Functional and semantic basis of the organisation of the process of foreign language communicative competence development of students

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Abstract

Relevance. By focusing on lexicalised grammatical material as a means of forming English-language communicative competence in non-linguistic specialisations educators can better prepare students to excel in their chosen professions by equipping them with the language knowledge for effective communication in their respective fields.

Purpose. This study aims to demonstrate how functionally described grammatical units effectively shape speech and communicative competence in teaching "Professionally oriented foreign language" within "Tourism" and "Socio-Cultural Service" specialisations. The objective of the study is to check the mechanism of activation of frequency semantic units in the professional speech of future specialists in the field of tourism.

Methodology. The paper uses such research methods as semantic analysis, statistical method, modelling, approbation, analysis of research subject based on the processing of educational texts. 15 2nd-year students of the specialisation "Tourism" and "Socio-cultural service" took part in the study.

Results. The conducted research proves the necessity of organising a system of preliminary preparation of material with the selection of lexicalised material for developing English-language communicative competence. An algorithm and corresponding practices have been devised to expedite students' foreign language communicative competence development, ensuring proficient utilisation of acquired knowledge in their professional endeavors. The study delineates

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the constituent elements of foreign language communicative competency and aligns them with the overarching objectives of teaching within non-linguistic specialisations, encompassing linguistic, sociolinguistic, sociocultural, social, reflexive, pragmatic, and discursive components.

Conclusions. Lexicalised grammatical material significantly influences the development of foreign language communicative competence in non-linguistic students specializing in "Tourism" and "Socio-cultural Service". Integrating intercultural competency into language acquisition is crucial, enhancing students' ability to navigate diverse cultural contexts effectively. The results of the study can be used in conducting English language classes of the discipline "Professionally oriented foreign language" in the specialisations "Tourism" and "Socio-cultural service".

Keywords: semantic types of elementary utterances; speech act; lexical compatibility; lexical variation; syntactic field; syntactic synonymy.

Introduction

The discipline "Professionally oriented foreign language" is available in the curricula of many universities, including those who have such specialisations as "Tourism" and "Socio-cultural service". In the sense of this training course, the main purpose is to form new and improve formed students' communication skills in a professional environment. For non-linguistic specialisations, classes are usually held once a week, therefore, qualitative assimilation of terminology and grammar becomes an important area, and the development of direct communicative competence fades into the background [1].

Referring to the pan-European standards for foreign languages, communicative competence is represented by linguistic, sociolinguistic, discursive, socio-cultural, strategic, and social competences, which indicates its effectiveness due to such a systematic approach. Some scientists, in addition to the above competences, distinguish subject and professional competence. However, referring to a more generalised approach, there are usually only three components: linguistic, pragmatic, and sociolinguistic. It is worth paying attention to the fact that scientists usually interpret the term "communicative competence" and its structure in different ways, therefore, most of the components of the models developed by them are interrelated and equivalent, and the significant differences are mainly in lexical interpretation and application. Referring to the composition of this competence study, it is not fundamental, therefore it would be advisable to use a general definition of foreign language communicative competence as an opportunity to rationally form a programme of speech behaviour in particular communication situations in the tourism sector, avoiding gaps in communication with the client [2].

Foreign language communicative competence occupies leading positions and is a priority among others for many reasons, the most relevant and influential of them are the following. The merging of ethnic borders, which results in the development of a multicultural environment is a natural sphere for modern teenagers, thus intercultural communication turns into a daily, that is, almost an unconscious process. That is why foreign language proficiency is not a competitive advantage and a special skill but a necessity. The qualification and skill of a specialist depend not only on their ability to solve work problems and contradictions but also on the ability to form effective group work and the implementation of various projects, as well as a confident and effective presentation of their own ideas. The creation and improvement of technologies is reforming the business communication

space, and future specialists can cooperate with foreign partners much more effectively, including in an informal setting, in particular in messengers, during remote meetings using conference calls or by e-mail [3].

