

**DEVELOPMENT OF COMMUNICATIVE COMPETENCE
SKILLS OF TECHNICAL SCHOOL STUDENTS VIA PROJECT
TECNOLOGY**

*Voronova Ye. M., associate professor VAL
Gerasymchuk T.V, PHD. Associate Professor
Gubareva O.S,PHD.Associate Professor
Kharkiv National Automobile and Highway University*

The term "language competence" was introduced by Chomsky around the middle of the 20th century. and is semantically opposed to the term "language use". The difference in the meanings of these terms was revealed as the difference between the knowledge of the "speaker-listener" about language and the use of language in the practice of human communication. Striving to stay within the boundaries of strictly linguistic research, Chomsky tried to abstract himself from real speech acts and insisted that he meant the "ideal speaker-listener", that is, a native speaker who thinks abstractly. However, he qualified a real native speaker with all his speech features as an object not of linguistic, but of psychological, sociological, didactic research. After all, an educated person in modern society is not only a person armed with knowledge, but also knows how to acquire knowledge, to do it purposefully to the extent that such a need arises for him to solve the problems facing him, knows how to apply knowledge in any situation, goal, which should meet the specific academic and professional needs of students, involves the formation of communicative (language and speech), strategic, sociolinguistic and pragmatic competences. Skills in reading, listening, speaking and writing, which make up speech competence, in the context of learning by the project method are formed in an integrated manner, since the communication that occurs during project work in the educational

communication space takes place in authentic conditions, and one type of speech activity is constantly and organically passes into another. These skills are developed thanks to the construction of the educational process based on the principle of variability: the application of various types, forms, modes of work.

The concept of communicative competence is multifaceted and complex, which led to the appearance in the scientific literature of its various characteristics and definitions of quantitative structural types. Thus, V. Ulrich [1] believes that communicative competence consists of:

1) linguistic, which means the ability to understand and create an unlimited number of correctly constructed sentences with the help of learned ones rules, their combination;

2) verbal-cognitive, which includes the ability to process, group, remember, if necessary, actualize knowledge, factual data in memory, using language notations;

3) verbal and communicative - involves the ability to take into account time of speech communication, the contextual appropriateness of language units for implementation of cognitive and communicative functions;

4) meta-competence - consists in understanding and knowledge of the conceptual apparatus, analysis and assessment of means of speech communication, such a division of communicative competence into structural elements is fully motivated, however, verbal-cognitive should be considered as a subject, linguistic su competence, and verbal-communicative as communicative su competence for the development of the personality of a modern specialist should be formed by modern key competencies:

- General scientific;
- Informative;
- Cognitive;
- Communicative;
- Value-content;

- Social;
- Competencies of personal self-improvement.

It is obvious that communication plays an important role among these competences, since the project methodology significantly helps students of engineering majors to develop their skills by means of foreign language activities. Therefore, the higher school should create conditions for the formation of a personality that is characterized by such competencies, in particular project activity, on the basis of which the skills of communicative competence are formed and developed in students of technical higher education institutions based on the project methodology.

Based on the results of research into the early ontogenesis of speech about the prerequisites of language competence, we return to the question of what language competence is in contrast to speech as a higher mental function and speech activity as one of the forms of human interaction with the surrounding world and knowledge of reality. In this direction, it is important to distinguish concepts "competence" "competence" to determine the basic principles of the project methodology. "Competence is a concept that characterizes competences and competences, the object of study, teaching methodology is the goal of learning and a set of content components, the mastery of which should ensure the formation of a defined competence.

Competence is a concept that characterizes the subject of education, a pupil, a student who has mastered the necessary set of content components, mastered that or another competence, i.e. achieved linguistic, language or communicative competence", such a definition is legitimate, but let's add that competence is a list of knowledge and skills clearly defined by educational documents, specific normative rules, and competence concerns directly the learner, it is the level of knowledge, abilities and skills, the result of his activity, which he acquired in the process of learning, looking at modern scientific data,

we note that competence is a generally defined competence or competences specifically implemented by an individual.

Competence is a general social norm, a model of formulated and defined rules. The list of skills identified by different authors does not match, and not all of them are clearly marked, which is due to the objectively greater number of these skills and the lack of their correct hierarchy (for example, such a series: mastery of vocabulary, grammar, the ability to adequately perceive and generate text) [2].

The essence of the project methodology, which is considered in a personal context of oriented learning, consists in the fact that the purpose of classes and methods of its achievement should be determined from the position of the student himself, based on his interests, individual characteristics, needs, motives, abilities. As a result of this, the personally-oriented learning, which is the basis of the project methodology, involves changes in the main scheme of interaction. We note that instead of the widespread scheme of subject-object interaction $S > O$, where S is a teacher, a subject of pedagogical influence and management, and O is a student, an object, there should be a scheme of subject-subject equal partnership educational cooperation.

Therefore, training is carried out according to the S_1-S_n scheme, where S_1 is a teacher, a person who arouses genuine interest in the subject of communication, in himself as a partner, informative for the student, an interesting interlocutor, a meaningful personality, S_n is a student as a single collective, aggregate of partner communication, the subject who interacts. Thus, a general feature of projective techniques is the presence of a personally significant problem and the task of solving it. If it is a theoretical problem, then the design process consists in finding a specific solution to it, if it is a practical one, then the student's task is to achieve a specific result of this problem, ready for implementation. Therefore, the content of students' project activities becomes more complicated as previous, simpler project tasks. Designing helps

students realize the role of knowledge in life and learning - knowledge ceases to be the goal and becomes a means in real education.

