FORMATION OF PROFESSIONAL FOREIGN LANGUAGE SPEECH COMPETENCIES OF FUTURE ENGINEERS

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The article reveals the conceptual approaches to improving the content and organization of professional foreign language teaching in technical higher educational establishments.

The purpose of the study is to consider the role of information technology and to determine the psychological and pedagogical conditions in the formation of professional foreign language speech competencies of future technical specialists.

Research methods: method of theoretical analysis of normative educational documents and scientific-methodical works on problematic issues of pedagogy teaching methods; synthesis of educational and methodical ideas; generalization of own pedagogical experience; methods of generalization, systematization for formulating of scientific research conclusions.

Results. The main attention of the publication focuses on theoretical and practical aspects of professional foreign language teaching of future technical specialists, the formation of professional foreign-language speech competencies on its basis.

The views of psychologists and teachers on the problem of introducing information technologies into the process of teaching a foreign language for professional purposes are studied. The study of the peculiarities of the formation of professional foreign language speech competencies by means of modern information technologies is conditioned by the search for effective methods of teaching a foreign language in technical higher educational establishments. In the process of learning a foreign language with the use of information technologies, important psychological and pedagogical conditions for the formation of professional foreign language speech competencies are identified. Besides, the main linguodidactic objectives have been defined, the solution of which is facilitated by the introduction of information technologies in the process of foreign language learning. Changes in traditional teaching model of the process of professional foreign language training using information technologies are considered. It is noted that the essence of learning in the new model is not the transfer of information, but the students' ability to independently acquire knowledge, form and improve their speech competencies, communication skills and habits.

Conclusions. The content of foreign language training for future specialists in technical higher educational establishments is the formation of professional foreign language speech communication competencies that contribute to the development of professionally oriented speaking skills, mastering the profession, increase labor efficiency and positively affect business relations.

Key words: *linguodidactic objectives, teaching model, information technologies, psychological and pedagogical conditions, professional foreign language speech competencies.*

ФОРМУВАННЯ ПРОФЕСІЙНИХ ІНШОМОВНИХ МОВЛЕННЄВИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ІНЖЕНЕРІВ

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У статті розкрито концептуальні підходи до вдосконалення змісту й організації навчання іноземної мови за професійним спрямуванням у закладах вищої освіти технічного профілю.

Мета дослідження – розглянути роль інформаційних технологій та визначити психолого-педагогічні умови під час формування професійних іншомовних мовленнєвих компетентностей майбутніх фахівців технічного профілю.

Методи дослідження: метод теоретичного аналізу нормативних освітніх документів і науково-методичних праць із проблемних питань методики викладання педагогіки; синтез навчально-методичних

ідей; узагальнення власного педагогічного досвіду; методи узагальнення, систематизації для формулювання висновків наукового дослідження.

Результати. Основна увага публікації зосереджується на теоретичних і практичних аспектах навчання іноземної мови професійного спрямування майбутніх фахівців технічного профілю, формуванні на його основі професійних іншомовних мовленнєвих компетентностей. Досліджено погляди вчених-психологів і педагогів на проблему впровадження інформаційних технологій у процес навчання іноземної мови за професійним спрямуванням. Дослідження особливостей формування професійних іншомовних мовленнєвих компетентностей засобами сучасних інформаційних технологій зумовлене пошуком ефективних методик викладання іноземної мови у закладах вищої освіти технічного профілю. У процесі навчання іноземної мови з використанням інформаційних технологій визначені важливі психолого-педагогічні умови формування професійних іншомовних мовленнєвих компетентностей. Визначено основні лінгводидактичні завдання, вирішенню яких сприяє впровадження інформаційних технологій у процес іншомовної освіти. Розглянуто зміни в моделі процесу навчання іноземної мови за професійним спрямуванням під час використання інформаційних технологій. Під час побудови нової моделі навчання сутністю навчання стає не передача інформації, а вміння студента самостійно здобувати знання, формувати та вдосконалювати свої мовленнєві компетентності, комунікативні вміння та навички.

