative readiness for effective mastery of a foreign language is a process of purposeful, comprehensive and high-quality transformation of personality. The definitions and specific features of the formation of students' communicative readiness to master a foreign language are specified. In this regard, the components of communicative readiness are characterized, which include motivational (aimed at stimulating and supporting the communicative activity of students in the process of intercultural interaction), personal (includes a system of individual attitudes in interpersonal communication, moral values, communicative personality traits), cognitive (lingo-creative thinking, which determines the linguistic and mental abilities of the individual, knowledge and experience in the field of intercultural communication), emotional-value (positive emotional mood and emotional readiness of the individual for intercultural communication will contribute to its rapid acculturation) and activity component (includes*

communication tools, foreign language communication competence and socio-cultural qualities), as well as the main types of communication difficulties in learning a foreign language. The model of communicative readiness formation for mastering a foreign language is offered, and the results of the research and experimental work on checking the effectiveness of this model of formation of communicative readiness are given. As a result of the research, it was found that overcoming communicative difficulties that arise in the process of learning a foreign language by non-philological training profile students can occur at different levels: initial, operational, and technical. Each of these levels is filled with its own content and basic criteria.

Keywords: *professional training, learning a foreign language, communicative competence, communicative readiness, overcoming difficulties, levels of language proficiency.*

Introduction. In modern society, the number of situations, types and forms of activity for the implementation of which it is necessary to possess the competences of foreign language oral and written communication has increased significantly. Researchers have identified significant differences in the demand for specific foreign language skills determined by the specialist's field of activity, as well as in the required levels of mastery of these skills. All this determines the need of modern society for a personality of a multicultural type, capable and ready to interact effectively in a global multicultural space.

The content of linguistic education in a non-philological institution of higher education is determined by tasks aimed at the development of the student's personality by means of foreign languages in the process of acquiring special professional knowledge and skills. The effectiveness and efficiency of linguistic education are determined by the level of students' foreign language communicative competence development. One of the conditions for the successful implementation of the development of foreign language communicative competence is its methodical support. The system-forming core of the development of foreign

language competence is the student's personality in the variety of manifestations of its value relations.

Currently, the issue of developing an optimal educational model, creating educational and methodological resources aimed at the effective formation of communicative readiness of non-philological training profile students in accordance with modern requirements of the state in the field of quality of higher professional education is gaining special significance. In addition, it is also determined by the needs of the individual, society and employers. We aim at considering the student's communicative readiness as an integrative and dynamic quality of the future specialist; clarifying the definition and specific features of the formation of students' communicative readiness to master a foreign language; characterizing the components of communicative readiness as well as the main types of communicative difficulties when learning a foreign language; presenting the results of research and experimental work to verify the effectiveness of the developed model of formation of communicative readiness.

Literature review. There are studies that reflect the features of teaching a foreign language to young people (S. Nikolaeva, O. Bihuch, N. Borusko, H. Borets'ka).

The problems and features of professional foreign language training of non-philological profile specialists are reflected in the works of P. Bekh, N. Bibik, I. Bim, S. Honcharenko, I. Zimniaya, S. Nikolaeva, S. Kozhushko, O. Leontiev, E. Passov, O. Tarnopol's'ky.

The analysis of scientific sources shows that the problem of the formation of communicative competence was and is the subject of consideration by Ukrainian (L. Biryuk, A. Bogush, T. Volfovs'ka, S. Nikolaeva, O. Pavlenko, L. Palamar, M. Pentylyuk) and foreign (M. Vyatutnev, N. Hal'skova, N. Hez, V. Kokkota, O. Leontiev, R. Milrud, O. Myrolyubov, A. Nemushyn, Yu. Passov, L. Bachman, M. Canale, D. Hymes, A. Holliday, M. Swain) psychologists, linguists, teachers, since it is about training specialists.

Ways of assessing the quality of training a new type of specialist and improving the management process are considered in the works of Ukrainian scientists V. Hladkova, S. Pozharskyi, V. Zahorskyi and foreign scientists E. Yakovlev, N. Biryukova, O. Kuz'menko, and others.

