

Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department

Collective Monograph



Specialists' Identity in Language Activity
and Professional Communication



Dnipro, 2024

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**“SPECIALISTS’ IDENTITY IN LANGUAGE ACTIVITY AND
PROFESSIONAL COMMUNICATION”**

Dnipro, 2024

UDC 81'276.6:811.111

Recommended by the Academic Council of DSAEU (protocol № 8 from 30.05.2024)

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Specialists' identity in language activity and professional communication: a collective monograph. / edited by T. Stasiuk Dnipro: Printing house "Vakhmistrov", 2024. – 439 p.

Колектив авторів Л59 Особистість професіоналів у мовленнєвій діяльності та фаховому спілкуванні. Англійською мовою. – Дніпро: Журфонд, 2024. – 439 с.

ISBN

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No part of this publication may be reproduced, distributed or transmitted in any form or by any means, or stored in a data base or retrieval system without the prior written permission of the publisher. The content and reliability of the articles are the responsibility of the authors. When using and borrowing materials reference to the publication is required. Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities. The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic "Specialists' identity in language activity and professional communication" (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

Preface

The evolution of the global economy, the increasing international cultural and economic integration of Ukraine with other nations, its integration into the global community, and the necessity for business ties with foreign partners are driving forces behind transformations in all aspects of social life. These changes are particularly evident in the higher education system, which is fundamental for nurturing the intellectual and spiritual capacities of individuals. It serves as a potent tool for addressing challenges in science, technology, culture, national identity, state-building, democratic principles, and the professionalization of the country's endeavors.

This collective monograph explores the intricate facets of specialists' identity in language activity and professional communication, delving into the complex interplay between individuality, professional roles, and linguistic practices. As scholars and practitioners in diverse fields, we are keenly aware of the pivotal role that identity plays in shaping our interactions, both within our professional domains and beyond.

In today's rapidly evolving global landscape, characterized by unprecedented interconnectedness and technological advancements, the nature of professional communication is undergoing profound transformations. In this context, understanding how specialists negotiate their identities through language becomes not only intellectually stimulating but also practically crucial.

Drawing on a range of theoretical frameworks and methodological approaches, the chapters in this monograph offer insightful analyses of various aspects of specialists' identity construction. From the linguistic strategies employed in professional discourse to the cultural nuances that shape communicative practices, each contribution sheds light on different dimensions of this multifaceted phenomenon.

We are indebted to the scholars whose rigorous research forms the backbone of this monograph, as well as to the practitioners whose firsthand experiences enrich our understanding. Their collective efforts have resulted in a volume that we hope will inspire further exploration and debate in this dynamic field.

It is our sincere belief that this monograph will serve as a valuable resource for researchers, educators, and professionals alike, fostering a deeper understanding of how identity shapes and is shaped by language and communication in professional contexts.

The monograph explores fundamental areas of linguistic research, as well as methods and technologies for teaching foreign languages. It also covers topics such as professional, interpersonal, and intercultural communication, translation studies, copywriting, and media literacy.

UDC: 378:004

**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF FOREIGN
LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF NON-
LINGUISTIC UNIVERSITIES**

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Abstract. Since the beginning of the 90s of the twentieth century. Ukrainian higher education is undergoing profound transformations. Changes in the economic and sociocultural situation in Ukraine predetermined the transformation of ideas about the goals and functions of education related to the harmonization of domestic and European educational structures in the light of the Bologna process (2003), with the reorientation of specialist training towards a pragmatic model of professional activity, with the modernization of the value system in education, with the development of effective pedagogical technologies and pedagogical conditions for scientific and organizational support of the process of formation of a future specialist. The main goal of such transformations is the free development of the specialist's personality, his creative initiative, independence, self-realization, competitiveness, social and academic mobility. Professional training of specialists in the direction of "Linguistics and intercultural communication", within the framework of which professional education is carried out in a number of specialties ("Linguist, teacher", "Linguist, translator", "Linguist-specialist in intercultural communication"), does not have a long-term existence in our country stories. Higher education standards in this area were created in the 90s. XX century. However, the experience that has developed in the university practice of carrying out the professional training of a linguist, as well as an analysis of the professional activities of specialists in the designated area, indicate that traditional approaches and the subject model of language teaching existing at the university do not correspond to the needs of the real practice of professional activity of a specialist in modern conditions. Through the efforts of representatives of various sciences, the idea has been proven and supported by the traditions of the national school of language teaching that the study of other cultures should be built on the basis of an awareness of the native culture. And, accordingly, it is important for specialists in the field of foreign language communication to ensure a conscious attitude towards the subject of future activity. Despite the fact that the training of linguists in higher education has a long history, and a certain scientific base and positive traditions have developed in this area, there is a need to develop new approaches that take into account modern scientific achievements that meet the socio-cultural needs of society and the professional fields of activity of a linguist.

Key words: non-linguistic, high education, pedagogical conditions, future specialist, knowledge.

Introduction. The article is devoted to investigating the formation of foreign language communicative competence of students of non-linguistic universities.

The purpose of the research is to identify the theoretical foundations and practical implementation of the system of professional training of a specialist and intercultural communication at university.

A research problem. An urgent problem in the teaching and assessment of the humanities is the diversity of perception and assimilation by students of the content of disciplines in accordance with their intellectual development and worldview.

Relevance of research is determined by changes in modern professional and pedagogical issues, as well as the need to implement the ideas of modernizing the professional language education of a future specialist in the field of linguistics and intercultural communication and, in particular, the need to clarify the specific characteristics of professionally oriented language education at a university in accordance with specificity of the graduate's specialty.

The aim of the article is investigating the formation of foreign language communicative competence of students of non-linguistic universities.

Objectives of the study are: to define the problem in the teaching and investigate the formation of foreign language communicative competence of students of non-linguistic universities.

Scientific novelty is verified by its topicality and the interest of scientists in the stated topic.

Research material. To consider this issue, it is necessary to establish the psychological factors influencing the success of acquiring language competencies, to trace the evolution of the principles of organizing the process of mass teaching of a foreign language in our country and to analyze the arsenal of pedagogical tools recommended for use in modern audiences in terms of their impact on the cognitive activity of students.

“Whoever owns the information owns the world”. The truth of the words spoken by Nathan Rothschild 200 years ago is confirmed, affirmed and updated by each new era. The 21st century, rightly called the age of information, puts forward its high

demands on the informational side of human life. Knowledge of a foreign language becomes an important prerequisite for success and a condition for achieving intended goals. This is due to the fact that a person needs to find what he needs in informative sources in the field of science, technology, culture, art, history, politics, social life, everyday life and etc., establish and maintain communication contacts in the social and professional sphere. This is all the more relevant in the field of modern production, economics, and education, taking into account the expanding economic and scientific ties between states and the high demands placed on specialists in all sectors of the economy. Now, when flows of information move at enormous speed, the task of every specialist is to learn to navigate it in a timely manner and benefit from it to realize professional goals, objectives and interests. Modern specialist must be a person with a high level of professional training, general culture, intelligence and erudition, as well as the ability to self-learn and respond to rapid changes in the surrounding world.