Висновки. Зміст навчання іноземної мови майбутніх фахівців у закладах вищої освіти технічного профілю полягає у формуванні професійних іншомовних мовленнєвих комунікативних компетентностей, які сприяють розвитку професійно зорієнтованого мовлення, оволодінню фахом, підвищують ефективність праці та позитивно впливають на ділові стосунки.

Ключові слова: лінгводидактичні завдання, модель навчання, інформаційні технології, психолого-педагогічні умови, професійні іншомовні мовленнєві компетентності.

Introduction

The priority task of higher education in Ukraine, in accordance with the Pan-European Recommendations on Language Education, the National Doctrine of Education Development, the Law "On Higher Education", the State Standard of Higher Education and language education concepts, is to train a competent specialist – language personality with professional foreign language skills.

The process of training specialists in technical universities involves the formation of professionally oriented foreign language speech competencies that will increase their competitiveness and mobility in the labor market, and the ability to establish business contacts.

The analysis of scientific and methodological research and practical experience encourages the search for new approaches in the formation of speech competencies and the introduction of innovative achievements in the process of teaching a foreign language to students of technical higher educational establishments. At the same time, it is important to clarify the essence of the definitions of basic concepts: "competence", "speech competence", "professional foreign language speech competence".

Many teachers, linguodidactists, psychologists, and linguists have been working to find out the essence of these concepts. Despite the pluralism of interpretations, scholars agree that competence cannot be equated only with knowledge, skills and habits, this concept is much broader.

By the concept of "competence" we mean the synthesis of cognitive, practical, values, motivational and personal components and interpret it as a personal result of educational activity; practical experience of successful use of relevant knowledge and skills in various life situations; the ability to effectively use the acquired knowledge in speech activity; as an useful application of personal knowledge and skills in accordance with certain educational standards, etc.

Consideration of such concepts as "language competence", "speech competence" and their components contributed to the understanding of the main tasks of foreign language teaching in technical higher educational establishments: the formation of foreign language competence of students, which requires knowledge of foreign language system and skills in analyzing facts and phenomena of a foreign language, the formation of self-assessment and self-analysis skills; the improvement of speech competence: the ability to use language tools for creating their own statements and texts; the improvement of communicative competence, which involves mastering different types of speech activities in different communication areas, personal development and formation in students their communicative culture.

The competencies mentioned above give students the opportunity to use language knowledge as a means of effective communication, and in the future will assist their professional communication. Future technical specialists will have to communicate with colleagues, employers, managers; be able to use appropriate language in the practice of live communication; participate in discussions, formal talks, negotiations, round tables; make reports, lectures, speeches; analyze the texts of specialized publications, online publications, advertisements, memos, newspapers

and magazines; create and edit texts; know the basics of maintaining business documents in a foreign language, conduct business correspondence; be able to use modern information technologies in communication, etc.

Taking into account the importance of a foreign language in the development of a student's personality, the formation of linguistic, speech and communicative competence is a prerequisite for the expansion of linguistic erudition, cognition of a foreign language as a social phenomenon, the formation of socio-cultural competence, as well as future professional speech competencies.

Thus, the clarification of the essence of the basic concepts of research: "competence», "language competence", "speech competence" – helped to substantiate the conceptual approaches for improving the content and organization of foreign language training in technical higher educational establishments.

The content of teaching a foreign language in technical higher educational establishments is the formation of a foreign language communicative competence of students, as well as the development of professionally oriented speech.

A university graduate will be able to successfully realize himself in the future as a technical specialist and personality, if he has all necessary foreign language skills, has a large active vocabulary, which can be naturally transformed into his own statements and which are built according to the norms and traditions of a modern literary foreign language.

The formation of professional speech competencies involves: deep professional knowledge, mastering of the conceptual and categorical apparatus of the professional sphere and the corresponding system of terms; knowledge of a modern foreign literary language; professional use of language styles and genres in accordance with the place, time, circumstances; knowledge of etiquette speech formulas, ability to use them in professional communication; ability to work with different types of texts; ability to analyze and use professional information; possession of the basics of rhetorical knowledge and skills; ability to assess the communicative situation, make decisions at a high professional level and plan communicative actions; be able to independently acquire knowledge using a variety of sources; analyze and synthesize the obtained educational material.