To solve these issues effectively and quickly, it is necessary to develop and establish the most natural sphere for students' speech interaction. As a rule, the nature of interaction and communication between a foreign language teacher and students is less official since the social distance is narrowing, which is a considerable advantage [4]. The teacher can apply a rule for future specialists, such as communicating in English not only during classes but also during individual consultations, correspondence in messengers, when meeting on the street with friends or other students. Notably, initially, such a format may not bring high results among students. Therefore, time is required, due to which students will not only get used to answering greetings, signing up, and explaining the reason for being late in a foreign language, but also will be able to perceive everyday expressions of a foreign language on a subconscious level [5]. It is necessary to develop and apply an effective mechanism for its application in daily educational activities, for the development of lexical and grammatical skills of students, in addition, perseverance is extremely important from the very beginning of studying a foreign language programme, regardless of the level of students' knowledge, so that this technique becomes an inseparable and mandatory part of communication within the team, and not a sudden whim of the teacher [6].

Materials and Methods

The study of such a controversial and relevant issue as the development of a functional and semantic basis for the organisation of an algorithm for the development of foreign language communicative competence of students of non-linguistic specialisations was carried out based on various research methods and the approach of scientists. In particular, a functional-methodological approach was used, which allows identifying the main purposes and areas of the study, as well as to form a structure concisely and logically by highlighting the functions and tasks of each stage of the study. In addition, it is advisable to use the method of semantic analysis, which consists in identifying semantic and structurally semantic classes of words for the study of system relations in a particular industry. In addition, the statistical method has its flaws since it allows forming an information base for statistical generalisations and characteristics of objective patterns. Statistical data have undoubted evidentiary value precisely because they

are based not on individual facts but on their totality, which is extremely important in this study. The modelling method consists in considering not one object of knowledge (that is, the issue under study) but its image in the form of a so-called model (sample), some inconsistencies have been identified in the results of studying this subject in previous papers by different scientists.

Due to the approbation method, the possibility and necessity of using innovative methods and projects to solve this issue were evaluated, and the application in practice was tested, approaches were theoretically formed. The key in the work was the method of analysing the subject of research in the context of the processing of educational texts on the discipline "Professionally oriented foreign language (English)" for the specialisations "Tourism" and "Socio-cultural service" since allowed analysing current scientific views and developments on this subject, as well as to form conclusions based on these studies.

Considering the above, the following objectives of this study can be distinguished:

• to identify and evaluate the effectiveness of the mechanism for activation of frequency semantic units in the professional speech of future specialists in the field of tourism;

• to identify the main concepts and practices for the development of foreign language communicative competence of students of non-linguistic specialisations;

• to investigate the advantages and disadvantages of using certain programmes in the process of applying the functional-semantic basis for its application in the learning process.

The study of this subject is carried out in three stages:

1. At the first stage, the theoretical foundations and concepts of this subject are highlighted, the main approaches of scientists and textbooks on the issue are used for research, scientific publications of national and foreign authors and a plan for analysis and research is drawn up, in particular, the main purposes and objectives are highlighted.

2. At the second stage, the current level of foreign language competence in non-philological students is investigated, and all mechanisms for the development and improvement of this knowledge and skills are analysed, priority ways and methods are identified to accelerate the use of new functional and semantic units of linguistics as means of organising the educational process.

3. The third stage, which in turn is the final one in the work, concerns the development of a clear algorithm and practical tasks for applying the acquired knowledge in the field of professional communication, in this case – tourism and socio-cultural service.

Results

An important and priority element of modern language education today is the endowment of participants in the educational process with universal and rational ways of professional activity, and the main purpose is the development and improvement of foreign communicative competences, research knowledge, and skills among future tourism professionals. Another important aspect is the ability to use modern information and communication technologies in the implementation of their professional activities, and also to respond promptly to dynamic socio-

economic conditions. Considering these provisions, the competency-based approach and humanisation of education carried out in Kazakhstan over the past few years requires, first of all, the development of universal and general cultural factors in future specialists of the tourism sector and the development of spiritual and moral qualities in them together with professional competences [7].