In addition to the main goals of developing a certain level of foreign language competence and competencies, learning a foreign language increases the level of a person's general culture, trains thinking, attention, memory, teaches how to work with information and develops communication skills. The process of learning a foreign language can be characterized as constantly changing, improving and labile. It requires compliance with new standards and goals and, at the same time, taking into account and optimizing the accumulated pedagogical experience in the formation of foreign language communicative competence among students. At the center of this process is the student's personality, a person with his own personal and individual characteristics, a system of values and relationships. This means that the system of approaches to teaching and learning a foreign language will never stop in its development, taking into account the needs of modern relations between man and the world around him. In addition, a student of a higher education institution is a specialist in the very near future, who is placed in conditions of fierce competition and professional development, which involves focusing on his future needs of using a foreign language to achieve professional goals and solve professional problems.

Therefore, issues of increasing the effectiveness of teaching foreign languages at a university do not lose their relevance, meeting the requirements of the time and people. Modern personality-oriented pedagogy is a pedagogy of action, reform and innovation. The system of knowledge, skills and abilities acquired by students at a university should be oriented primarily towards rapid practical application in the profession. This is especially true in relation to applied disciplines and practical courses, which also include a foreign language. The most important pedagogical goal is the prognostic goal of training and the formation of the prognostic competence of a future specialist. During the period of study at a university, a student goes through the stage of an adept, that is, the stage of professional training, when significant changes occur in self-awareness, personality orientation, awareness, and other aspects of individuality, and a holistic assimilation of value ideas about professional communities, mastery of professionally significant knowledge, abilities, skills, professionally significant qualities develop, and their systems are formed. Therefore, at this time, by influencing the motivational sphere of the student's personality, it is necessary to develop his interest in mastering a foreign language and taking into account its importance in future professional activity. In other words, a student learns a foreign language more effectively if he understands why and how he can use it in his profession.

Predictive competence is the result of education (general and professional), in which the graduate's level of preparedness for life and work in society, his knowledge and skills in predicting quality activities give him the opportunity to determine goals, plan, program, design, work with information. In this regard, we can talk about three most important modern pedagogical approaches to learning: personal, activity-based, predictive. They take into account the basic abilities of the personality of the future specialist, the development of which is facilitated by innovative pedagogy: communicative, activity-based, reflective, problem-solving, imitating and modeling, as well as the ability to self-determination. The study of a foreign language in higher education, being inextricably linked with the educational process of the university, which prepares the student for a future life in the

profession, is able to focus on each of these abilities and be a significant element of the general professional training of a competitive specialist. This determines the need to identify, take into account and creating pedagogical conditions for the most effective learning, which make it possible to provide a system of forms and methods of teaching and learning a foreign language in such a way that it becomes possible to solve not only didactic, but also activity-based and prognostic tasks of the development of the student's personality. Pedagogical conditions are an effective, real mechanism for including the maximum number of opportunities for optimizing the pedagogical process, which stimulates and activates the activities of the teacher and student and helps to find the most effective forms of their interaction. Before talking about pedagogical conditions and their prerequisites, it is necessary to turn again to the concept of foreign language communicative competence to clarify it.

Interest in the issue of foreign language communicative competence is explained by a change in the paradigm of teaching and learning a foreign language, when communicative goals are put at the forefront, implying fluent language proficiency, as opposed to a static body of knowledge, when implementation of the curriculum and compliance with the curriculum becomes an end in itself for the teacher and student. A foreign language becomes an effective tool for achieving professional and personal goals, and a personal and activity-based approach to learning helps students develop a value-based attitude both to the process of learning a foreign language and to the results of their activities, minimizing the usual formal attitude towards a foreign language as soon as - the discipline included in the curriculum. However, the possibility of final determination of foreign language communicative competence is still a matter of debate. The problematic nature of defining this concept is due to several factors: complex component composition, subjectivity, personality-oriented nature, individualization in relation to each individual language user, a wide range of implementation (everyday, professional, scientific, technical sphere), versatility of the communication process, implementation of the intended purpose, the controversial nature of the understanding of the words "communication", "competence", "competence", etc. Foreign language communicative competence is a

multi-component concept that includes multidirectional competencies for performing various speech and non-speech actions to achieve certain communication goals. Communicative competencies are divided into those related to knowledge of the surrounding world and the personal value system and linguistic ones, that is, into general and communicative speech. In the “Common European Recommendations on Language Education” adopted by the Council of Europe, communicative speech competencies include linguistic, sociolinguistic, pragmatic competencies. Linguistic competencies are lexical, grammatical, semantic, phonological, orthographic, orthoepic competencies. Sociolinguistic competence consists of linguistic markers of social relationships, rules of politeness, expressions of folk wisdom, register differences, dialect and accent. Pragmatic competence consists of discursive, functional competence and speaking programming competence [1, p. 108–130].

Competencies are a meaningful component of learning. In fact, they are what should be taught and learned. Competence can be considered as a set of knowledge, skills, abilities acquired during training as well as the ability to perform any activity based on the acquired knowledge, skills, and abilities. In relation to the study of a foreign language, competence characterizes a certain level of language proficiency and includes interrelated competencies: linguistic (or linguistic), discursive, speech and communicative. In modern literature, the list of foreign language competencies is supplemented by sociocultural, analytical, strategic, professional, social and other competencies. However, all of them cannot be considered without predicting their further use, that is, non-activity implementation. Austrian researchers S. Buttaroni and A. Paula consider language, on the one hand, as competence, on the other, as performance. Competence is based on vocabulary, grammar and pragmatics, regulating the use of language, as well as non-verbal communication means. Language as a performance is associated with communication, action and interaction. The key question remains: what products of speaking (words, sentences, dialogues, texts) are used and what influence they carry [2].

The concept of foreign language communicative competence includes not only language and speech components. Competence can be considered only in the unity of

the knowledge and activity components, when speech competencies acquired as a result of studying a foreign language become a tool for real activities in their use, take on a pragmatic nature and can be applied in various fields, when a person who has achieved one or another level of foreign language competence can be considered a valid user of the language.

The content of training must be considered as a set of:

- object of learning (teaching): language, speech, speech activity, culture;
- object of acquisition (learning): knowledge, abilities, skills and intercultural communication;
- result of learning (competence): linguistic, speech, communicative, sociocultural competence.

It is advisable to prepare the student for the fact that in the conditions of professional activity there will be a need for oral communication, business correspondence, analytical processing of foreign sources, public speaking, translation using computer automated translation systems and electronic dictionaries. And if preparing for all these forms of professional communication is difficult, then it is necessary to at least familiarize the student with the possible types and forms of using foreign language knowledge, skills and abilities, prolonging the process of mastering a foreign language in the form of self education.

Since any language is an integral part of the national-cultural specificity of the image of the world, which includes a variety of components and phenomena, the acquisition of a foreign language by students means, among other things, the knowledge of both the subjective (individual) and general (collective) mentality and culture of the people of the language being studied, and also involves familiarization with the ideas, assessments and experience of another cultural community. Of greatest interest for the study is the sociolinguistic component of the sociocultural approach in teaching a foreign language to university students, since sociolinguistic competence reflects in the aggregate the social and cultural conditions under which direct use of language in a real communication situation (focus on social principles of relationships at the communicative level between people of different ages, gender,

classes and social categories, etc.; features of the functional and stylistic design of the flow of speech of the interlocutors at the time of the conversation). It should be noted the influence of sociolinguistic competence in relation to students' perception of the characteristics of national variants of multiethnic languages (stratification of language vertically and horizontally), dialect and accent, which allows them to recognize the linguistic and speech characteristics of certain layers of society, place of residence, origin, type of activity, etc.

