

FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF SPECIALISTS IN INFORMATION TECHNOLOGY

The article deals with the concept of «foreign language professional competence». It was determined that the process of modernizing the system of education raises the problems of improving the higher education quality. This leads not only to the increase of the knowledge volume for student's acquisition, but also to the formation of future graduates ability to apply it creatively in the pursuit of professional goals, to conduct foreign professional communication with foreigners and to carry out professional activities in a foreign environment. Features of formation of foreign language professional competence are singled out. The analysis of the latest publications on the subject of research was carried out. Different approaches to understanding the concept of «foreign language professional competence» are regarded. The concept of «foreign language professional competence» in the modern scientific discourse is defined. It was revealed that foreign language professional competence is a set of lexical, grammatical, socio-cultural and professional knowledge and skills necessary for foreign language communication in situations that are related to professional duties. Formation of foreign language professional competence should be conducted gradually by accumulation of relevant knowledge and skills of a certain level.

Key words: *competence; foreign language; foreign language professional competence; professional competence; specialists in information technology.*

Statement of the problem. Today in Ukraine the issue of foreign language professional competence is more relevant than ever. The process of modernization of the national education system in the conditions of intensive development of society highlights the problem of improving the quality of higher education. This not only increases the amount of knowledge in the specialty for students to master but also shapes the ability of future graduates to use them creatively in the pursuit of professional orientation, the ability to communicate with foreigners and to perform professional activities in a foreign language environment. Knowledge of a foreign language can also enhance the overall competence of the future specialist which is a powerful reserve for accelerating economic, social and cultural development.

The analysis of latest researches and publications. The concept of foreign language communicative competence in pedagogy and methods of teaching foreign languages is not new and has been researched by both foreign and domestic scholars (L. Birkun, L. Brakhman, S. Brumfit, O. Volobuieva, R. Johnson, H. Kytaihorodska, S. Savignon, M. Swain and others). O. Leontiev, A. Mudryk, N. Kuzmina studied the problem of preparing a future specialist for professional communication. The problems of the methodology of teaching foreign languages in higher education institutions and the formation of foreign language professional competence were disclosed by D. Barska, P. Halskova, R. Hryshkova,

Z. Konnova, T. Kryvosheieva, R. Martynova, N. Mykytenko, L. Morska, I. Veretina, O. Yefimova, G. Zavo-lianska and others.

The aim of this article. The aim of the study is to define the peculiarities and specifics of the formation of foreign professional competence of future IT-specialists.

Exposition of basic facts. The purpose and result of higher professional education is the concept of «professional competence», ie the ability to successfully act on the basis of practical experience, skills and knowledge in the process of solving the tasks of professional activity. Professional competence is the ability of a specialist to meet the social requirements of the profession through the pursuit of effective professional activity and to show proper personal qualities, mobilizing for this purpose relevant knowledge, skills, emotions, based on intrinsic motivation, moral and ethical values and experience, being aware of the limitations of knowledge and accumulating other resources to compensate for it. Competence has an integrative nature. It reveals the knowledge of the essence of a particular work, ways and means of achieving the stated goals as well as the relevant skills. Competence is the possession of a person's relevant competence, including personal attitude to it and the object of activity. Competence is the persistent willingness and ability of a person to act professionally. Foreign-language communicative competence is the level of interpersonal

interaction experience that is necessary for a person to function successfully in the society in accordance with their own abilities and social status. Therefore, foreign-language professional competence is a set of lexical knowledge (commonly used foreign terminology and professionalism – words used by experts in a particular field), grammatical (necessary for the correct sentence structure, etc.), sociocultural (peculiarities of the world, traditional and the aesthetic values of different people) and specific professional knowledge, skills and competences required for foreign language communication in different situations and spheres that relate to professional duties [4, p. 264].

N. Sura states: «Professional foreign language communication is a process within which the potential of communicators to realize the exchange of information in a foreign language, as well as to search, accumulate and expand the volume of professionally important knowledge in a professional foreign-speaking communication is realised. Communicative competence is a particular type of professional competence defined as the willingness and ability to master subject, scientific knowledge in professional communication» [3, p. 191].