Analysing the current level of development of society, it is worth noting that the expansion of the socialising properties of a foreign language as an academic discipline directly affects the content of teaching foreign languages as conditions for intercultural communication within the framework of academic mobility, as well as extracurricular time. Important objectives of teaching foreign languages for students of such non-linguistic specialisations as "Tourism" and "Socio-cultural service" are: communicative (development and implementation of all elements of the system of foreign language communicative competence: linguistic, speech, discursive, socio-cultural, compensatory, and educational), and human-developmental (educational and developmental) [8].

The determining factors in the interpretation of foreign language communicative competence among students of non-linguistic specialisations are the following: interrelated, systematic teaching of all types of speech activity, considering the characteristics of each student; the predominant role of exercises (task structure consists in the consistent organisation of speech communication in the educational process) organisation of role communication in the study of such an academic discipline as "Professionally oriented foreign language (English)".

The promising areas of intensification of the process of foreign language communicative competence development are the following: a competency-based approach in the process of acquiring knowledge of a foreign language (along with a student-oriented one is "the leading educational paradigm in the methodological aspect, which affects the main components of the system of philological education: purposes, principles, content"); a socio-cultural approach in teaching a foreign language: communicative-oriented teaching of foreign languages as a means of intercultural communication, associated with its use as an instrument of knowledge of world culture, spiritual heritage and historical and cultural memory of countries and peoples of the world, a method of the achievement of intercultural understanding, which allow successfully developing and implementing socio-cultural competence as a structural element of foreign language communicative competence; a student-oriented approach in the process of teaching a foreign language to students of non-linguistic specialisations has a high potential for developing learning since its practices aimed at considerable volumes of materials are assimilated, and also have a considerable impact on the quality of teaching foreign languages and provide a high level of foreign language communicative competence of students [9].

These processes are facilitated by the widespread use of technology and innovative technologies for organising the educational process, in particular audio and video materials, computer files, training programmes, tests, computer communication tools, which provide an opportunity to narrow and individualise the process of teaching foreign languages. In addition, students have the

opportunity to determine the autonomous mode of cognitive and communicative activity in the process of foreign language education, ensuring high efficiency of the process of linguistic self-education and motivation. Modern foreign language education operates with the terms "competence" and "competency". It is important to analyse the above expressions to clearly understand the meaning of each of them. Thus, the concept of "competence" is considered as knowledge, skills, abilities, level of proficiency in a foreign language. In addition, the content of the term "competence" often contains a set of professional skills necessary for the implementation of a particular type of activity, and "competency" is displayed as a property of an individual, consisting in its ability to perform a particular activity, including the provision of tourist services. Provided that the personal characteristics of students are considered as certain qualities, and the acquisition of experience in foreign language communication as an important prospect, it is possible to establish a direct link between the level of formed foreign language and communicative competences since it will be interrelated with the level of professionalism of the future specialist, that is, his professional foreign language communicative competency. Thus, the term "competency" is defined as a person's ability to practice, and "competence" — as a meaningful component of such an opportunity in the form of knowledge, skills, and abilities [10].

Interpreting the concept of "foreign language communicative competency", it is constantly changing. This is directly related to the fact that the social environment is dynamic and changing accordingly. In addition, the purposes and objectives of teaching foreign languages in society are specified. Because of this, some national researchers associate foreign language communicative competency with the ability of a person to acquire foreign languages and to communicate in this language with representatives of other cultures.

Having analysed them, it can be argued that the most capacious and functional among the practices is the model of foreign language communicative competency, the structure of which is formed by linguistic, speech, socio-cultural competency (includes sociolinguistic, subject, general cultural, and linguocultural competences). Thus, it is reasonable to consider foreign-language communicative competency as the ability to possess linguistic, speech, and socio-cultural knowledge, skills, and abilities, which allows future specialists in the field of tourism to express their opinions in a foreign language in a communicatively acceptable and appropriate way or to provide professional services depending on the psychological factors of communication [11].

In addition, there is another distribution according to which researchers relate to the internal structure of foreign language communicative competence not only the above elements but also to the educational, compensatory, and self-educational components. Notably, the first three structural elements have a direct connection with the development and application of a foreign language, and in the sense of other components, it is possible to distinguish the knowledge, skills, and abilities inherent in information and educational competences.