Being external to the student, the process of forming foreign language communicative competence permanently evokes his internal attitude and evaluation. And it is obvious that their positive character is reflected in the motivational-value sphere of the individual, reinforcing both external and internal motives. The very concept of the process presupposes movement, change, the acquisition of something new, which necessarily has a personal impact on its participants. The idea of the synergetic approach is that the interaction of objects of an intra-unit system leads to certain changes and development, which objects that do not interact are not capable of. The pedagogical process is a stable system of interaction. the activity of the teacher, the student and the conditions of their interaction, has its own structure, characterized by goals, content, methods, means and forms of its organization, intermediate and final results. Structural and functional connections in it are built taking into account its laws and principles.

When exploring the process of forming foreign language communicative competence, it is necessary to imagine who takes part in this process, what goals are set in it, what results it leads to and what means of influencing this process can be used, that is, what pedagogical conditions can optimize it. Since education is an open system, during the development and change of educational processes, the system of pedagogical conditions providing them also changes, and new technologies and methods are used as educational means. The pedagogical process as a whole and its components, represented by various forms and types of work, is controlled, specially organized, programmed and predicted. Planned, systematic, conscious intervention in the process of forming foreign language communicative competence in order to

increase its effectiveness is necessary. Skillful design of the educational process ensures the implementation of its task functions: educational, educational, developmental and professional. Managing the process assumes that conditions are created in it that have a direct impact on it. Thus, the process of forming foreign language communicative competence needs to be provided with certain pedagogical conditions that allow achieving the desired result, the realization of near and distant goals. If the condition is the relationship of the subject to the phenomena that surround it, then from the point of view of pedagogy the subject is spoken of as a pedagogical process. The conditions in pedagogy are the phenomena that determine the course of this process, primarily methods, forms of organization of training and pedagogical communication in their connection and integrity. Pedagogical conditions influence the content and organizational side of the pedagogical process and concern all its structural elements: the student and the teacher, the content of training, learning goals, and means of pedagogical communication. Let us clarify that the pedagogical process is conditional, which means it occurs under certain conditions created to increase its effectiveness. Pedagogical conditions are associated with all structural components of the pedagogical process: target, meaningful, effective, but most fully - with its organizational and activity side. In pedagogy, the human factor takes on a dominant role, because all forms of organization the educational process can be recognized as effective only when they have undergone subjective assessment on the part of those who teach and on the part of those who are trained. Taking into account the subject-subjective nature of training, conditions can be created and selected on the initiative of the teacher and students, however, the regulatory and managerial function in the creation and selection of pedagogical conditions belongs to the teacher. The conditions are external (objective) in relation to the student, but are subject to his subjective perception, and their combinations depend on subjective factors (level of development, readiness to learn, thinking, memory, reflection, motivational sphere, previous experience, etc.) and objective factors (content of training, professional skills and experience of the teacher, monitoring and evaluation systems, etc.). Pedagogical conditions are created by the organizers of the educational

process and are subject to careful selection from the point of view of expediency and efficiency. The development of pedagogical conditions sets the goal of maximizing the effectiveness of the pedagogical process and finding ways for its most effective implementation. Therefore, pedagogical conditions must be purposeful, meet the goal of achieving results in teaching, learning, assimilation and upbringing, and prove their effectiveness. The personal-oriented nature of learning presupposes that pedagogical conditions are created primarily for the student and each of them presupposes taking into account his interests. This does not mean that they are aimed at making the process of learning a foreign language as easy as possible. On the contrary, the student needs to be aware of its difficulty and versatility. Taking into account the interests of the student consists of updating his motivational resources and maximizing interest in the subject activity, optimizing his internal and external behavior to achieve perceived and real goals in shaping the result of studying a foreign language. The choice of pedagogical conditions corresponds to the basic didactic principles that determine The connection between theoretical science and practical pedagogical actions determines the content, forms and methods of teaching. It is advisable to focus on the classification of the principles of higher education didactics, systematized by M. N. Fitsula, which has confirmed itself in pedagogical practice [3, p. 88–90]. The classification includes the principles: 1) scientific character, 2) systematicity and consistency, 3) accessibility, 4) connection between learning and life, 5) consciousness and activity in learning, 6) visibility, 7) strength of assimilation of knowledge, skills, 8) individual approach, 9) emotionality.

In pedagogical research, reasonable attempts have been made repeatedly to expand the set of didactic principles taking into account the learning conditions in higher education. The models of active and interactive learning established in modern pedagogy with a variety of innovative approaches and technologies allow us to speak about the successful implementation of these principles in higher education, taking into account the specifics educational process in a university setting, especially in relation to practical courses, which include the study of a foreign language. Indeed, studying at a university has its own specifics. Also, the process of teaching and

studying each individual subject and even the implementation of certain forms and teaching methods has its own specifics.

Therefore, the methodology of teaching a foreign language has also developed its own system of general and particular methodological principles, the fundamental principles of which are general didactic principles.

Let us consider these principles, tracing their connections and interdependence, in translation into the process of forming foreign language communicative competence in the conditions of modern university education.

Scientific principle in teaching a foreign language acquires a specific expression, since a foreign language is studied in a non-linguistic university not as a science, but as a practical course and has applied significance. This principle, combined with the principle of the leading role of theoretical knowledge, finds its expression with on the one hand, in the fact that the material taught is strictly verified, scientifically grounded, selected in accordance with the set pedagogical goals of the tasks, on the other hand, in the fact that teaching is carried out according to a scientifically proven methodology in compliance with the logic of the sequence of its presentation as in individual lesson, and in the teaching process as a whole. The scientific principle is also expressed in the careful selection of educational literature for classroom and independent work of students. It is necessary to clarify that the study of a foreign language takes place not in lectures, but in practical classes, which presupposes live communication only between teacher and student, but also in a group. The presentation of the material is not strictly regulated; the lesson plan can be adjusted even during its immediate implementation. This provides both the teacher and the student with greater freedom of interaction and correction than in lecture classes. In addition, the scientific principle concerns the professional training of a teacher who is a researcher in his field of knowledge, has knowledge of psychology and pedagogy, which allows him take into account the mental properties, processes and states of students, follow the rules of didactics and apply all the current developments of pedagogical science in pedagogical practice. The meaningful principle of scientificity allows us to prove that the formation of a certain level of

foreign language communicative competence of a student is possible if the principle of connection of learning is observed with life.

The principle of connecting learning with life in the study of a foreign language can be considered from the point of view of the practical orientation of the formation of foreign language communicative competence. This concerns, first of all, the selection of material for reading, writing, speaking and listening, focused on everyday and professional spheres of activity and containing information that is interesting and relevant to students. The main requirement for texts, which are the basis for all types of speech activity during classroom, home and independent work, is their modernity, proximity to the realities of the countries of the language being studied, and the cultural and intercultural nature of their content.

Such texts should not only be educational, but also contain a supply of information that expands horizons and intercultural, social, sociolinguistic, discursive and pragmatic competencies.