Due to the interest in foreign languages in the modern world, the attention of the scientists has shifted from the study of literary foreign language to the study of the language used in the actual communication of specialists in certain industries. In this regard, the researchers emphasize that the modern advances in the field of teaching foreign languages for specific purposes was the following conclusion: «as a foreign language is used in different situations of communication of specialists of different professions within the same industry, then determining the peculiarities of typical communication of experts within each specific industry, it is possible to simulate the process of their real communication, and having previously selected the necessary language material to narrow the wide range of foreign language to the specific needs of professionals and thereby facilitate the process of mastering the language for specific purposes» [4, p. 265].

The formation of a student's foreign-language professional competence should proceed gradually through the accumulation of relevant knowledge and skills of a certain level.

Taking into account the structure of the student's language training, the task of the first stage is the formation of language competence at the primary level which covers the acquisition of basic lexical and grammatical material of a foreign language on the basis of system-communicative method for everyday communication with foreign speakers.

The next level of language preparation of the student involves the formation of socio-cultural, linguistic and cultural competences. This stage involves acquiring

background knowledge, namely: getting acquainted with country-specific information and the ethno-cultural characteristics of the language being studied. At the same time, skills of understanding and perception of different aspects of culture, specifics of verbal and non-verbal behaviour of native speakers, social norms are formed and knowledge about the history, culture, social system and other spheres of life of a foreign language is acquired. Language, as a phenomenon of a particular civilization, must be studied in the context of that civilization.

Accordingly, the next stage of student preparation should be devoted to the development of language proficiency at an advanced level, ie mastering specialized vocabulary integrated into the context of professional situations. This approach involves the development of a linguistic-professional component in a particular field of activity. A highly qualified specialist must be a competent specialist in their field, both nationally and internationally.

According to H. Riabov, foreign language teaching should be changed depending on the future profession of a student. In addition to general speaking skills, students must have proficient in foreign language communication [2, p. 234–236].

The main task of mastering a foreign language for professional purpose in higher education institutions today is not just to teach students to use it as a means of communication in different situations, but to use foreign language in the professional field, since the effectiveness of learning depends directly on approximation of the process of knowledge transfer, formation of skills and abilities to the real conditions of their practical application.

As the foreign language professional competence is realized in the conditions of a foreign language environment by means of a foreign language, modern methods and means of mastering a foreign language relevant to the professional orientation of the student are used: processing of the latest professional information from electronic foreign resources, presentation in foreign language, teaching certain subjects in a foreign language. In order to gain practical experience in the context of international mobility, it is advisable to study abroad, cooperate with foreign organisations.

Conclusions. Thus, foreign language professional competence of a future IT-specialist is a complex entity that makes it possible to communicate and to create and manage discourses on information technology. The essence of professional competence of a future IT-specialist is revealed through a certain level of foreign language, socio-cultural and professional knowledge, skills and abilities that make it possible to use linguistic knowledge depending on the situation of professional communication.

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ФОРМУВАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ

У статті досліджено поняття «іншомовної професійної компетентності», виокремлено особливості формування іншомовної професійної компетентності. Здійснено аналіз останніх публікацій з теми дослідження. Визначено поняття «іншомовна професійна компетентність» у сучасному науковому дискурсі. З'ясовано, що іншомовна професійна компетентність – це сукупність лексичних, граматичних, соціокультурних і професійних знань та навичок, необхідних для іншомовного спілкування у ситуаціях, які пов'язані з безпосереднім виконанням функціональних обов'язків.

Ключові слова: іноземна мова; іншомовна професійна компетентність; компетентність; професійна компетентність; фахівці з інформаційних технологій.

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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ ПО ИНФОРМАЦИОННЫМ ТЕХНОЛОГИЯМ

В статье исследовано понятие «иноязычной профессиональной компетентности», выделены особенности формирования иноязычной профессиональной компетентности. Осуществлен анализ последних публикаций по теме исследования. Определено понятие «иноязычная профессиональная компетентность» в современном научном дискурсе. Выяснено, что иноязычная профессиональная компетентность – это совокупность лексических, грамматических, социокультурных и профессиональных знаний и навыков, необходимых для иноязычного общения в ситуациях, связанных с непосредственным выполнением функциональных обязанностей.

Ключевые слова: иностранный язык; иноязычная профессиональная компетентность; компетентность; профессиональная компетентность; специалисты по информационным технологиям.

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