The development and implementation of foreign language communicative competence are one of the priority tasks of language training of students of such specialisations as "Tourism" and "Socio-cultural service" in the process of learning foreign languages. Among some elements of language competence necessary for students of non-linguistic specialisations, it is necessary to distinguish the following components: skills that cover the norms of pronunciation and design of a foreign language; intonation and syntactic norms of text construction; rules of lexical and grammatical design of a foreign language; general and characteristic ways of expressing universal categories in native and foreign languages; language skills that condition the correct recognition of lexically and grammatically acceptable utterances in a foreign language; figurative and schematic representation of speech information about the rules of construction and design of phrases in a foreign language; phonetic, lexical-grammatical, intonation-syntactic design of statements according to the literary norm; linguistic skills that determine the ability to linguistic observation and generalisation of its results in the form of rules [12].

The perfect level of foreign language competence of future specialists of non-linguistic professions does not fully reflect the effectiveness of the verbal interaction of communication participants. Thus, it can be argued that it is only a prerequisite for improving the linguistic capability to learn the phonetic-intonation and lexical-grammatical possibility of language design in accordance with literary norms. Therefore, the development and improvement of foreign language communicative competence should be implemented in a systematic manner using linguistic and socio-cultural competences. Foreign language communicative competence consists in having the skill to consider communication factors (situation, communicative goals, intentions, social and functional roles of communication participants) and, accordingly, to use an appropriate language form and way of expressing one's thoughts, forming one's own character of foreign language communication [13]. As for the main elements of foreign language communicative competence for students of non-linguistic specialisations, it includes: knowledge in the context of the communicative rational design of a foreign language in various communication situations; the technique of implementing various types of reading and listening, the development of oral and written speech in the professional sphere of foreign language communication; speech skills, which consist in anticipating the communicative expediency of choosing the means of design of speech works; to carry out communicative correction of unacceptable speech behaviour; the use of various reading and listening practices, as well as the rules for making oral and written foreign language.

Discussion

The socio-cultural competence of future specialists in such non-linguistic specialisations as "Tourism" and "Socio-cultural service" contains two of the most important components for its development and use in practice. The first element is knowledge, containing a rational equivalence ratio and without equivalence between the linguistic units, in addition, special attention is paid to the rules of linguistic and non-linguistic behaviour in the new

socio-cultural environment. This component is also covered in the concepts of the realities of foreign language culture, which can be found in authentic texts and films. The second component of socio-cultural competence is the ability to carry out socio-cultural analysis of an authentic text, to identify a particular socio-cultural and communicative algorithm of speech behaviour, as well as to develop socio-cultural portraits of participants in intercultural communication and to explore the facts of foreign and native cultures in a foreign language [14; 15].

For students of non-linguistic specialisations to achieve a perfect level of a foreign language, it is necessary, first of all, to acquire oral forms of communication in a foreign language, therefore, in addition to linguistic, speech, and socio-cultural competences, students should have a well-formed compensatory competence, which consists in the ability to guess the meaning of unfamiliar words in the context or use non-verbal means during communication. An important aspect in this process is the correlation of one's own position with the position of the interlocutor, and most importantly, the development of each student's ability to find solutions in non-standard situations [16-18].

Considering the conditions of foreign language education of students of non-linguistic specialisations, the process of creating conditions for students' effective self-education is given special priority. Considering the above, it can be established that educational competence is a complex phenomenon, which includes: the ability to find rational ways to implement the communicative and cognitive activity in the absence of daily control by the teacher; a system of rules for working with texts of different functional styles; prospects for the use of innovative computer technologies both during training and self-study of foreign languages. In addition, an important component of educational competence is the skills of rational distribution of time to perform various communicative tasks in a foreign language; work with a large amount of reference literature; effective use of audio and video training; conduct self-diagnostics of the success of mastering software foreign language products [19].