The principle of consciousness and activity in learning can be called the principle of motivation. Mastering a foreign language occurs in the form of practical exercises and in the process of active interaction between the subjects of the process. At the initial stage of developing foreign language communicative competence, the teacher needs to set and solve the primary pedagogical task of involving the student in an active process. An important role is played by the personality of the teacher, his passion for his work, leadership qualities, skillfully set tasks, clarity and accessibility of presentation and immediate student involvement in the pedagogical process. Until a student experiences interest in learning, achieves the first results, analyzes them and gets pleasure from achieving them, one cannot talk about the process of developing competence as such, since competence is a personal activity quality, and activity is not can be carried out without goal setting, consciousness and activity. Through activity, a person strives to create such conditions for his activity, to achieve such a level and quality of its implementation that it meets his aspirations, intentions, and criteria. Overcoming difficulties, achieving a high quality of activity, and engaging cognitive and volitional mechanisms bring a person satisfaction not only with the

result, but also with the process. Cognitive and volitional actions must be stimulated by increasing interest and, as a result, motivation, since motive is a fundamental component of activity. The practice of teaching foreign languages in non-linguistic universities shows that the formation of professional communication skills occurs mainly in an indirect form. The goal of the foreign language didactic process is to teach four types of speech activity. In the formation of abilities, skills and competencies in these types of foreign language speech activities, two receptive (listening and reading) and two (re)productive (speaking and writing) types of speech are used. In conditions of a limited number of classroom hours of a foreign language, learning often comes down to reading and translating professionally oriented texts, retelling and listening. Achieving the goals defined by the federal standard and developing the required general cultural and professional competencies is possible only with the use of active activity-based teaching methods. A special role in these methods is given to personally oriented technologies. In the educational process, the focus should shift from types of activities organized and controlled by the teacher, towards independent individual and group research and analytical work of students. In addition, in the study of a foreign language, not only classroom work, but also extracurricular and independent work plays an important role - student bots, which, in the absence of motivational reinforcement, are not performed or are performed formally. The implementation of the principle of consciousness and activity is most consistent with the humanistic approach to education, when the student's personality is at the center of the pedagogical process. And if the knowledge paradigm of learning presupposes the acquisition of a certain amount of knowledge, skills and abilities, then the personal vector of development of pedagogy is oriented towards the motivational and value sphere of the individual. Acquired knowledge becomes valuable only through an internal personal attitude towards it.

The principle of individual approach consists of taking into account the individuality properties of each student. It is assumed that not everyone can respond equally quickly to educational tasks and find the same ways to solve them and achieve results. In addition, a frequently encountered practical problem is the

different level of basic training of students. The teacher's arsenal should contain various forms of individual and group work, a set of individual tasks for students with a high level of training, creative or other abilities. And since in conditions of collective work it is important not to lose personality, but by increasing the motivation of some students, not to reduce it in other students, then each student needs to feel the teacher's attention to him, to his successes and mistakes. Every student needs conditions in which in which the value of his personal activities and his personal results is revealed, and training becomes accessible. Thus, the principle of accessibility of training is determined.

The principle of accessibility of training involves, first of all, taking into account the initial level of formation of foreign language communicative competence for the progressive movement towards its development. Training must be built only on the basis of previously acquired knowledge and developed skills, when everything new follows from previous experience. The implementation of this principle involves a reasonable dosage of the educational load, the distribution of classroom, home and independent work, the optimal content of classes, the inclusion and alternation of various types of activities in them, and the use of various techniques that optimize the process. It is obvious that the pedagogical tasks that the teacher sets for himself and the capabilities (cognitive, psychological, motivational) of students may not coincide. The implementation of this principle presupposes the gradual adaptation of not only the student to the teacher, but also the teacher to the student. At the same time, along with this principle, let us apply the principle of a fast pace of learning. These principles do not contradict, but complement each other. The acute shortage of classroom hours requires their most optimal use. An important requirement for a modern foreign language lesson is its dynamism, involvement in the overall work, and the activation of all possible mental and motivational mechanisms. The fast pace of the lesson mobilizes the student, eliminates boredom and leads to a faster pace of learning, which in turn increases interest and affects motivation. At the same time, one should not confuse dynamism and superficiality of study. Separately, it is also necessary to say about the forms and methods of current control. It is advisable to

integrate a control component and an assessment component into each lesson. The student prepares for some forms of control in advance, others may be sudden, but cover specific material for study (translation, answering questions, producing short texts). This makes it possible to maintain the dynamism of the lesson and mobilize the cognitive mental processes of the student's personality. The principle of accessibility also presupposes such methods of transmitting knowledge when diverse cognition is included in the cognitive process. Therefore, the principle of accessibility of learning determines the principle of visibility.

The principle of visibility in the process of forming foreign language communicative competence, it involves relying not only on visual perception, but also on other human senses, which allows one to strengthen and stabilize knowledge. The study of a foreign language includes such types of educational activities as reading, writing, listening, speaking, which allows you to maximally focus on all the mental properties of the student's personality and at the same time use his higher mental functions: memory, thinking, speech and perception. Visibility in learning a foreign language presupposes empirical knowledge: visual, auditory perception; search activity; comparisons, for example, based on the native language or another language being studied, or comparisons of sociocultural phenomena; focusing on the proposed algorithm, be it a reference grammatical table or a plan for working with a text, a project, etc. Visibility is also realized in the student's personal activity, when he observes himself as a language user or other participants in the formation process foreign language communicative competence. The principle of visibility is closely related to the principle of the connection between learning and life, when the student is given the opportunity to clearly see the pragmatic nature of using the developed competencies and turn them into personal experience in using the language being studied. It is appropriate to talk not only about external perception, but also about sensory comprehension, linking this principle with the principle of consciousness and activity, as well as with the principle of emotionality.

The principle of emotionality — this is the principle of the student's sensory attitude towards the educational process. And since the educational process is part of

his life, this means that at different periods a student can experience a decline and rise in mental strength, be in different states of health and be subject to different emotions. However, from a didactic point of view, the principle of emotionality must be spoken of as the principle of majority, which means emotions with a plus sign. At the same time, they should not become an end in themselves for the teacher and the student, but can serve as an effective tool for increasing performance. The most destructive emotion in a foreign language lesson is fear, the most constructive is joy. Every practicing teacher knows from the experience of professional activity that even a small joy of discovery, novelty, a feeling of overcoming, understanding, mastering can change the emotional background of one person and the group as a whole. Active mental processes leading to tangible results are an important engine of cognitive activity. A practical lesson is always communication, which should be open and relaxed. At the same time, on the one hand, there is tension in it, which increases performance, on the other hand, interest, joy, satisfaction, or, conversely, boredom and disappointment. The previously described principle of an individual approach involves taking into account the emotional mood of students. The principle of consciousness and activity involves taking into account the Yerkes-Dodson law on the average intensity of motivation in order to avoid unnecessary stress and decline in activity. In moments of high tension, an emotionally positive release is needed: a joke, an example from life, an appeal to the personal experience of students. It is obvious that when communicating with a collective partner - a student group - the teacher takes on the functions of an emotional leader, sets the tone of communication, takes into account previous achievements and mistakes. He controls not only the educational process, but also the emotional background of the lesson. An important requirement for the educational process throughout its entire duration is stability not only in sequential assimilation, but also emotional stability, when the student does not experience a psychological barrier in the process of forming foreign language communicative competence. This connects the principle of emotionality with the principle of systematicity and consistency.