Professional speech competence of an individual is an indicator of the formation of a professional knowledge system, communication skills, and general humanitarian culture and speech culture necessary for professional activity.

The main goal of teaching a foreign language in technical higher educational establishments is: to improve the speech skills acquired in secondary school; formation of the ability to competently, clearly and fully express ideas about future professional activity; developing skills for communicatively justified use of language means; improving spelling skills; deepening professionally significant knowledge of a foreign language; mastering knowledge about the peculiarities of foreign language styles in accordance with the requirements of the culture of oral and written speech, the basics of practical rhetoric; to teach future specialists to logically build and argue their own judgments during public speech or presentation of their own professional speech.

In modern educational establishments there is a revision of the approaches used for foreign language teaching in the professional field, as well as the search for innovative methods based on new information technologies, which meets the tasks of humanization and humanitarization of education (*Concept of implementation of media education in Ukraine,* 2020).

Education is an informational process and therefore the use of modern information technologies is especially important. Thanks to the intensive development of technologies, primarily computer technologies, modern students better perceive and assimilate information from computer information sources.

The use of information technologies in the process of forming speech competencies when learning a foreign language of professional communication makes it possible to create a familiar environment for young people and makes the learning process easy and interesting. Moreover, the use of information technologies allows diversifying the work and makes the process of learning a foreign language continuous, helps to organize students' independent study, gives wide access to educational, methodical and scientific information, modeling of scientific research activities, conducting virtual real-time training sessions (seminars, lectures), which activates students' cognitive activity. It should be emphasized that it is thanks to multimedia resources that students have an increased desire and need to learn a foreign language, which significantly affects the effectiveness of education.

However, at present, there is no comprehensive study of the psychological and pedagogical conditions for the formation of professional foreign language speech competencies of technical specialists using information technologies, which determined the relevance of this study.

1. Theoretical substantiation of the problem

The scientific literature widely presents works on the problems of studying speech as the main factor in the formation of consciousness and communicative culture of specialists of various profiles, the formation of specialists' speech competencies in various types of professional activities, the use of information technologies for training future specialists in various fields. The analysis of modern scientific research shows that the problem of using information technologies in the educational process is considered in the general context of education system reforming in Ukraine.

Scientific research in this area is carried out in various directions: the peculiarities of using information technologies in the educational process are investigated by B. Hlinskyi, G. Kovalchuk, V. Martynyuk, S. Symonovych and others; the works of L. Babenko, R. Williams, B. Kolodiazhnyi, V. Lapinskyi, D. Jacobsen and others are devoted to the study of information technologies in secondary and higher schools; various aspects of the implementation of information and communication technologies in the educational process are researched by M. Diachenko, Yu. Zhuk, I. Moroz, T. Oliinyk, Yu. Ramskyi, and others; psychological and pedagogical aspects of the use of new information technologies in the educational process are investigated by Yu. Branovskyi, M. Zhaldak, V. Zinchenko, N. Pak, I. Robert, and others; issues of organizing classes using information technologies are developed by G. Hurevych, V. Kukharenko, P. Stefanenko, T. Poiasok, and others; the informatization process of the education system and the introduction of new information technologies in the educational process are studied by scientists A. Nisimchuk, A. Padalka, I. Pidlasyi, V. Shakhov and others; N. Pak, N. Yankelovych, P. Sysoiev and others devoted their works to the study of the use of information technologies in the process of teaching of certain academic disciplines.

However, all the problems associated with the use of information technologies in language learning have not yet found a systemic solution (Sysoyev, 2013: p. 264).

In particular, the problem of the formation of professional foreign language speech competencies of future technical specialists using information technologies still remains highlighted, which determined the topic choice of this research.

The purpose of the article is to determine the psychological and pedagogical conditions for the formation of foreign language speech competencies using information technologies and to consider the role of information technologies in the formation of professional and general foreign language speech culture of future technical specialists.