Methods. In carrying out this study, we used a set of research methods:

- theoretical: systematic analysis of scientific literature;
- analytical: through which the problems studied found their consideration in their development and unity;
- empirical: observation, questionnaires, interviews, retrospective analysis of our own teaching experience in institutions of higher education – to clarify the quantitative and qualitative characteristics of students' readiness to master a foreign language;
- statistical: a combination of quantitative and qualitative analysis of the data obtained using student's criterion in order to substantiate the probability of the results obtained.

Results. Within the framework of our study, modelling the process of forming communicative readiness for mastering a foreign language among non-philological training profile students is aimed at identifying blocks, each of which performs a specific function: identification of contradictions and definition of the research plan; representation of theoretical and methodological approaches and principles of development of this phenomenon; study of the essence and content of the communicative readiness components and pedagogical conditions; organization of the effective development of students' communicative readiness (stages, technologies, methods, techniques, forms, means); identification of criteria and indicators and selection of diagnostic methods for assessing the level of its development among students and adjusting the curriculum.

The aim of the research and experimental work was to verify the effectiveness of the model of communicative readiness formation for mastering a foreign language

by non-philological training profile students when implementing a set of identified pedagogical conditions.

The majority of scientists share the opinion that professionally-oriented foreign language communication differs from other types of communication primarily because the participants of the communication represent different cultures and societies. The analysis of recent studies has allowed us to define foreign language communication skills as an integrative personal and professional formation that is revealed through the psychological and technical operational readiness of an individual to perform successful, productive and effective professional activities by means of a foreign language or under the conditions of a foreign language culture and provides the possibility of effective interaction with the environment. Scientists believe that the speech competence of the individual is realized in the performance of various types of speech activity, namely: perception, awareness, and reproduction (oral or written) (Chykhantsova, 2015).

Thus, professionally-oriented foreign language communication involves such an organization of speech interaction that can ensure productive contact between a specialist and participants in professional activities, which becomes possible due to the knowledge of the interlocutor's cultural characteristics and the correct style of behaviour. This point of view is held by Majid (2002). The scientist believes that the result of foreign language education is the development of a linguistic personality, which seems possible if foreign language communication is taught in the context of a dialogue of cultures (Majid, 2002). Other researchers interpret linguistic personality as “a multicomponent set of linguistic abilities, skills, readiness to perform linguistic acts of varying degrees of complexity, acts that are classified by types of speech activity and by language levels” (Hal'skova & Nikitenko, 2006, p. 21).

The principle of co-creation, creative self-development and self-realization, which affects the formation of motivational and activity components of communicative readiness, allows establishing such an optimal form of interaction between the teacher and students as a dialogue, the essence of which lies in the

mutual enrichment and personal development of its participants. This process is a subject-subject interaction of the teacher and the student as partners. The student becomes a co-author of educational activities creatively organized by the teacher. Summarizing theoretical and methodological research on the problem of developing communicative readiness of non-philological training profile students to master a foreign language, we believe that the essence of the process of forming communicative readiness to master a foreign language consists in improving personal and professional qualities, as well as increasing the level of knowledge, skills and key competencies necessary to students to master a foreign language successfully.

We share the point of view of the authors who define communicative readiness as an integral entity combining several groups of characteristics (Knodel', 2019). In this case, the content of the "communicative readiness" concept is revealed through the substantiation of its main components – motivational, personal, cognitive, emotional-value and activity.

In the works of Ukrainian and foreign psychologists, the dominant role of motivational phenomena in the mental activity of each person and their decisive importance in the professional training of specialists are noted. Guided by these provisions, we singled out one of the components of communicative readiness – the motivational one – aimed at stimulating and supporting the communicative activity of students in the process of intercultural interaction. It is also a set of causes of a psychological nature that explain the very act of communication, its beginning, orientation and activity.

