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**FORMATION OF THE COMMUNICATIVE COMPETENCE TO TECHNICAL UNIVERSITY
STUDENTS IN THE LIGHT OF UNIVERSAL COMPETENCES**

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Abstract

The article deals with the formation of the communicative competence to technical university students in the light of universal competences. Taking into consideration the fact that nowadays it is necessary to act in the conditions of the competence approach, continuity of education and technologization of the educational process. All attention in this situation is maximally directed to the professional side of training and acquisition of professional competences by students. Along with the formation of professional competences, due attention is paid to the formation of general cultural and communicative competences, without which a graduate of a technical university will not be formed as a specialist of a high professional level. The student must quickly analyze the incoming information, creatively solve the problems created in the conditions of uncertainty, and must also have a communicative competence. In light of the new requirements of modern education, the formation of the universal competences is given priority, due attention is paid to the formation of the communicative competence since a high-level specialist is required to possess communication skills, both in the state language of the Russian Federation and in a foreign language.

Key Words

Competence approach – Communicative competence – Professional competences

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Introduction

At present, when the world is undergoing global changes in all spheres of human activity, higher education is no exception. The training of highly qualified specialists under these conditions is undergoing significant changes. As it is necessary to act in the conditions of the competence approach, continuity of education and technologization of educational process, all attention in such situation is directed to the professional side of training, acquisition by students of professional competences as much as possible.

Professional competences set by the undergraduate program, are based on the professional standards, relevant to the professional activities of graduates and, if necessary, on the basis of the analysis of requirements to professional competences required for graduates in the labor market, consolidation of domestic and foreign experience, consultation with leading employers, association of employers of the industry in which graduates are in demand¹.

As far as the language is concerned, the concept of competence, adopted by the scientific community thanks to the work of the American linguist N. Khomsky, is used in the methodology of language teaching in determining the general and specific goals and content of training.

One of the meanings of the polysemantic word competence, recorded in dictionaries – is the area of issues in which someone is well aware, has good knowledge and experience. In modern methodological science, competence is understood as a set of knowledge, skills and abilities in the language.

Along with the term competence, the term competency is used. These concepts differentiate in the following way: competence is “a set of knowledge, skills, and abilities acquired in the course of training and constituting a meaningful component of training”, while competency is “the properties of the individual that determine its ability to perform activities based on the formed competence”².

The set of competences established by the undergraduate program must provide a graduate the ability to practice a profession in no less than one area of the professional activity and in the professional activities established in accordance with the paragraph 1.11 of the FSES HE (Federal State Educational Standard of Higher Education), and solve the tasks of professional activity of not less than one type that is installed in accordance with the paragraph 1.12 of the FSES HE³.

Methods

The methodological literature describes different types of competences that interact with each other in different ways. The leading competence for modern methods of

¹ Federal State Education Standard of Higher Education – Bachelor level in the direction of training 21.03.01 Petroleum Engineering. The Law of the Russian Federation “On education” of 09.02.2018 №96.

² A. N. Shchukin, Methods of teaching Russian as a foreign language: textbook for universities (Moscow: Higher school, 2003).

³ Federal State Education Standard of Higher Education – Bachelor level in the direction of training 21.03.01 Petroleum Engineering. The Law of the Russian Federation “On education” of 09.02.2018 №96.

teaching a foreign language is the communicative one, which includes: linguistic (language), speech (sociolinguistic), discursive, strategic (compensatory), social (pragmatic), socio-cultural, subject and professional competences.

The communicative competence when learning a foreign language is a combination of knowledge about the language system and its units, their construction and functioning in speech, the methods of formulation of ideas in the target language and understanding of the judgements of others about the national-cultural characteristics of native speakers of the target language, the specifics of various types of discourses; it is the ability of language learners by its means to carry out communication in different types of speech activity in accordance with the communicative tasks being solved, to understand, to interpret and to produce coherent statements⁴.

In the methodology of teaching the native language, “communicative competence is the ability and real readiness to communicate adequately to the goals, areas and situations of communication, readiness for speech interaction and mutual understanding”⁵. Its components, as noted by E. A. Bystrova, are knowledge of speech-language concepts and communication skills of the reproductive and productive levels. This is the ability to consciously select language tools for communication in accordance with the speech situation; adequately understand oral and written speech and reproduce its content in the necessary volume, create one’s own coherent statements of different genre-stylistic and typological affiliation.