Research objectives: to characterize the psychological and pedagogical conditions of speech activity of future engineers in the process of learning a foreign language; to reveal changes in the learning model and to consider the components of the process of professional foreign language teaching with using information technologies; to outline the main linguodidactic tasks solved as a result of the introduction of information technologies in the process of professionally oriented foreign language teaching.

2. Methodology and methods

A number of scientific methods were used to solve this goal: analysis of scientific and methodological works on problematic issues, synthesis of educational and methodological ideas; generalization of own pedagogical experience; analysis of the influence of educational information technologies on foreign speech activities of students in technical universities.

3. Results and discussions

In scientific research on pedagogy under the term "psychological and pedagogical conditions" such authors as Yu. Boichuk, E. Hanin, L. Horbatiuk, S. Melnyk. I. Moroz, P. Oliinyk, I. Pidliasnyi, I. Shymko, etc. understand the complex of organizational and material conditions of education, which are based on individual psychological and socio-psychological characteristics of students.

Under the psychological and pedagogical conditions of professional foreign language training of future engineers we understand a set of interrelated elements of the educational environment – factors that are determined and realized by participants in the educational process, implemented in the pedagogical interaction of teachers and students, encourage them to intensify their activities in order to increase the effectiveness of the process of forming professional foreign language speech competencies.

This research concretizes the psychological and pedagogical conditions for using of information technologies in the professional foreign language speech training of future technicians.

The creation of information and educational environment. The creation of information and educational environment using information technologies is a necessary psychological and pedagogical condition for the formation of speech competencies in the foreign language training of future engineers. Students have at their disposal the most modern mobile phones, which combine functions

of a mobile phone and a personal computer, feel free on the Internet, and easily navigate various search programs. Therefore, an important and necessary condition for professional foreign language teaching in higher educational establishment is the use of various means of modern information technologies in classes.

Psychologists refer to the necessary psychological prerequisites for the assimilation of knowledge and the formation of speech competencies, communication skills and habits: a positive attitude to the learning process (interest in the subject, constant attention, high rate of learning); processes of direct sensual acquaintance with the material (schematic visualization, interactive learning technologies); the process of thinking (activation of concrete and abstract, conceptual and artistic thinking, perception, comprehension and understanding of the material), memorization and preservation of received information, the ability to its reproduction with identification of individual speech abilities.

It is these prerequisites that contribute to the emergence of learning motives; encourage students to assimilate linguistic theory and active speech activity, ensuring the development of a linguistic personality.

University students have a developed cognitive need. Psychologists pay attention to the fact that the activity of cognitive need is possible due to the associated positive emotional state – the pleasure from mental stress. If the student feels faith in his abilities, it will stimulate his self-development; he will really assess his own capabilities and see the ultimate goal of his activity (Zakharova, 2013: 63). Working in an information environment, familiar to modern students, makes the process of professional foreign language teaching easier and more interesting.

The optimal choice of forms and methods of training. Among the methods of teaching students, search and research, as well as independent study should dominate. Control over students' learning should stimulate in-depth study, systematization and classification of learning material, transferring of knowledge to new situations, and the development of creative elements in learning. Moreover, homework should be creative and contribute to the development of thinking and speech. It is the use of information technologies that makes it possible to improve students' knowledge skills, to diversify work, makes the process of learning a foreign language effective and continuous, and helps to organize students' independent study, encourages students to search and research, increases the success of mastering academic disci-

plines. Besides, thanks to the use of multimedia resources, students' desire and need to learn a foreign language in various aspects of its application are activated, which significantly affects the effectiveness of learning process.

For the development of students' professional foreign language speech, didactic material used in classes is of great importance. Exercises and tasks for the development of coherent speech should not only contribute to the ability to recognize linguistic phenomena and concepts, reproduce language units, but also should develop speech practice skills, promote the creation of their own texts of different types, styles, genres, that is, contribute to the development of their creative potential.

Information technologies give the teacher a wide opportunity to choose interesting and necessary didactic material, using various media resources and educational programs in the process of professional foreign language teaching.

It is important to use active forms and methods of teaching that reject monotony, increase interest in learning discipline, develop creative, productive thinking, teach a culture of communication and improve interpersonal relationships.