Based on scientific works, we come to the conclusion that this component of communicative readiness contains the subject's focus on demonstrating this quality in order to increase the effectiveness of interaction with representatives of a foreign culture, which is expressed in motivational forms – motives, needs, goals, interests, aspirations and in perceptual forms – values, life principles, value orientations.

According to the logic of our reasoning and guided by the structure of the psyche, we singled out the emotional-value component as another component of

communicative readiness. Emotions are a person's experience of relation to the surrounding world and to himself; some specific physiological and psychological states or processes; the means by which body and mind interact. Based on the research, we can conclude that the positive emotional attitude and emotional readiness of an individual for intercultural communication will contribute to its rapid acculturation, which will allow the individual to be ready to interact with representatives of another linguistic culture. It is possible to single out emotional states that provoke communication difficulties: tension, feelings of anxiety, fear, loneliness and inferiority, a sense of self-identification, etc., which form a state of "cultural shock" in the communicant (Nurmykhambetova, 2016).

Therefore, we consider the emotional component within the framework of this study as a positive emotional adjustment to intercultural communication, emotional culture, emotional intelligence and emotional creativity, which allow overcoming "culture shock", quickly adapting and mobilizing in new situations, controlling one's emotions, not showing aggression in the process of intercultural interaction.

The next component in the structure of communicative readiness for mastering a foreign language is the cognitive one. The cognitive side of readiness was studied by many foreign scientists, exploring the structure of divergent thinking (Guilford, 1950; Kuhn & Holling, 2009; Mednick, 1962; Torrance, 1972), characteristics and psychological mechanisms of intellectual giftedness (Matyushkin, 1989; Kholodna, 1993), etc. Based on the analysis of scientific papers on this issue, we included in the composition of the cognitive component of communicative readiness the following elements: lingua-creative thinking, which determines the linguistic abilities of the individual, knowledge and experience in the field of intercultural communication.

As the next component of communicative readiness, we have identified an activity one based on the provisions of the behavioural approach. It contains a number of technologies and competencies necessary for the implementation of this phenomenon in the process of mastering a foreign language.

The activity component of the student's communicative readiness, which includes communication means, foreign language communicative competence and sociocultural qualities, is responsible for the coherence and consistency of language expressions, for the adequacy of behaviour and the effective use of communicative, management strategies and cooperation tactics that ensure adequate to humanistic goals and conflict-free communication with representatives of foreign cultures.

The personality component of communicative readiness to master a foreign language includes a system of individual attitudes in the sphere of interpersonal communication, moral values, communicative qualities of the individual characterizing the need for communication, and attitude to the way of communication.

Communicative and personal problems that arise during foreign language learning can be classified as follows:

- motivational and value (lack of interest in learning a foreign language, weak incentive for learning and development);
- cognitive (difficulties in perceiving, memorizing, understanding the material, intellectual and communicative disorders);
- emotional-regulatory (increased emotionality, insufficient self-control, increased level of anxiety);
- characterological (predominance of negative traits of character that complicate communication and establishment of positive relationships in the group);
- communicative and linguistic (difficulty in verbal expression of thoughts and feelings, establishing contact with others);
- spiritual (absence or weak expression of universal virtues and value orientations).

The communicative readiness of a non-philological training profile student to master a foreign language is considered by us as an integrative and dynamic quality of the future specialist, which assumes the presence of an elementary level of knowledge of a foreign language, active involvement in the process of its study, knowledge of the norms of communicative behaviour. Intra-personal qualities here are communicative activity (the intensity of communicative activity aimed at

building stable mutual relations, its operational and dynamic characteristics), communicative reflection (the student's awareness of the communicative features of their personality, their own feelings, thoughts, actions, as well as awareness of how they are perceived by those around them).

In the communicative approach, special importance is attached to the content side of the language, its impact on the partner, and the implementation of all the main functions of communication: cognitive, value-oriented, regulatory and conventional. Accordingly, in the course of communication-oriented training of future foreign language specialists, the ultimate goal is the formation of students' communicative competence, which includes various components: linguistic competence (readiness to use a foreign language as a tool of speech and mental activity), pragmatic competence (readiness to convey communicative content in a communication situation), cognitive competence (readiness for communicative and mental activity) and informative competence (possession of a content subject of communication).