The current state of foreign language education, which is associated with the reform of educational purposes, is characterised by certain features of motivation to teach students of non-linguistic specialisations, which allow increasing and enriching the content of all types of communication, and obtaining a higher level of foreign language communicative competency in the future [20-22]. Thus, it should be established that to perform any task, it is necessary to develop methods of intensifying the educational process, considering all possible obstacles and disadvantages associated with the psychological state of students. In addition, it is important to form the need to acquire a foreign language communicative competence for a future speciality, as well as the ability of an independent academic discipline for effective individual training and high-quality satisfaction of the needs for special means of training and self-education. In other words, an important condition for the rationalisation of the process of teaching a foreign language to students of non-linguistic specialisations, which allows for the maximum individualisation of the educational process, is to consider and involve the specific features of the nature and form of education of a particular student [23; 24].

The priority purpose of teaching students of non-linguistic specialisations of English as a foreign language is to master the language for the application of this knowledge as a means of intercultural interaction and communication. This purpose determines the interrelated, system, communicative, and multicultural development of students through the English language to prepare them for the use of the language in the form of a means of self-expression, self-education, that is, as an instrument of individual personal immersion in another culture. The achievement of this purpose is aimed at: the development, implementation and improvement of bilingual communicative competence among students of non-linguistic specialisations, which is extremely important for the process of communication in a foreign language with teachers, students, native speakers of another country; the use of English as a second, foreign language in the social, administrative, educational, and pedagogical branches of the communicative environment. All these processes expand students' linguistic picture of the world, that is, develops and establishes the concept of a dialogue of cultures, disciplines social apathy and tolerance, motivation to comprehend the socio-cultural experience of other countries, as well as the conscious application of the values of tolerant communication [25; 26].

Considering the list of the main tasks of foreign language communicative competence development when creating a communication situation, the priority is the mastery of foreign language speech attitudes and techniques, the foundations of which are established, factors in society are widespread, for example, the instinct for communication in the classroom mainly in a foreign language; a particular language situation that is formed in a specially equipped audience; active use of authentic materials in the classroom, such as texts, audio-video recordings, which most clearly and considerably reflect the specific features of the culture of the country of the language being studied; game implementation of tasks in the context of the development and implementation of a foreign language speech concept [27].

Based on the established patterns of the process of mastering and applying a foreign language in everyday life, the following requirements for language practice can be identified and consolidated: the complex nature of the tasks to be solved (communicative, educational, developmental), the introduction of a socio-cultural component in teaching a foreign language; the logic of the lesson is conditioned upon its purposefulness, integrity, dynamics, and connectivity; optimal, standardised organisation and provision of communication between students and teachers in various forms of group communication: frontal, group, pair, individual; self-education; objective and structured use of information and communication technologies; gradual, rational development and training of students with concise methods of independent work with a systematic expansion of its scope and content; the most adequate language activity of students during classes [28-30].

Application of the activation method research, the starting principles of which are the student's orientation for learning both in professional activity and student-oriented communication; role-based implementation of educational material and educational process; step-by-step concentric

transfer of educational material and learning process; collective form as the main form of the educational process; development of foreign language communicative competence in communicative tasks and practices of different levels. Thus, the practical value of the above system of foreign language communicative competency development of students of non-linguistic specialisations lies in the fact that it establishes and consolidates the basics of effective and rational mastery of a foreign language, reforms the cultural and mental activity of students; allows establishing an appropriate autonomous mode of communicative and cognitive activity of students through the use of information and communication technologies and distance learning mechanisms; edits and develops an interest in the implementation of individual tasks; considerably increases the level of motivation to study this academic discipline in general [31; 32].