The principle of systematicity and consistency in the course of learning a foreign language is unshakable, since the language itself is a strict system where previously studied material cannot be taken out of context, and the study of each subsequent block presupposes a stable assimilation of the previous one. The procedural nature of learning a foreign language presupposes a pronounced phasing and adherence to logical connections in the content and organizational component of the pedagogical system. As a rule, teaching is carried out according to one basic textbook with possible and necessary inclusions of additional material for reading, writing, speaking, listening - those types of speech activities that are implemented in the communicative speech activity of the language user. This in itself presupposes consistency, alternation, movement from simple to complex and systematic consolidation and assimilation of acquired knowledge, skills and abilities. The content of the discipline involves the use of a well-founded system of forms and teaching methods, the transition from reproductive to creative methods, voluntary to involuntary actions, the combination and integration of methods and approaches, alternation and mutual reinforcement of all types of activities. A modular approach to learning a foreign language allows you to follow the logic of mastering each individual module, from updating and correcting basic knowledge to ongoing monitoring and assessment of mastery. According to the European portfolio, five levels of foreign language competence of future lawyers are identified (survival level, pre-threshold, threshold, threshold advanced and professional), distinguished by the step-by-step progression of the learner from lower to higher levels. Level indicators are : characteristics of the fund of foreign language knowledge and skills; specifics of generating statements/texts; solving educational foreign language problems; specifics of using foreign language knowledge in the professional field; the degree of formation of the self-control mechanism. Combining the principle of systematicity and consistency with the principle of a high level of complexity of learning, we emphasize that not every student can achieve the highest level of foreign language competence. A high level of complexity presupposes an individually established maximum achievable level for each student and movement towards it using the most

effective tools. Such a systematic, consistent movement presupposes compliance with the principle of the strength of assimilation of knowledge, skills and abilities.

The principle of the strength of assimilation of knowledge, skills and abilities. The point is that modular language learning presupposes the stable assimilation of one module and its inevitable repetition in the next. In other words, the acquired lexical minimum now forever remains in the instrumental arsenal and will be repeated in various variations in the future. Refined grammatical phenomena will always be present in the language and will be consolidated even after initial assimilation. The skill of translation will help you cope much more easily with subsequent texts (written and oral) and recognize lexical and grammatical structures in them. The idiom acquired in the study of one topic will allow you to use it in the presentation of other topics not related to the previous ones. Thus, even different contents of educational material presuppose repetition and consolidation of what has been previously learned. Echoing the principle of consistency, this principle characterizes to a greater extent not the procedural, but the effective component of the pedagogical process. All general didactic principles operate and interact in the process of forming foreign language communicative competence. They represent an integrated system when one principle determines the others, is reflected in them and is dialectically connected with them. The system of general didactic principles is fundamental for the identification of methodological principles, such as, for example, the principles of the formation of sociolinguistic competence. They have a specific focus and purpose.

The principle of communicative orientation of training. The basis of the principle are two factors: the creation of a certain communication situation and the organization of role-playing games between students in pairs or groups, during which issues of everyday life, professional or linguistic and cultural orientation are discussed, problems of the required topic are solved, and a model of the situation from the everyday life of carriers of a foreign language culture is recreated. Students build communication in accordance with a certain social role and communication situation in conditions that are as close as possible to real ones.

The principle of visibility. The introduction of the principle of visualization into the process of teaching a foreign language leads to an improvement in the perception of information presented by the teacher, the development of the ability to memorize the necessary material, abstract thinking and imagination of the student, concentration of attention, the creation of a special environment close to the real conditions of language use, the disclosure of the meanings of objects or phenomena, having no equivalents in their native language, introducing students to the cultural realities of a foreign language. For example, familiarization with popular phrases or expressions, study of certain grammatical material, intonation of speech, analysis of everyday communication situations and cultural realities, etc. are carried out through the visual transmission of digital, text or graphic material: demonstration of graphic images, thematic display of multimedia presentations, reproduction of audio and video materials, interactive excursions to foreign countries using Internet technologies. The language material being studied is quoted in authentic dialogues, which are transmitted to students through audio and video sources, both verbal and non-verbal means of communication.

The situational principle. As part of the formation of sociolinguistic competence, it is assumed that teaching a foreign language will be organized in such a way that situations of everyday and professional communication are simulated. It is expected that following this principle will help teach the student to adapt to various situations of intercultural, professional communication and act in accordance with the role assigned to him and in certain conditions, expressing an assessment in relation to the stated facts, phenomena and events based on the content of the text read, listened to audio , watched video.

The principle of authenticity of the material presented. This principle allows the student to experience the national and cultural background of the language being studied through familiarity with the most significant communicative lexical and syntactic units for the country, idiomatic expressions, realities associated with the everyday life of society, leisure, as well as with special vocabulary intended for use within the context of the situation. It is known that the authenticity of materials is

characterized by its originality and originality. The action of the language is demonstrated in its natural conditions of existence and natural form, familiar to its speakers, in an authentic social context, representing the optimal means of teaching the culture of the country of the language being studied. It should be noted that, within the framework of the authenticity of the educational process, modern information and communication technologies provide students with the opportunity to perceive the speech of speakers aurally and visually, remember and reproduce, and subsequently use a foreign language in authentic communication situations as during the educational process, and during a real situation of communication with foreigners.

The principle of dialogue of cultures. A necessary condition for the most complete knowledge and understanding of foreign language culture, traditions and realities is the creation of an atmosphere of “dialogue of cultures”, which helps to determine the similarities and differences in the cultures of the native country and the country of the language being studied, and to reveal a different cultural reality in comparison with one’s own. Knowledge of their own national culture and native language will help students gain a deeper and more effective understanding of the cultural characteristics of the country of the language they are learning.

The principle of dominance of problematic tasks. During the learning process, students become familiar with a certain kind of algorithm for understanding the culture of the country of the language being studied, gain experience and knowledge of the system and structure by which the learning process is built, which greatly helps and simplifies the acquaintance with any other foreign language and the culture behind it. Students are tasked with creating search-game and research-oriented projects, participating in thematic discussions, discussing and solving problem situations within the framework of roundtables, business games, and brainstorming.

The principle of didactic cultural conformity. It involves determining the value meaning, the significance of the materials used; awareness of the degree to which the selected material is a stimulus for getting acquainted with basic cultural concepts; predicting the danger of the emergence of distorted cultural views in the learning process and, possibly, manipulation of students’ ideas about culture; awareness of the

advisability of using certain cultural material in accordance with the age characteristics and intellectual potential of students; the use of cultural material, on the basis of which it is possible to teach students ways to protect themselves from cultural discrimination and aggression. Taking this principle into account in the process of teaching a foreign language means that the teacher is attentive to the selection of educational material.

The principle of cultural variability. Due to obtaining a stable understanding of the diversity of types of cultures and the characteristics of life of different social strata of society in which a foreign language operates, students expand their linguistic and cultural knowledge, penetrate more deeply into the culture of native speakers of a foreign language and come to realize the existence of the phenomenon of cultural variability. Within the framework of this principle, to familiarize students with foreign language culture, educational material is selected that reflects objective sociocultural reality, representing to students the lifestyle and activities of representatives of various social strata of society, races, and minorities.

The principle of authenticity: texts must be authentic, that is, they must represent speech works generated in real communication situations.

The principle of reliability: showing domestic and foreign reality as it is, without belittling its merits or emphasizing its shortcomings, is the basis for the reliability and objectivity of educational materials.

The principle of modernity: texts should reflect the current stage of socio-cultural development of countries, which allows us to adequately understand modern foreign-language civilization.