The creation of an effective learning process. The creation of an effective learning process using information technologies is the next psychological and pedagogical condition for the formation of speech competencies in foreign language training of future engineers.

Psychologists consider the educational process to be the most effective, during which optimal conditions of learning are created: results are achieved with minimal effort and time. To create such conditions, it is necessary to select the most effective ways of mastering educational material (Abdalova, 2014: 50).

As evidenced by the research of many scientists, the development of personal professional competencies in modern conditions is significantly influenced by the introduction of new information technologies in the process of learning. Scientists define the following main tasks of using information technologies: formation of cognitive qualities; improving the effectiveness of the educational process; formation of information culture of future specialists; ensuring the development of students' personal qualities; optimization of the learning process; the providing of creative, research activities; diversification of content and teaching methods; intensification of training.

Students develop speech skills in foreign language classes in the process of thinking,

comprehending facts, comparing, generalizing, abstracting and specifying them, which contributes to the development of mental abilities, as well as ensures the assimilation of knowledge, the formation of required skills (Leontiev, Leontiev, Sokolova, 2005: 19).

Creative interaction of a teacher and students. The teacher is in charge of the learning process: he chooses the appropriate forms of its organization, selects learning materials, applies certain methods of work, develops the interest and motives of learning activities, and ensures the educational impact of training.

The teacher's interaction with students should be built taking into account the following psychological and pedagogical principles: the formation of relationships based on creative cooperation; organization of training on the basis of the students' personal interest, their individual interests and abilities (promotes the formation of cognitive subjective activity of a person based on his/her internal preferences); the prevalence of ideas for overcoming difficulties, achieving joint goals, students' independent study (helps to educate strong natures capable of showing perseverance, discipline); free choice of forms, directions, methods of activity (contributes to the development of creative thinking and the desire to independently solve increasingly complex tasks); development of systemic, intuitive thinking, ability to "fold" and detail information (disciplines the student's mind, forms creative, non-standard thinking); recognition of the person's dignity (Fitsula, 2006: 229).

Intensification of the educational process. Intensification of training is the achievement of the necessary results due to qualitative factors, that is, due to the strain of person's mental capabilities. After all, in the learning process under the extensive approach, the brain's capabilities are used only by 15-20 percent. Therefore, the effective use of brain capabilities is the most important prerequisite for the intensification of the learning process (Semenikhina, 2020).

It should be stressed that intensification of training involves an increase in the amount of work that students spend over a certain period of time. The more actively they worked in a foreign language lesson, the higher their productivity. The teacher's ability to involve students in the performance of cognitive, practical and creative tasks greatly contributes to the intensification of the learning process. Moreover, the use of information technologies in the process of professional foreign language teaching significantly contributes to the intensification of the learning process, attracts students to work with language material and increases the learning productivity.

Maximum involvement of students in speech activity using information technologies in professional foreign language training. Practice shows that an important condition for the successful professional activity of future engineers is foreign language speech communication, which is considered as one of the main components of the profession, necessary for success in professional communication and specialist's self-realization, as well as for creative style of speech behavior, etc.

The basic component of speech activity in a foreign language is lexical competence, on which the richness and diversity of a person's speech largely depends. However, as the researchers note, the lexical training of foreign language speakers needs to be improved. In order to form lexical competence at a qualitatively new level, it is necessary to use electronic learning resources (Kucheruk, 2018: 47).

Changing the traditional teaching model using information technologies. The introduction of information technologies in the process of language training allows us to significantly change the teaching model. The traditional model of teaching a foreign language assumes that the teacher is at the center of learning, and students play a passive role, the essence of learning in this way is the transfer of specific knowledge and facts, the basis of educational activities is often competition between students. In the learning model using information technologies, students are at the center of learning process and they are actively involved in this process, the essence of learning – to master the ability to independently obtain the necessary knowledge, develop skills, and the basis of educational activity – the cooperation between a teacher and students. Training with the use of information technologies is the provision of the most accessible educational information that contributes to the disclosure of the student's creative abilities, giving impetus to independent cognitive activity. Thanks to information technologies, there is a significant increase in the efficiency of the learning process, as it becomes more personalized.