As for the practical aspects of the development of foreign-language communicative competence of students of non-linguistic specialisations, a whole range of possible types of educational process organisation should be attributed to this process to obtain a high-quality result. However, it is firstly necessary to focus on the factors that slow down the development of effective communication, seemingly insignificant problems, but it is extremely difficult and important to process them in classroom classes. Thus, they include: a fairly fast pace of speech to another subject of communication; a slurred accent; insufficient lexical resources for complete communication during a small talk; lack of knowledge in areas without equivalent and background vocabulary; lack of skills to distinguish parasitic words from notional expressions; lack of desire to take part in foreign language communication; fear of making mistakes, shame to communicate in a foreign language in informal situations. An example of effective practices that can be applied in the educational process is the application of special rules, a system of points and their interpretation into tasks and challenges. Notably, the introduction of game aspects into daily training has a positive impact on both the professional and communicative abilities of future specialists, in addition, it positively affects the level of interest and destroys the fear of making a mistake or expressing an opinion at all. The use of role-playing games and relevant practical exercises that develop and make the usual practical exercises more interesting is considered promising, including: excursions, quizzes, meetings, pitch-presentation. These measures provoke the actualisation of language skills and also affect the display of additional vocabulary, that is, ways of expressing consent or some formulas of politeness and stable expressions [33; 34].

It is generally accepted that the above classes and practices should be used before a long break or before the completion of a special, thematic block to reduce the risks from the failure of other educational and pedagogical activities. To effectively apply the designed situation directly in the thematic block under study, project activities should be used. The specialisation of projects may be characterised by a narrowed professional orientation, under this condition, the capability of independent, individual orientation in educational materials and disciplines in general are improved. The level of interest in the process of high-quality training increases due to the implementation of a particular contribution to their own curriculum. Referring to the improvement and expansion of communicative abilities and theoretical knowledge, these types of independent activities are very important and prioritised since they educate students with the desire and ability to achieve their goals through the distribution of their time and effort.

As a result of the integration and analysis of the studied material from primary sources, the socio-cultural and strategic competences are being reformed and improved.

Thus, the application of such original practices and concepts has a positive effect on the integration of communicative, including socio-cultural competences, provided that they are proportional to the current state of development of this industry in society. Admittedly, relevant and factual materials are posted in updated periodic resources. When applying this practice in classrooms under such conditions, it will be necessary to allocate an average of 5-10 minutes at the beginning of each lesson for reviewing and discussing news. This concept resembles small-talk in its essence, however, unlike it, it is simpler and more understandable for students of non-linguistic specialisations, in particular, such as "Tourism" and "Socio-cultural service" because it certainly gives future specialists the ability to form their own speech or statements for the lesson.

By providing students with the opportunity to independently choose a topic and, among other things, not to limit its scope, the teacher can greatly raise the interest of future specialists in acquiring a foreign language and also provoke the development of inter-subject relations. Current news-related materials usually contain linguistic data, without equivalent vocabulary, the mastery of which, unfortunately, is mostly not logically constructed and inexpediently provided for in educational programmes.

However, provided that the level of current knowledge in such an academic discipline as "Professionally oriented foreign language (English)" does not provide sufficient opportunities and skills to work with primary sources or get acquainted with news releases, it is advisable to offer adapted sources and materials where publications are shorter and are presented by simpler vocabulary, and at the same time are accompanied by audio files. In accordance with the above, it is necessary to highlight that an important step is the integration of the discussion process into the most interactive activity since this will interest the study group to express their thoughts or ask clarifying questions, develop theses for discussion, use elements of computer technology [35; 36].

The function of the teacher in this situation is the ratio of methodological guidelines for students' interests. Thus, the application and development of the above methods and practices in the educational process do not require a considerable amount of effort or material investment on the part of the teacher, however, accelerates the adaptation process and makes it comfortable for students. These areas are endowed with a high level of adaptation simultaneously to foreign language communicative competence and their professional specialisation (even if it is non-linguistic) and the use of computer technology, which helps students to freely fulfil themselves in the process of distance learning, and at the moment are extremely relevant.

Conclusions

As a result of the study of the organisation of the process of foreign language communicative competence development of non-linguistic students on the example of such specialisations as "Tourism" and "Socio-cultural service", it was established that lexicalised grammatical material has a considerable impact on this process. The use of such resources helps to effectively apply them during training in the field of tourism and socio-cultural services. Moreover, to effectively implement them in practice due to well-established and developed mechanisms and analysis of their results. When studying this subject, it was established that intercultural competency has an integrative character.