The criteria for identifying the success or failure of the formation of non-philological training profile students' communicative readiness in the process of learning a foreign language include the following: formal success; the possibility of using languages by students in different contextual situations; the degree of involvement in the process of learning a foreign language; emotional state of students assimilating a new language reality; students' self-assessment.

Discussion. The experiment involved 150 students, of which 120 students became direct participants in the formative phase of the experiment, and 60 people entered the experimental group.

In the course of the analysis, it was found that the majority of subjects are at the initial level of overcoming communicative difficulties, i.e. at the level that distinguishes the instability of the quality of knowledge and skills in the "Foreign language" subject and a vaguely expressed professional intention regarding its application. It also indicates the lack of communicative readiness to overcome

difficulties (aggressiveness, irritability, subjective feeling of loneliness, anxiety) as well as the lack of a conscious attitude to one's professional activity and unformed self-management.

Attribution to a certain level (initial, operational, technical) at the ascertaining phase of the experiment was carried out by diagnosing changes in the states of manifestation of communicative difficulties. The average score, which is in the range from 2 to 3.3 points, correlates the level of formation to the initial level (I); the average score, which is in the range from 3.3 to 4.2 points – to operational level (II); the average score, which is in the range from 4.2 to 5 points – to technical level (III). Tests were used to control students' knowledge because tests themselves assume a more frequent systematic and objective verification of knowledge. Checking the understanding of a scientific and technical text includes testing the ability to highlight graphic information related to mastering the graphic system of the language: structural information, which is understood as grammar and word formation, and semantic information, i.e. the content of the text. The main parameters of the tests are their effectiveness and reliability. The results of the testing showed that the tests provide an opportunity to objectively reveal the level of development of the skills selected as test objects. Test scores stimulate students' learning activities. The grades obtained are objective and realistically assess the students' knowledge.

Thus, the scientific selection of educational material, its complex methodical organization, development of students' logical thinking, theoretical generalization of accumulated knowledge, testing – all these elements contribute to higher quality and more effective professionally oriented training of non-philological training profile students.

In general, the data obtained about the groups of students who participated in the experiment are shown in Table 1.

Table 1. Indicators of the severity of the levels of formation of communicative readiness for mastering a foreign language by non-philological training profile students at the ascertaining phase of the experiment

Group	Number of subjects	Levels					
		I initial		II operational		III technical	
		Number	%	Number	%	Number	%
Control Group	60	26	43.3	24	40	10	16.7
Experimental Group	60	25	41.7	24	40	11	18.3

The analysis of the obtained experimental data allows us to arrive at the following conclusion. If the goal is not to form communicative readiness for mastering a foreign language by non-philological training profile students, which involves a rational approach to any type of activity and focusing on oneself as a subject of activity and communication as well as the presence of constant reflection on oneself, one's abilities and capabilities; controlled displays of sociability and extraversion and well-controlled goals and motives of activity, then effective mastery of the necessary knowledge, skills and abilities in learning a foreign language does not occur (Kamianova, 2009).

At the formative phase of the experiment, students interacted and helped each other, which is relevant in the context of foreign language professional training in groups of students with different initial levels of language proficiency. Traditional practical classes were held in an active, activity mode, and different forms of work were used (individual, pair, frontal, group). The process of implementing the pedagogical model for the formation of communicative readiness for mastering a foreign language by non-philological training profile students included interrelated stages: comprehensive analysis of a personality; use of necessary technological tools; exclusion of undesirable stereotypes, value orientations, behavioural motives, consolidation of the achieved results; immersion of the subject of the educational process in a certain system of exercises, fixing the spiritual values and manners of behaviour in the mind of the subject; creation of a number of alternative problem situations that provide the subject with the opportunity to demonstrate altered behaviour (Nurmykhambetova, 2016), within the framework of this study –

overcoming communication difficulties.