The principle of cognitive value involves the selection of such texts that are the most significant for mastering the terminological apparatus and that highlight important aspects of the tourism industry. Thus, we see that the formation of foreign language communicative competence of students at a non-linguistic university is a scientifically grounded, controlled process of assimilation and assignment of foreign language competencies, in which the internal logic of their development is observed. At all stages, the student becomes a direct participant in the pedagogical process. His

active role, involving him in the joint or independent solution of pedagogical problems is the key to stable interest, motivation and a sense of self-importance in achieving results, and therefore responsibility for them. Team and individual work styles, alternation and integration of various forms and types of work activate mental cognitive, emotional, and speech processes. The complementarity of difficulty and the strength of overcoming it determine the dynamism and emotional expression of the learning process. The pragmatic nature of the acquired competencies is enhanced by visual experience and proximity to the situation of real communication. The procedural nature of learning a foreign language, which takes into account the level of initial knowledge, skills and abilities, presupposes a pronounced stage-by-stage approach and adherence to logical connections in the content and organizational components of the pedagogical system. The novelty of each next stage is based on previously studied phenomena and presupposes a progressive movement from knowledge to ability and skill, which in unity forms a certain competence, and in a combination of competencies - foreign language communicative competence as an integrated personal quality, including an emotional and value-based attitude to the actions performed and activities. In our previous studies, we turned to the analysis of factors that complicate the pedagogical process, and proposed alternative compensating factors, among which, for the topic of this research, we highlight the following:

- systematicity;
- predictive goal setting;
- dialogical nature;
- professional (pragmatic) orientation of the educational process ;
- reflexivity;
- emotional reinforcement, eventfulness;
- interest, motivation;
- integration of traditional and innovative forms and methods of work;
- facilitative and partner position of the teacher;
- individual and personal approach;

- environmental approach to learning: common goals, actions, results ;
- the possibility of testing communicative activities (activity-based, competence-based approach) [4, p. 128–130].

The creation and implementation of a set of pedagogical actions aimed at the formation of foreign language communicative competence can strengthen the motivational component of the student's personality and contribute to the persistence of his interest in learning a foreign language, and therefore, in systemic activity and activities in its study. It has become important to identify the conditions that, on the one hand, would fill the process of forming foreign language communicative competence with pedagogical content, and on the other hand, would influence it from the position of the student's personality. The pedagogical conditions for the formation of foreign language communicative competence of a student at a non-linguistic university should be constant and systemic in nature, be implemented throughout the entire period of learning a foreign language and lead to the fact that:

1) subjects of the process of forming foreign language communicative competence are included in joint activities that cover various forms of organization of the educational process and are regulated by a common goal - to achieve the highest possible level of formation of foreign language skills communicative competence; 2) forms of organizing the educational process include traditional and innovative methods that involve the formation of behavioral skills in situations involving the use of a foreign language;

3) forms of classroom and independent work are organized in such a way that they arouse interest and positive emotions on the part of students;

4) the teacher becomes a partner, assistant, and ally for the student in the process of developing his foreign language communicative competence;

5) the student becomes a full participant in the pedagogical process and acquires an equal voice in solving problems;

6) students are included not only in the classroom, but also into active independent work, compensating for the lack of time allotted for learning a foreign language;

7) individual and personal characteristics of students are taken into account;

8) the educational situation is as close as possible to the situation of real communication;

9) individual work is carried out through collective activity taking into account the stimulating role of the environment;

10) students can test the results of their activities during control activities.

In the educational process, modern pedagogical science pays significant attention to active, interactive and activity-based methods and forms of work, when the connection between the developed competencies and their practical application is most pronounced. Therefore, the design of pedagogical conditions presupposes the maximum enhancement of the student's activity as a subject of the pedagogical process, its active participant and co-author. Focusing on the personal characteristics that modern innovative pedagogy strives to develop, the directions for the formation of foreign language communicative competence of a student at a non-linguistic university and the approaches corresponding to them, and also factors that stimulate the educational process, taking into account the general didactic principles described above, we propose to divide pedagogical conditions into four groups depending on their purpose:

1) motivational - pedagogical actions aimed at increasing motivation;

2) content - forms and methods of forming and consolidating - competencies;

3) participative - the student's active involvement in the pedagogical process;

4) activity-based - creating situations of activity close to the situation of real communication.

Let's give motivational pedagogical conditions.

1. Visualization, by which we mean:

a) the authenticity of texts (for reading, writing, listening, reproduction) used in classroom lessons and for homework and independent work;

b) the proximity of simulated educational situations to situations of real communication and the opportunity to appropriate the acquired knowledge through testing and formation of personal experience of foreign language communication; c)

consciousness as awareness of the naturalness and ease of the process of communication in a foreign language, intercultural awareness;

d) reliance on the native language.

2. Accessible complexity, which involves the activation of mental and cognitive processes, the expenditure of effort and the achievement of results.

3. The problem is expressed in such a formulation of the pedagogical task, when it is possible not only to work out lexical and grammatical phenomena according to a given algorithm, but also to carry out additional search tasks. Depending on the stage of training, they can vary from self-composed sentences, micro-dialogues and texts to completed projects and creative tasks. It is expected that an element of problem-solving will be included in every foreign language lesson.

4. Emotionality, which presupposes an open, positive, positive nature of communication between the teacher and the student and the student group, the sincere interest of the teacher in such communication and the infection of students with this style of interaction.

5. The reflective component of each lesson, which allows for effective feedback, including evaluative judgments (not necessarily grades) of the teacher and student, systematic recording (possibly in the form of a written or oral message) of achievements and successes, analysis of difficulties.

The pedagogical conditions include the following:

1. Dynamics, pace, alternation, interchangeability and logical connection between forms and types of work, types of speech activity, team and individual work.

2. Modular study of sections based on a single main textbook with the integration of additional material that activates perception.

3. Refusal of excessive theorizing in favor of practical mastery of knowledge, skills and abilities.

4. Independent work of students, organized in such a way as to cover the maximum possible volume of text material that the student is able to process without the help of a teacher, but relying on previously developed skills, given algorithms,

methodological recommendations for performing this or that type of work with the ability to use as memorization and creative processing of the text material used.

5. Anticipatory exercises containing new grammatical and lexical phenomena, about which the student can independently get a first idea by comparing them with previously studied ones, with each other and identifying their pattern before they are explained by the teacher.

6. The student's psychological readiness for control events in each lesson. It is advisable to carry out such control activities in the form of an unprepared written translation containing lexical and grammatical phenomena studied in previous classes, practiced at home, when sentences for translation are dictated in the native language, and their recording is made in a foreign language. This form of control seems to us to be the most effective, according to - since it allows you to involve the whole group, eliminates cheating, is carried out at a high pace, allowing you to save classroom time, and establishes a businesslike atmosphere for the further course of the lesson.

Let's list participative pedagogical conditions.

1. Group (team) work, which involves an objective distribution of forces and roles of group members, discussion, competition and competition. The role of the teacher in this case: observer, facilitator or moderator.

2. Participation of the teacher in simulated situations as an actor.

3. Dialogical interaction between teacher and student, rejection of the authoritarian as well as liberal style of pedagogical communication in favor of a business style.

4. Independent choice by the student of certain tasks and ways of solving them.

The pedagogical conditions include the following:

1. A combination of traditional methods that have proven their effectiveness with technologies aimed at developing professionally oriented skills and the ability to adapt to a professional environment and a rapidly changing world.

2. Use of modern information technologies in foreign language classes.

3. Dosed use of authentic, “live” texts for reading and listening in such a way that the student gets the opportunity to get as close as possible to the culture and social reality of the countries of the language being studied.

4. Development and purposeful use of communicative and activity situations in foreign language classes: imitation-role modeling, cases, frames, design methods, etc.

5. Stimulating the search activity of students and developing skills to discuss, synthesize, analyze and interpret information, think critically, and make decisions. Previously, we also justified organizational and pedagogical conditions that in this study we integrate as another group into the complex of pedagogical conditions described above.