The use of interactive technologies in classes changes the student's usual learning situation, puts him in another position: the student ceases to be a passive recipient of knowledge, and becomes an active participant in training. Computer technologies are characterized by the basic didactic principles of the educational process: visibility, accessibility, scientific character, consistency, practical orientation (Ponomaryova, 2013: 282).

Thus, it is important to define the main linguodidactic tasks, the solution of which is facilitated by the introduction of information

technologies in the process of foreign language training: increasing the motivation for learning a foreign language; the formation of sustainable motivation of cognitive activity; development of abilities and readiness for independent study of a foreign language; promoting the development of self-esteem among students; individualization of training; intensification of training; increasing the students' activity in the process of learning a foreign language; formation and development of skills in all types of speech activity (reading, speaking, listening and writing); the ability to perceive and understand texts, analyze them, the ability to convey information in coherent and reasoned statements in compliance with spelling, punctuation, lexical, morphological, syntactic and stylistic norms of the target language.

Professional foreign language training using information technologies includes: professionally oriented language material (professional publications, news, etc.); text computer editors, electronic dictionaries and encyclopedias; language learning tools (online applications and programs) for learning phonetics, pronunciation, vocabulary, grammar and sentence analysis; game forms of training; an online environment for students to communicate with each other and with the teacher (via e-mail, social networks, voice or video conferencing).

It should be mentioned that professional foreign language training using information technologies is carried out in two modes: independent study; classroom study under the teacher's guidance. The functions of traditional training and training with the use of information technologies are separated; working with computer programs does not replace working with a teacher, because it is only a means of computer support for learning. The effectiveness of the use of information technologies in the educational process depends on the success of solving problems of a methodological nature related to their content and method of use (Bobrytska, Protska, 2017: 59). In addition to traditional forms, the methodological system should contain purposeful, intensive and controlled independent work of the student, who can study in a convenient place, according to an individual schedule, comprehensively using educational aids and be able to contact the teacher.

It is important for modern teachers to constantly improve their knowledge of foreign language teaching methods, to introduce the latest educational concepts into their pedagogical practice, to be aware of recent events.

In practice, in the process of learning a foreign language using information technology, the analyzed psychological and pedagogical conditions are the main selection criteria in determining the innovative effective methods of teaching a foreign language in technical higher education establishments. They, as a set of interconnected elements of the educational environment which are determined and realized by the participants of the educational process, are implemented in the pedagogical interaction of teachers and students, encourage them to intensify their activities in order to improve the efficiency of the process of forming professional cultural and speech competencies.

The use of information technologies in the process of professional foreign language training in higher educational establishments helps to solve problems of humanization of the learning process, significantly increases its effectiveness through intensification and differentiation; contributes to adaptation of presentation rate of learning information to the speed of its assimilation, by introducing innovative methods and means of training.

Conclusions

The article highlights the main psychological and pedagogical conditions for the formation of speech competencies of future technical specialists, which are realized in the pedagogical interaction of teachers and students, encourage them to intensify their activities in order to increase the effectiveness of professional cultural and speech competencies.

The introduction of information technologies in the process of formation of foreign language speech competencies of technical university students helps to solve the main linguodidactic tasks: formation and development of skills in various types of speech activities (reading, speaking, listening and writing); individualization of training; increasing motivation of students' educational activities; development of students' abilities and readiness for independent study of a foreign language; increasing the activity of students in the process of learning a foreign language; intensification of training.

The use of information technologies in teaching a foreign language in technical higher educational establishments contributes to the construction of a new learning model, in which the essence of learning is not the transfer of information, but the students' ability to independently acquire knowledge, to form and improve their language competencies, communication skills and habits. The dominant place in such a model belongs to the student, and the training is based on the cooperation of the teacher and the student.

The prospect of the research is seen in the further study of the linguodidactic potential of modern information technologies, a detailed analysis of the peculiarities of using each specific IT tool in the process of

teaching various aspects of a foreign language for professional purposes and the formation of skills in various types of speech activity.

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