The formation of the communicative skills, as E. A. Bystrova emphasizes, “is possible only on the basis of linguistic and language competence”. The communicative competence, as E. I. Litnevskaya supports “involves mastering all types of speech activity and the basics of the culture of oral and written speech, basic skills and skills of using the language in vital areas for this age and communication situations”⁶.

M. B. Uspensky concretizes the knowledge included in the communicative competence: “This is learned information about the use of the aspect units of language (sounds, morphemes, words, phrases, sentences, etc.) in speech communication, about their distinction for the purpose of the correct use in speech. This is the knowledge that is given in the form of rules, techniques for distinguishing and using units of language, various instructions and recommendations for the functioning of language in speech communication”⁷.

M. R. Lvov gives a vast definition to the term of the communicative competence as a kind of synthesis of its content. In the Dictionary-reference book on the methodology of teaching the Russian language, he writes: “The communicative competence is a term denoting knowledge of the language (native and non-native), its phonetics, vocabulary,

⁴ E. A. Bystrova, Teaching of the Russian language at school: textbook for students of pedagogical universities (Moscú: Dropha, 2004).

⁵ E. I. Litnevskaya y V. A. Bagryantseva, Methodology of teaching the Russian language in the secondary school: textbook for students of higher educational institutions (Moscú: Academic project, 2006).

⁶ M. B. Uspensky, Course of modern Russian language in a pedagogical University (Voronezh: publishing house “MODEK”, 2004).

⁷ M. R. Lvov, Dictionary-reference guide to the methodology of teaching the Russian language: handbook for students of pedagogical universities and colleges (Moscú: Publishing center “Academy”; Higher school, 1999).

grammar, style, culture of speech, possession of these means of language and speech mechanisms-speaking, listening, reading, and writing within the social, professional, cultural needs of a person. The communicative competence is one of the most important characteristics of a language personality. The communicative competence is acquired as the result of natural speech activity and special training”⁸.

The presented judgements about the content of the concept of the communicative competence allow drawing a conclusion:

- the theoretical component of the communicative competence is formed by the communicative-significant knowledge about the language system, about speech-related concepts, about the types of speech activity, about the features of the functioning of language units in speech;
- the practical component of the communicative competence is formed by speech skills in receptive (listening and reading) and productive (speaking and writing) types of speech activity.

The approved judgement sounds especially reliable and convincing against the background of the G. O. Vinokur’ statement: “Language itself exists only when it is used”⁹.

In the psychological-pedagogical and methodical literature, the terms speech, speech-making, communicative skills are actively used, but the scope of terms is not clearly defined¹⁰.

The content of the first term, based on the understanding of speech as the functioning of language in the process of communication, can be defined as follows: Speech skills – is the ability of a native speaker to carry out speech activity. The definition is based on the model: language skills – the ability of the student to perform operations of an analytical nature with the units of the language; normative skills - the ability of a native speaker to comply with the norms of all its levels in the process of speech activity, including spelling¹¹.

The use of the term speech-making skills in the teaching of the Russian language was possible due to the results obtained by psychologists and psycholinguists, who revealed the mechanisms of interdependence and the relationship between the elements of the triad language-thinking-speech. Therefore, what the psychological-pedagogical and psycholinguistic message calls speech-making skills, in the methodology of language teaching is qualified as speech skills. In the methodological tradition, they are divided into normative and communicative skills¹².

⁸ G. O. Vinokur, Notes on Russian word formation (Moscu: Uchpedgiz Publ, 1959).

⁹ M. T. Baranov; T. A. Ladyzhenskaya; M. R. Lvov, et al., Methods of teaching the Russian language: textbook for pedagogical institutes (Moscu: Prosveshchenie, 1990).

¹⁰ E. S. Antonova, Methodology of teaching the Russian language: communicative and activity approach: textbook (Moscu: KNORUS,2007).

¹¹ N. D. Gal’skova y N. I. Gez, The theory of teaching foreign languages. Linguodidactics and methodology: textbook for students of linguistic universities and faculties of foreign languages of higher educational pedagogical institutions (Moscu: Publishing center “Academy”, 2006).

¹² C. C. Ragin, The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies (University of California Press, 2014).

Modern methods of teaching the Russian language has research containing a complete system of communication skills that are formed in the differentiated and interrelated training of students in all types of speech activity, combined "... processes of understanding, without which communication cannot take place and, therefore, knowledge cannot take place..."¹³.