By organizational and pedagogical conditions we understand a complex of socio-economic and organizational conditions (environment, material resources, programs, personnel, etc.) that determine the external side of the successful integration of a certain educational block of specialist training into the educational system and pedagogical conditions development of professionally significant skills, which include:

- inclusion of practice-oriented material in the curriculum;
- use of active forms and methods of teaching that develop practical skills;
- preparation of methodological recommendations for the formation of practical skills;
- organization of joint activities of students aimed at development of programs and activities.

The basis for the effectiveness of all these pedagogical conditions is that they function in interaction and unity, reinforcing and optimizing each other. Their important characteristic is complementarity, as opposed to interchangeability.

Pedagogical technologies that allow organizing, stimulating and intensifying the search activity of students include the project method. The project method (or project method) is an active activity-based teaching method that develops students’ ability to act independently, since the student does not receive knowledge ready-made form, but produces them himself in the process of his own educational and cognitive

activity. The founder of the method, J. Dewey, emphasized the importance of such characteristics as an active basis, expedient activity of the student, his personal interest, the significance of the problem, the combination of formed skills and acquired knowledge with new knowledge that has yet to be acquired [5, p. 6].

The project method can be defined as a set of techniques, actions of students in a certain sequence, aimed at achieving a given task or solving a specific problem that is significant for students and formalized in the form of a final product. Introduction of projects into the educational process is a labor-intensive and time-consuming process with delayed results. It requires a certain level of training of both students and teachers.

For this reason, in the course of school education and in the junior years of university, mainly creative, role-playing and informational design methods are used. For the purposes of teaching a foreign language in non-linguistic universities, project methods show the greatest efficiency and effectiveness when applied in senior years, when students have not only mastered the basic language means (lexical, grammatical, phonetic) and the main types of speech activity (reading and translation, speaking, writing, listening), but also acquired professional knowledge in key disciplines. Since the project method is based on a pragmatic focus on results, at this stage it is advisable to organize research and practice-oriented interdisciplinary projects that have personal or social significance. In conditions of a limited number of hours allocated to the "foreign language" discipline, it is advisable to synergistically apply the project method at the intersection of disciplines in order to optimize time costs and bring research closer to real problems, thus implementing a unified interdisciplinary approach to the subjects and objects being studied. Thus, when preparing the theoretical part of coursework, foreign language scientific sources are required, and to obtain real data for the project, it is necessary to use various scientific methods for collecting and interpreting results. Trends in interdisciplinarity and convergence in university education contribute to parallel or approximate time Menu teaching professional topics in the course of studying specialized disciplines and professionally oriented foreign languages. This allows students to correlate the

knowledge gained in the process of studying a foreign language with the knowledge they already have in their specialty. At the same time, students can enrich their knowledge in the areas they study with the help of a foreign language.

Let us name the distinctive characteristics of the project method and the general didactic principles corresponding to them:

- the presence of a problem/task that is significant in research, creative terms, requiring integrated knowledge, research search to solve it; dominant principles: scientific character, connection of learning with life, consciousness and activity in learning;

- independent (individual, pair, group) activities of students in class or outside of class time; dominant principles: systematicity and consistency, accessibility, consciousness and activity in learning, individual approach;

- practical, theoretical significance of the expected results; dominant principles: connections between learning and life, visibility;

- structuring the content of the project (indicating stage-by-stage results and distribution of roles); dominant principles: accessibility, clarity, systematicity and consistency;

- use of research methods: identification of the problem and the research tasks arising from it; putting forward a hypothesis for their solution; discussion of research methods; registration of final results; dominant principles: scientific, systematic and consistent, solid assimilation of knowledge, skills and abilities;

- focus on the interests of students (personal and group); dominant principles: accessibility, consciousness and activity in learning, individual approach;

- focus on creating a specific final product of the project ; dominant principle: connections between learning and life;

- advisory and coordinating function of the teacher; dominant principle: individual approach;

- clear time frame and structural completeness of the project; dominant principles: systematicity and consistency, consciousness and activity in learning;

- interdisciplinary nature of projects; dominant principles: connections between learning and life, visibility, strength of assimilation of knowledge, skills and abilities.

In addition, each of the given characteristics is guided by the principle of emotionality, which consists in personal acceptance and interest in the project. For the purposes of teaching a foreign language at a non-linguistic university, we propose dividing the stages of the project into four main blocks.

The first stage is preparatory. Within the framework of this project, the selection of a topic, determination of the goal and formulation of project objectives, the formation of working groups and distribution of responsibilities, planning, as well as the determination of the form of presentation of the project and evaluation criteria take place. The second stage is research. It involves identifying sources of information, conducting research, collecting and analyzing information.

The third stage - presentation - includes preparation for defending the project in the agreed form, public defense and discussion of the project. The fourth stage is devoted to group debriefing (evaluation of the project, results of the project and reflection). It is important to note that in the educational process, students, and sometimes teachers, often do not distinguish between the concepts of “project” and “presentation”. A presentation can present any selected information or topic. It can be group or individual. An element of independent research is not required for the presentation.

Typically, students are limited, at best, to compiling several sources on a given topic. For the project method, presentation is one of the forms of the final product and protection of the project. The choice of the form of the product of project activity is, of course, an important organizational task. An alternative form of the final product of an information, research and practice-oriented interdisciplinary project can be a photo, video report or film about the project; a report on prepared posters, wall newspapers or layouts demonstrating the results; various forms of documentation: abstract, review, expert opinion, publication in a collection of conference materials or posting results on the Internet; development of a tour/excursion, etc.

During the traditional learning process, the teacher is called upon to perform three main functions: educational, educational and developmental, while the teacher introducing activity-based project technologies needs to act as an organizer at the first stage, a facilitator, consultant-coordinator and partner in searching and providing additional information and methodological support for project activities at the project development stage, an expert with a control and evaluation function at the final stage. For an objective assessment of the implementation of research, analytical, presentation and communication tasks, final estimates are formed from the sum points for three indicators: content, language and speech competencies and presentation skills. When assessing a project, it is important to remember that not only the final product of project activity should be assessed, but the entire project as a whole.

According to the principle of science, the project method is scientifically sound and practically tested in modern conditions of teaching a foreign language. It combines the scientific value of the theoretical material with which students work, and the practical significance of this material, as well as the final product. The implementation of a project in higher education involves the implementation of interdisciplinary connections and is built in accordance with the professional orientation of training. According to the principle of the connection between learning and life, a professional orientation predominates in the preparation of the project, and the real linguistic competencies of students are involved in its presentation.

Based on the principle of consciousness and activity the motivational and value sphere of the individual is involved in the preparation of the project. Each of the project participants is involved in active activities. The participatory approach determines the maximum degree of participation and responsibility of everyone involved in the project. In accordance with the principle of an individual approach, each student performs that part of the work that is at the limit of his capabilities. According to the principle of clarity, the project is implemented in accordance with a given plan, search work is being carried out with current material, which involves the formation of life and professional experience a priori and a posteriori.

comparison, synthesis, analysis, systematization, generalization using existing language and speech knowledge, skills and abilities. The principle of emotionality during the implementation of the project engages the student's sensory sphere, which presupposes his expressed personal interest in the work, a situation of tension, passion and interest in the result.

Based on the principle of systematicity and consistency, the introduction of such a method into the educational process will be effective when the group is familiar with other interactive, active and search methods. The project method is an objective indicator of the transition in learning a foreign language from threshold to threshold advanced, and then professional level, when it is possible to state the development of linguistic and sociolinguistic competence.

The use of the project method is an indicator of the advanced stage of studying a foreign language at a university. The method cannot and should not be introduced in unprepared groups. According to the principle of the strength of knowledge acquisition, the experience acquired by a student during the implementation of a project is based on the previous one and determines the subsequent one.