This is explained by the fact that, in its internal structure and theoretical content, it is the result of the integration of future specialist's personality in the field of tourism and the provision of appropriate services in the process of acquiring foreign languages and contains a system of special practical knowledge of national and cultural characteristics. An important element of the paper was the study of the current state of the curricula of the above specialisations and the analysis of the place of such an academic discipline as "Professionally oriented foreign language (English)" in them. In addition, an algorithm and appropriate practices have been formed, they will accelerate the development of students' foreign language communicative competence and provide high results in the future, and most importantly, they will allow the perfect use of the acquired knowledge in daily professional activities.

It is advisable to interpret foreign language communicative competency as the student's ability and willingness to carry out foreign language communication, both within the limits of the requirements defined by the curriculum, which, in turn, are based on a system of skills and abilities characteristic of a foreign language, in particular grammatical, lexical, orthographic, speech, speech recognition. Moreover, to freely operate with various linguistic elements of communicative interaction. The paper also identified elements that directly constitute the content of foreign language communicative competency and the proportional purposes and objectives of teaching a foreign language to students of non-linguistic specialisations, these include the following: linguistic, sociolinguistic, sociocultural, social, reflexive, pragmatic, discursive components. Thus, it can be argued that the effectiveness of the process of forming the foreign language competence of a future specialist in the field of tourism and socio-cultural services directly depends on the level of development of all elements of the system.

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Conflict of Interest

The authors state that they have no conflicting interests.

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Функціональна та семантична основа організації процесу розвитку іншомовної комунікативної компетентності студентів

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Анотація

Актуальність. Зосереджуючись на лексикалізованому граматичному матеріалі як на засобі формування англомовної комунікативної компетентності студентів нелінгвістичних спеціальностей, викладачі можуть краще підготувати їх до успіху у вибраній ними професії, озброївши їх мовними знаннями для ефективного спілкування у відповідних галузях.

Мета. Метою даного дослідження є демонстрація того, як функціонально описані граматичні одиниці ефективно формують мовленнєву та комунікативну компетентність під час навчання "Професійно-орієнтованої іноземної мови" у спеціальностях "Туризм" та "Соціально-культурне обслуговування". Завдання дослідження – перевірити механізм активації частотності семантичних одиниць у професійному мовленні майбутніх фахівців сфери туризму.

Методологія. У роботі використані такі методи дослідження як семантичний аналіз, статистичний метод, моделювання, апробація, аналіз предмета дослідження на основі обробки навчальних текстів. У дослідженні взяли участь 15 студентів 2 курсу спеціальностей "Туризм" та "Соціально-культурне обслуговування".

Результати. Проведене дослідження доводить необхідність організації системи попередньої підготовки матеріалу з відбором лексикалізованого матеріалу для розвитку англомовної комунікативної компетенції. Розроблено алгоритм та відповідні практики, що сприяють розвитку іншомовної комунікативної компетентності студентів, забезпечуючи вміле використання здобутих знань у професійній діяльності. У дослідженні складові елементи іншомовної комунікативної компетентності окреслюються та співвідносяться із загальними цілями навчання в нелінгвістичних спеціальностей, охоплюючи лінгвістичний, соціолінгвістичний, соціокультурний, соціальний, рефлексивний, прагматичний та дискурсивний компоненти.

Висновки. Лексикалізований граматичний матеріал суттєво впливає на розвиток іншомовної комунікативної компетентності студентів нелінгвістичних спеціальностей "Туризм" та "Соціокультурне обслуговування". Інтеграція міжкультурної компетенції в опануванні мовою має вагоме значення, покращуючи здатність студентів ефективно орієнтуватися в різноманітних культурних контекстах. Результати дослідження можуть бути використані під час проведення занять з англійської мови дисципліни "Професійно орієнтована іноземна мова" за спеціалізаціями "Туризм" та "Соціально-культурне обслуговування".

Ключові слова: семантичні типи елементарних висловлювань; мовленнєвий акт; лексична сполучуваність; лексичне варіювання; синтаксичне поле; синтаксична синонімія.