Among the communicative skills, it is advisable to distinguish between speech-making actions that provide perception, understanding, interpretation and transformation of the presented information, and speech-making actions that ensure the production of information.

The direction of speech-making actions carried out in receptive types of speech activity is from information to its addressee, in productive types - from the author to the information. Hence, communication skills have two kinds of implementation: intersubjective communicative skills, or communication skills of the addressee information, and extra subjective communicative skills, or communication skills of the author-producer's information.

The formed communicative skills in the program on the Russian language are reflected unequally: verbal embodiment receive the communicative skills of productive types of speech activity, which are based on the production of oral and written coherent statements of different genre-stylistic and typological type. In this case, there is a false idea of the communication skills, which are associated only with the mechanism of producing coherent speech¹⁴.

Among the communicative skills are of no less importance the communicative skills in receptive types of speech activities, whose effectiveness depends on the ability to perceive and understand oral and written speech of other people, adequately responding to it properly converting the sensed information for using it to solve their own communication problems. Such skills are often not recorded in the relevant points of the program, which allows people to focus on the specifics of the communicative skills of the addressee of speech¹⁵.

Results

What are the communicative skills in the receptive types of speech activity that native speakers should have? The results of psychological-pedagogical and psycholinguistic studies that give an answer to this question are actively used in the practice of teaching a foreign language and can be applied in the methodology of teaching the native language¹⁶.

¹³ A. Premavasumathi y A. Sivasankari, "Study on Effectiveness of Employee's Training and Development In Rane Brake Lining Limited, Viralmalai, Trichy", *International Journal of Management*. Vol: 7 num 2 (2016): 368–378.

¹⁴ Porinita Banerjee y N. Dr Shivaji, "A Borhade. Study on Importance of Training Programmes and Its Impact on SHG Members with Special Reference to Pune City", *International Journal of Management*, Vol: 7 num 3 (2016): 27–33.

¹⁵ L. F. Naseikina, "Implementation of the competence approach in the formation of professionally significant personal qualities of students programmers", *VESTNIK OGU*, num 9 Vol: 158 (2013): 38.

¹⁶ S. F. Cerezal. *Foreign languages teaching methods: Some issues and new moves* (New Delphi: Discovery Publishing House, 2007).

1.- Formation of the communicative skills when learning to listen.

The purpose of listening, receptive thought-mnemonic activity - perception, understanding and processing of the information perceived by ear can be achieved if the listener (the addressee of speech) has the ability to communicate skills:

- focus on the content of the text, taking into account the communicative attitude (remember information, answer a question, evaluate arguments, etc.);
- divide the text into semantic parts, revealing the main idea of each of them;
- synthesize the condensed content of the text - its theme and establish the main idea of the text as a whole;
- keep in mind the content of the text (fix the reference words in the process of listening and make a plan of the text on their basis; reproduce the logical and compositional structure of the text, etc.);
- recognize the pragmatic setting of the text;
- catch means of expressiveness of sounding speech¹⁷.

The following control and diagnostic tasks can be used to test the ability of students to fully understand the text heard:

- answering the questions to the text;
- drawing up a detailed plan;
- retelling the perceived statement according to the plan.

2.- Formation of the communicative skills when learning to read.

The purpose of reading, analytical and synthetic activities - perception, understanding and active processing of written text can be achieved if the type of reading on the target setting (skimming, scanning, searching) and the level of formation of general communication skills taken into consideration. These general communication skills are:

- define the subject of the text, the subtopics used for its deployment, the main idea of the text;
- evaluate the text information by its importance for the disclosure of the topic (main/secondary);
- identify structural and logical parts of the text, comprehend their content and establish relationships among them¹⁸.

¹⁷ M. E. S. Elizabeth, *Methods of teaching English* (New Delphi: Discovery Publishing House, 2007).

¹⁸ I. K. Tsalikova y S. V. Pakhotina, "Scientific Research on the Issue of Soft Skills Development", *The Education and science journal*, Vol: 21 num 8 (2019): 187-207.

When teaching skimming reading a popular science text is perceived only once with the time limit in order to assimilate the basic information, while the following skills are formed:

- predict the content of a small volume of text by the title, the whole work - by the table of contents;
- distinguish between the main and secondary information that makes up the content of the text;
- use reference words and key sentences to understand the text;
- draw conclusions-generalizations on the basis of the read information;
- capture valuable text information that is new.