The introduction of such projects into the educational process develops students' independent work skills, their self-organization and responsibility, helps organize teamwork, teaches social activity, fosters responsibility and determination. This method puts high demands not only on the student, but also on the teacher, requires their mutual activity, dedication and goal-setting to achieve results. Thus, the project method is an effective pedagogical technology, its inclusion in the process of forming foreign language communicative competence of students at a non-linguistic university relates to the pedagogical conditions for the effectiveness of this process. It corresponds to all general didactic principles and, combined with traditional methods, meets modern requirements for the formation of foreign language communicative skills competence of a future specialist in various sectors of the economy.

Our theoretical analysis and practical work experience allow us to formulate the conclusions set out below. In the process of developing foreign language communicative competence of students of non-linguistic specialties, given the

existing shortage of classroom time, as well as the observed low level of basic school training, the most effective organization of training is important - so that all possible ways to optimize it were taken into account and used. In modern conditions of studying and teaching a foreign language, there is a need to take into account all the existing subject-object factors that accompany this process. Studying a foreign language contributes to both personal development and the future professional competitiveness of a young specialist, therefore foreign language communicative competence represents not only pedagogical, but also social and personal interest, is a complex concept and phenomenon and includes multidirectional competencies in performing various speech and non-speech actions to achieve certain communication goals.

Scientific interest in foreign language communicative competence is determined by communicative goals in the study of a foreign language and pragmatic interest in mastering it. A personal and activity-based approach to learning helps the student develop a value-based attitude both to the process of learning a foreign language and to the results of his activities. The close connection between language and activity provides for the unity of the knowledge and activity components, when a person who has achieved one or another level of foreign language competence can be considered an actual user of the language.

Foreign language communicative competence can be considered as a set of knowledge, skills and abilities necessary for the implementation of activities of perception and production texts in a given communication situation (context) in a language that the user speaks and which is not his native language, taking into account the basic functions of communication, expressed not only in the exchange of information, but also in interaction and perception, as well as subject-subject nature of communication. The components of competence are competencies that provide speech and non-speech activities of the language user, which are formed and developed during study at a university. Professional foreign language communicative competence is included in the sphere of readiness for professional activity and

presupposes the ability to operate a foreign language in a professional manner. nal sphere of communication.

Teaching a foreign language at a non-linguistic university sets practical, educational, cognitive, developmental, sociocultural and intercultural goals. In the process of learning a foreign language, a student forms a bank of: opportunities to communicate; means of interaction with objects and subjects of professional activity; skills to interpret the results of such interaction, turning them into a personally significant system of perceptions.

We can distinguish personal, competence-based, communicative, activity-based, prognostic, sociocultural, interdisciplinary approaches to the formation of foreign language communicative competence of students at a non-linguistic university. The sociocultural approach integrates other approaches, simultaneously influencing the student's personality and his ability to apply the emerging foreign language communicative competence in situations of real communication with speakers of a different culture. The proximity of the situation of real communication is the basis of modern approaches to teaching and learning foreign languages in all areas of educational activity. The multi-vector nature of the educational process dictates the need to identify, take into account and create pedagogical conditions that allow us to provide a system of forms and methods of the most effective teaching and studying a foreign language in such a way that it becomes possible to solve not only didactic, but also activity-based and prognostic problems of the development of the student's personality. Pedagogical conditions are an effective, real mechanism for including the maximum number of opportunities for optimizing the pedagogical process, which stimulates and activates activity teaching and learning and helps to find the most effective forms of their interaction. The process of forming foreign language communicative competence needs to be provided with such pedagogical conditions that allow one to achieve the desired result, the realization of near and distant goals. Skillful design of the educational process ensures the implementation of its tasks and functions: educational, educational, developmental and professional. The choice of pedagogical conditions is determined by compliance with the basic didactic

principles that determine the connection between theoretical science and practical pedagogical actions, determine the content, forms and methods of teaching. Each of these principles can be correlated with the process of developing foreign language communicative competence and taken as the basis for practical pedagogical activity.

It is advisable to divide the pedagogical conditions for the formation of foreign language communicative competence into motivational, content-based, participative, activity-based, organizational and pedagogical. In the educational process, modern pedagogical science pays significant attention to active, interactive and activity-based methods and forms of work, when the connection between the formed competencies and their practical application is most pronounced. Therefore, designing pedagogical conditions involves maximizing the student's activity as a subject of the pedagogical process, its participant and co-author. In this regard, it is necessary to develop and purposefully use communicative-activity situations in foreign language classes, as well as intensify independent search activities of students, which allows not only to form linguistic competence, but also to strengthen the professional orientation of learning a foreign language. Towards pedagogical technologies, one of the ways to organize, stimulate and intensify the active search activities of students is the project method, which develops students' ability to act independently and acquire new knowledge in the process of their own educational and cognitive activities. The project method is a set of techniques, actions of students in a certain sequence, aimed at achieving a given task or solving a specific problem that is significant for students and formalized in the form of a final product.

The project method is an effective pedagogical technology. Its inclusion in the process of developing foreign language communicative competence of students at a non-linguistic university relates to the pedagogical conditions for the effectiveness of this process. The method complies with all general didactic principles and, combined with traditional methods, meets modern requirements for the formation of foreign language communicative competence of a future specialist in various fields of the economy. Thus, the effectiveness of the process of developing foreign language

communicative competence of a student at a non-linguistic university will be ensured if:

- consider this process as an integral part of the educational process of a higher educational institution;
- take into account its structural and functional connections;
- focus on short-term and long-term goals;
- provide personal, competence-based, communicative, activity-based, sociocultural, interdisciplinary approaches to learning a foreign language;
- proceed from the general didactic principles of its organization;
- bring it closer to real life and professional situations ;
- take various forms and methods of organization as a technological basis;
- include students in subject-subject relationships;
- combine individual and environmental (collective, group) ways of interaction between the teacher and students;
- ensure the student's sustainable interest in the formation of foreign language communicative competence as a personally significant quality, which will allow us to talk about the transition from external motivation to internal and about the personal interest of each participant in pedagogical interaction in achieving the results of his activities.

The transformation of student motivation from external to internal is the means and goal of modern pedagogy in the search for modernized optimal ways of organizing educational process. In this direction, the formation and justification of new technological solutions of modern pedagogical science, the laying of the fundamental foundations of the pedagogy of the future, research pedagogical search and the embodiment of acquired theoretical knowledge into practical innovations introduced into the process of forming foreign language communicative competence take place.

Conclusions. Thus, the analysis of the research made it possible to state that the pedagogical conditions are aimed at achieving the optimal level of information

content and awareness of knowledge, high communication, at stimulating self-education in the professional sphere. The effectiveness of the formation of a foreign language communicative competence will be ensured when creating specific pedagogical conditions: determination of the structure of the goals of learning a foreign language; the definition and structuring of the learning content of a foreign language into blocks, modules and private didactic units; the transformation of the content of education into the system of educational tasks for the organization of educational and cognitive activity of students; the use of information and communication technologies for the organization of educational and cognitive activities of students; the intensification of speech communication of students based on the use of interactive forms of learning; the individualization of goals, content and the process of teaching students. The conducted research does not exhaust all aspects of the scientific problem touched upon.

Prospects for further research.

We see the prospect of research in the further consideration of new approaches that take into account modern scientific achievements that meet the socio-cultural needs of society and the professional fields of activity of a linguist.

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