To describe the methodology of using project-based learning of foreign languages it is necessary to consider the specific educational actions of the teacher and the educational actions of students in the process of project activities, taking into account the main psychological and pedagogical factors and the specifics of a foreign language as an educational subject.

The characteristic features of learning a foreign language at technical schools according to the project method to develop students' language competence are:

- 1) more active interaction of all types of speech activity (reading, speaking, listening, writing);
- 2) the use of authentic, problematic journalistic, scientific texts as a source of information that violate current topics of modern science;
- 3) greater initiative and spontaneity of students' speech, in which they can affect non-standard communication situations;
- 4) the main types of dialogic speech - free conversation, group discussion of the proposed problem, predominance of dialogue - exchange of opinions;
- 5) construction of detailed own statements based on the text and independently, with sufficient reasoning about what was read or heard.

In the process of project activity, it is expedient to use such a pedagogical technology that would enable the teacher to introduce his students to the process of learning, to direct them to the search for knowledge, that is, it would direct the further development of the secondary language personality and the improvement of the primary one, the formation and development of communicative, sociocultural and intercultural competence. At the same time, it is most logical to consider the psychological and pedagogical principles of using the project methodology, taking into account the specifics of a foreign language as a subject of higher education.

Project methodology as a modern pedagogical technology ensures the successful formation of all components of foreign language communicative competence, and, therefore, the development of a secondary language personality. Thus, the main goal of teaching a foreign language at technical universities is to improve all components of foreign language communicative competence as the main condition for the development of communicative competence skills of students of technical universities based on the project methodology and the implementation of intercultural communication in general. The modern approach to the issue of project classification, referring to the research of J. Hutchinson [3], is primarily determined by a number of generally didactic principles

The basic principles of using project-based learning for students of engineering specialties in order to develop communicative competence skills within the framework of the proper methodological principles of foreign language learning in a higher technical school can be conceded the following ones:

The principle of communicativeness. This principle determines all educational and cognitive activities of students, at the process of project implementation, assuming purposeful, motivated nature of their speech activity, the presence of certain relationships between project participants and practical orientation of each class.

The principle of situational conditioning. Students actively participate in activities that simulate real situations. In the course of the project, joint work of students is organized on personally and professionally significant topics: "My University", "My new Car", "Environmental damage through history", "The Hotel Complex "Automobile", "Ukraine International Travel and Automobile Show", "Automobile of my dreamed.

The principle of prolaticity. This principle provides for the implementation of the project as a solution to communicative cognitive tasks. At

the heart of any project is a problem that requires certain linguistic means on the part of students for its development and solution and has relevant practical and theoretical cognitive significance.

The principle of autonomy. Project work eliminates the student's dependence on the teacher through self-organization and self-learning in the process of creating a specific product or solving a separate problem taken from real life. Therefore, one of the main principles of working according to the project methodology in teaching a foreign language to students of technical educational institutions is to provide students with real autonomy and the opportunity to show initiative and independence in the process of active cognitive thinking.

The principle of compatibility. The value of vocabulary is determined depending on its ability to connect with other words. The higher the conjugacy of the word, therefore, it is more communicatively valuable. For example, with the verb "read" there were conjugated adverbs such as "out loud", "loudly", "fast", "slowly", etc. AND on the contrary, such words were not included that cannot fail to be combined with none of the words (or with a very limited number of words) at a certain stage.

The principle of stylistic unlimitedness. It's the principle of a word belonging to a neutral, literary, colloquial, book-written language. According to this principle, the percentage of vocabulary increases with the course: the shorter the course of study in higher education (I or II course of learning a foreign language at VTNZ), the vocabulary is more neutral in style.

The principle of word-forming value. It's the principle of the ability of words to form new words with the help of prefixes and affixes. In the system of exercises that develop any type of speech activity, two subsystems are distinguished - speech exercises and speech exercises.

Any project helps to develop and increase technical students' foreign language competence and is a means of organizing joint activities of students, to

agree on views, ideas, techniques, means to achieve a common goal. The organization of joint project activities such as planning and execution, control and evaluation involve a set of technological steps, in the process of which there is a creative interaction of the project participants, their relationship, the creation of creative communities on the way to achieving a practically significant result of the project activity and developing their foreign language competence

References:

1. Ulrich W. Grundberg riffe des Dentschunterrichts. Kiel. 2004. 1724 p.
2. Креативність як критерій якості в системі підготовки фахівців профільних ВНЗ України. *Вища освіта України*. 2006. № 3. С. 76–82
3. Hutchinson T. Introduction to Project Work. Oxford. *Oxford University Press*, 2007. 124 p.

УДК 378.1

**АНАЛІЗ ТЕНДЕНЦІЙ ТА ПОТРЕБ СУЧАСНОГО РИНКУ ПРАЦІ
УКРАЇНИ**

*Водолажська Т.О, к.е.н., доцент
Семенова Т.Ю., здобувач вищої освіти-магістр 2 року навчання
Харківський національний автомобільно-дорожній університет*

Актуальний світовий ринок праці висуває до потенціальних працівників, яких готують заклади професійно-технічної та вищої освіти, достатньо високі вимоги. Нові критерії якості щодо трудового потенціалу особистості визначаються не тільки професійними компетенціями