Scanning reading is carried out under other conditions: the text of artistic, scientific or journalistic style is perceived by students with no time limit, the task is to accurately reproduce it using the possibility of appealing to the text.

Scanning reading relies on such communication skills:

- evaluate the importance of information for the implementation of the author's idea;
- strive to fully understand the content of the text;
- identify the relationship of dependence among the semantic elements of the text;
- make a plan of the text, diagrams and tables, representing its content in the condensed form;
- distinguish between factual, conceptual and subtext information, means of expression of speech.

The basis of teaching to searching reading is the task to identify the necessary information in a large volume of the text of the scientific or popular science style, which is carried out in the time limit, based on the awareness of the compositional and logical specificity of the text¹⁹.

The communication skills that are formed by searching reading are as follows:

- determine the structural and logical type of the text, taking into account the content of its constituent parts;
- find information that is directly related to a particular problem, based on the content of the beginnings of fragments;
- identify the argumentative base of the text;
- predict the content of other parts of the text;
- prepare working materials on the text with the definition of parts that require more detailed study.

¹⁹ M. Bargsted, "Impact of Personal Competencies and Market Value of Type of Occupation over Objective Employability and Perceived Career Opportunities of Young Professionals", *Journal of Work and Organizational Psychology*, num 33 (2017): 115–123.

Analysis of the results

As a result of the development of the undergraduate program, the graduate, along with the professional competences, should also have the developed general cultural and universal competences in accordance with the Federal State Educational Standard of Higher Education²⁰. The list of the universal competences is given in Table 1.

Name of the category (group) of universal competences	Code and name of the universal competence of the graduate
System and critical thinking	UC-1. Able to search, to implement critical analysis and synthesis of information, apply a systematic approach to solving problems
Development and implementation of projects	UC-2. Able to determine the range of tasks within the set goal and choose the best ways to solve them, based on existing legal norms, available resources and restrictions
Teamwork and leadership	UC-3. Able to carry out social interaction and realize their role in the team
Communication	UC-4. Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language (s)
Intercultural interaction	UC-5. Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts
Self-organization and self-development (including health care)	UC-6. Able to manage their time, build and implement a trajectory of self-development based on the principles of education throughout life
	UC-7. Able to maintain a proper level of physical fitness to ensure full social and professional activities
Life safety	UC-8. Able to create and maintain safe living conditions, including the emergency situations

Note: UC – Universal Competence.

Table 1
Universal Competences

As can be seen from the table above, in the name of the category (group) of universal competences, as well as in the section code and name of the universal competence of the graduate, the category “communication” is marked by number 4. The universal competence “communication” (UC-4) means the ability to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s).

Table 2 presents indicators of achievement of the universal competence 4 (UC-4) according to the Bachelor level of education.

Bachelor
Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language (s)
UC-4.1. Selects the style of business communication in the state language of the Russian Federation and a foreign language depending on the purpose and conditions of the partnership;

²⁰ Federal State Education Standard of Higher Education – Bachelor level in the direction of training 21.03.01 Petroleum Engineering. The Law of the Russian Federation “On education” of 09.02.2018 №96.

adapts speech, communication style and sign language to the situations of interaction;
 UC-4.2. Performs professional translation of business texts from a foreign language into the state language of the Russian Federation and from the state language of the Russian Federation into the foreign one;
 UC-4.3. Conducts business correspondence in the state language of the Russian Federation and a foreign language taking into account the peculiarities of the style of official and unofficial letters and socio cultural differences in the format of correspondence;
 UC-4.4. Represents his point of view in business communication and in public speeches

Table 2

Indicators of achievement of the universal competence 4 (UC-4)

Conclusions

Thus, having the developed communicative competences a technical university graduate should be able to conduct business communication in the state language of the Russian Federation and in foreign languages depending on the purpose and conditions of the partnership, to adapt the language, style of communication and body language to situations of interaction; to translate professional business texts from the state language of the Russian Federation to the foreign language and vice versa, and also should be able to keep up a correspondence with the features of stylistics of formal and informal letters. The formed communicative competences will allow a graduate of a technical University to represent their point of view in business communication and in public speeches. Therefore, the effectiveness of speech activity of a native speaker is directly dependent on the quality of formation of both intersubjective and extra subjective communication skills, i.e. both the communicative skills of the addressee and the communicative skills of the author.

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