To test the effectiveness of the model for the effective formation of communicative readiness for mastering a foreign language by non-philological training profile students, a re-diagnosis of the subjects was carried out.

The analysis of the results of the types of personality orientation study according to the "Determination of personality orientation" method (Bass, 1967) showed that 31.7% of subjects from the control group (CG) and 8.3% from the experimental group (EG) showed self-orientation. 43.3% of subjects from the CG and 40% from the EG showed interaction-orientation. Task-orientation is a priority for 25% of CG subjects and 51.7% of EG subjects. The data indicate some fairly stable positive dynamics in the EG: the number of subjects who are self-oriented decreased 4 times; the number of subjects who are interaction-oriented increased by 1.7%; the number of subjects who are task-oriented doubled. The facts mentioned above allow us to conclude the desire of non-philological training profile students to implement the knowledge of a foreign language in the process of communication, which in turn indicates overcoming communication difficulties in a foreign language reality.

The figures of the multivariate personality questionnaire FPI allow us to judge that in the EG the indicators of the following states and personality traits like depression, sociability, shyness, and emotional lability in the event of difficulties in learning a foreign language have changed significantly (decreased by half). Along with this, we note positive dynamics in the emotional state, in behaviour, in relation to oneself. The subjects eliminated the tendency to stress response to ordinary situations in the process of foreign language communication. At the phase of the formative experiment, EG students developed self-confidence, vitality and an optimistic attitude to the surrounding reality that directly indicates the formation of means of protection against the influence of stress factors in learning a foreign language.

Analysing the results of the severity levels of self-esteem indicators among non-philological training profile students, we concluded that high inadequate self-

esteem began to characterize 11.7% of the subjects in the CG and 3.3% in the EG. High and adequate self-esteem is characteristic to 25% in the CG and 16.7% in the EG accordingly. 48.3% of subjects in the CG and 68.3% in the EG are characterized by average and adequate self-esteem. For 8.3% in the CG and 10% in the EG self-esteem is low and adequate. Self-esteem is low and inadequate for 6.7% of the subjects in the CG and 1.7% in the EG accordingly.

The results of the formative experiment revealed positive dynamics in the formation of communicative readiness for mastering a foreign language among the students of the experimental group (Table 2). The initial level (I) decreased by 38.4%. The operational level (II) did not decrease (-1.7%), and the technical level (III) increased by 40.1%.

Table 2. Indicators of the severity of the levels of formation of communicative readiness for mastering a foreign language by non-philological training profile students at the final phase of the experiment

Group	Number of subjects	Levels					
		I initial		II operational		III technical	
		Number	%	Number	%	Number	%
CG	60	12	20	35	58.3	13	21.7
EG	60	2	3.3	23	38.3	35	58.4

Conclusion. Thus, as a result of the formative phase of the experiment, we arrived at the following conclusions.

In the course of the experimental study, the dynamics of the transition of a non-philological training profile student from the initial level of formation of communicative readiness to mastering a foreign language to the operational and technical level were tracked.

Specifics of demonstration of communication difficulties that arise in the process of learning a foreign language by non-philological training profile students lies in a significant correlation of the manifestation of difficulties with depression,

irritability, subjective feelings of loneliness, and anxiety. Diagnosis of the dynamics of overcoming communicative difficulties formation revealed the elimination of significant manifestations of emotional states through the implementation of a model of communicative readiness formation to master a foreign language. The results of the formative phase of the experiment demonstrated a noticeable increase in the level of formation of communicative readiness for mastering a foreign language by non-philological training profile students. More pronounced changes are observed in the experimental group, where the technical level of the formation increased by 40.1%. In the control group, where the model of communicative readiness formation was not used during the experiment, the technical level increased only by 5%.

The analysis of research and experimental work results revealed that overcoming communicative difficulties that arise in the process of learning a foreign language by non-philological training profile students can take place at different levels: initial, operational, and technical. Each of these levels is filled with its content and main criteria features.

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