



PROFESSIONAL COMMUNICATIVE COMPETENCE AS A BASIC COMPONENT OF FOREIGN LANGUAGE PREPARATION OF STUDENTS.

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ABSTRACT

The professional-communicative competence of students as the basic component of preparation of the Professional communicative competence of students is considered in the article as a basic component of preparation of highly skilled experts for interaction in the professional sphere.

Key words: *foreign language studying, skill at professional communication in a foreign language, communicative lore, communicative skills.*

In the practice of teaching foreign language at non-linguistic faculties of one of the important components in the content of the training the program is teaching professional speech communication, during which developing professional communicative competence as the main component foreign language training students. The process of formation of professional and communicative competence involves not only absorption of knowledge, structural component composition of the studied language and the formation of the new the language system, but also the development and appropriation of social norms of behavior, values guidelines and ability to implement them in their future professional activities.

Analysis of scientific literature showed that in the interpretation of the concept of communicative competence there are several possible plans:

- Psycholinguistic interpreting the communicative competence as recreational the ability of possession the main methods of forming and formulating thoughts using the language funds (I. A. Winter), as the formation of mechanisms of perception and production foreign-language sayings (N. I. Lukhovitskii, A. A. Mirasol, etc.), as the mastery the main types of speech activity (R. A. Arutyunov);
- Sociolinguistic linking communicative competence with the extra linguistic conditionality of speech activity, mastery of the laws functioning of speech norms (Carroll), ie concepts of language usage, registers of communication in accordance with ethno-cultural norms verbal behavior;
- Language learning process updating and interaction in speech units classes and categories of the language system, i.e. "the transformation of the elements of the language system in the system elements of speech" (A. V. Bondarko). Thus, when allocating data approaches it becomes apparent that communicative competence integrates the concept of "linguistic competence" (LK). It should be noted, what is "a living process of functioning (language units) is realized in speech, but rules and styles of functioning of language units refer to the system and the norm of the language linguistic formation [3, p. 34]. Theoretical knowledge and development

of their on the basis of LC subject to the development communicative competence (CC), i.e. ability to solve linguistic means of communicative tasks in specific forms and in different situations. KK suggests:

1) Hold LK (knowledge information system-functional features of language);

2) The presence of formed skills and the ability to correlate linguistic resources to tasks and conditions of communication between other cultures the communicants, which is an essential factor in the formation of the secondary language personality. Thus, KK along with LK includes communication skills and skills. In addition, communicative competence involves knowledge of the norms, values and patterns of verbal behavior, which are accepted in this foreign culture society and that the identity organically it is natural and easy to implements different situations of foreign language communicative communication. System the ratio of "language – speech – speech activity" in the theory of communication determines such communication quality foreign speech, as the correctness, purity, the richness, variety, etc. it is emphasized that the ratio of "speech – thinking" (A. N. Leont'ev) allows to comprehend such characteristics of speech as accuracy and the consistency and quality of expression and the imagery associated with the value "speech consciousness" (A. N. Leontiev, A. A. Leontiev). At the same time, the ratio of the "it – man, her addressee to" make it available and activity. In the process of professional mastering foreign language gradual assimilation of knowledge and skills of professional speech behavior, assimilation norms in different situations professional communication, the gradual movement from the synthetic speech to natural and in different types of foreign language professionally-oriented speech activity that and leads to the formation of the QC. Based on the analysis of the study phenomena "communicative competence" (I. A. Winter, D. I. Isaenkov, A. A. Leontiev and others) and "professional competence" (A. A. Volumes I. F. Isaev, A. K. Markova, etc.) we defined professionally-communicative competence (PAC) as a complex professional and personal language resource students, ensuring the implementation of their communication in specific speech situation in compliance with modern language/speech norms, but also allows you to adjust communicative behavior in the professional sphere of communication. PKK is the result of communicative foreign language training of future specialists in professional speech communication. During this process, students possess a set of interrelated theoretical knowledge and practical skills. The process of forming a PAC is considered as a process of mastering the language system and communicative knowledge skills and abilities that allow to provide the greatest effect in achieving the set of communicative tasks. Structural elements of the PKK, in our opinion, are:

1. Communication presented the following aspects:

a) The application of linguistic knowledge (recognition and correct use of professional language in socio-cultural-tagged language units, adequate translation data linguistic units in their native language);

b) Experience of interaction (choice of acceptable style of communication, an adequate interpretation of the phenomena of professional foreign language culture, the ability to resolve conflicts in the process communication, etc.).

2. A professional is expressed in the system of special knowledge, skills and abilities the experience of performing professional functions and also qualities, serving particular social (professional) role.

3. Reflexive "testing" situation professionally-communicative interaction with the aim of correcting their own communicative behavior in professional speech communication, and also predicts the perception and behavior of media of the target language.

4. Cognitive involves the combination of professional knowledge, skills, methods, activities, necessary for knowledge of other cultures professional reality, and knowledge, skills and abilities of foreign language, United in language, communicative, discursive, etc. competence.

5. The psychological is expressed in the formation of students ' readiness for the implementation of one or another kind of professional activities (role); the willingness to perceive other cultural-professional reality. Professionally-communicative competence of students of non-linguistic specialties is the law correct authentic communicative behavior in terms of real professional foreign language communication. The formation of the PKK leads to the achievement of mutual understanding in terms of foreign language professional reality due

a) The formation of professional and cultural universals, i.e. mastery of nationally specific patterns of communicative behavior into a professional the sphere of communication adopted in unsociable;

b) Assimilation of diverse linguistic characteristics, mastering the rules of use of the professional language socio-cultural linguistic units, speech cliché.

The efficiency of formation of the PAC depends on the following conditions:

- integration of communicative and professional goals, targeted the combination of foreign language course pre-professional cycle, focused not only on the classroom, but also on extracurricular educational activities;
- use of gaming technology;
- reflexive interactions (teacher - student) are valuable the environment for the formation of a foreign language PAC and provide an exchange of knowledge, skills and skills.

The content of professionally directed students of a foreign language non-linguistic faculties should rely on the study of objects of real foreign professional language on the basis of creating educational speech (dialogue) situations. Moreover, the learning process model vocational communication should be structured in accordance with the stages of the formation of the PAC.

The formation of the PAC, therefore, involves the training of highly qualified specialists who are ready for interaction in the professional sphere of communication, to a permanent communicative and professional growth, as well as social and professional mobility.

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