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Актуальні проблеми навчання
іноземних мов
для спеціальних цілей

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До збірника увійшли методичні напрацювання, що стосуються здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання, формування навичок міжкультурної комунікації у галузі права, фахової іншомовної підготовки курсантів ЗВО МВС України, традиційних підходів та новітніх технологій навчання іноземних мов загалом та української мови як іноземної зокрема. Закцентовано увагу на шляхах та специфічних методичних принципах, сучасних тенденціях викладання, академічній мобільності, комунікативному, освітньому, розвиваючому, виховному аспектах навчання іноземних мов.

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ФОРМУВАННЯ ТА РОЗВИТОК ПРОФЕСІЙНОЇ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ СПРАВООХОРОНИЦІВ

Анотація. У статті визначено підхід до формування та розвитку професійної іншомовної комунікативної компетентності майбутніх правоохоронців. Розглянуто базові принципи формування комунікативної компетентності майбутніх правоохоронців, розкрито сутність поняття «комунікативна компетентність», «іншомовна фахова комунікативна компетентність майбутнього правоохоронця». Поняття «іншомовна фахова комунікативна компетентність майбутніх правоохоронців» розглядається як структура вмій і практичних навичок, сформованих в процесі навчання, що відображає сукупність компетенцій, що забезпечують ефективне спілкування іноземною мовою, а саме: вільно спілкуватись з носіями мови, вести дискусії за фахом, чітко та детально висловлюватись з приводу предмету спілкування, висловлювати власну думку з певної проблеми, аргументуючи усі «за» і «проти», влучно

висловлювати думки для успішного розв'язання проблем і завдань у професійній діяльності, послуговуватися лексикографічними джерелами (словниками) та іншою допоміжною довідковою літературою, необхідною для самостійного вдосконалення мовної культури.

***Ключові слова:** компетентність, комунікативна компетентність, іншомовна фахова комунікативна компетентність, іноземна мова професійного спрямування, процес навчання, правоохоронець, спілкування, професійна діяльність.*

FORMATION AND DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE LAW ENFORCEMENT OFFICERS

Abstract. The article defines the approach to the formation and development of professional foreign language communicative competence of future law enforcement officers. The basic principles of formation of communicative competence of future law enforcement officers are considered, the essence of the concept of «communicative competence», «foreign language professional communicative competence of future law enforcement officers» is revealed. The concept of «foreign language professional communicative competence of future law enforcement officers» is considered as a structure of skills and practical abilities formed in the learning process, which reflects a set of competencies that ensure effective communication in a foreign language, namely: to communicate freely with native speakers, to hold discussions on the specialty, to speak clearly and in detail about the subject matter, to express one's own opinion on a particular issue, arguing all the pros and cons, to express accurately thoughts on the successful solution to problems and tasks in professional activity, to use lexicographic sources (dictionaries) and other auxiliary reference literature necessary for self-improvement of language culture.

***Key words:** competence, communicative competence, foreign language professional communicative competence, foreign language for professional purposes, learning process, law enforcement, communication, professional activity.*

Formulation of the problem. The purpose of using a foreign language in the process of professional training of future law enforcement officials is to help the applicant for higher education to acquire relevant communicative knowledge and skills in a foreign

language for professional purposes. That is, to develop and form the ability to «receive relevant information in another language and the ability to understand a foreign language», which involves the ability to obtain maximum information using their language tools and creative strategies, clearly and competently express their opinion by means of a foreign language. However, as researchers [1] have noted and our own experience of teaching in higher education institutions shows, in practice there is often a discrepancy between the content of training of future law enforcement officials and the main characteristics of foreign language use. Thus, teaching of a foreign language is usually separated from teaching of professional activities of applicant for higher education, and inclusion texts in textbooks on professional topics can be considered only an external implementation of the principle of linking language and vocational training. Mastering a foreign language for professional purposes by applicants for higher education is limited by a process of teaching the discipline «Foreign language», while the possibilities of its use are much wider: in the process of independent study and educational work of applicants for higher education, in the process of teaching general law and special disciplines, etc. As a result, a clear indication of the inefficiency of the use of traditional methods is the inability of graduates of higher education institutions to effective, full-fledged professional foreign language communication.

In this regard, one of the ways to solve the problem is the issue of teaching applicants for higher education a foreign language for special purposes or professionally oriented foreign language in order to develop the skills of professional foreign language communication of a modern specialist.

Analysis of recent studies and publications. General issues of implementation of the approach of the formation and development of communicative competence are reflected in the researches of the scientists: V. Aleksandrova, N. Yehorova, Yu. Orach, S. Bondar, L. Biloborodova, Yu. Fedorenko, etc.

According to O. Ye. Lebediev, the competence approach is a set of general principles for determining the goals of education, selection of educational content, organization of the educational process and evaluation of educational outcomes [2, c. 3]. Some scholars consider the competency approach as a priority focus on such vectors of education as the ability to learn, self-determination, self-actualization, socialization and development of individuality [3; 4]. Analysis of the literature on this issue leads to the fact that this approach is less tied to a specific object and subject of work, which ensures the

mobility of graduates in the conditions, and also involves not only the acquisition of knowledge by applicants for higher education, but also the acquisition of practical skills that allow to act qualitatively in the problem situations connected with the legislation, judicial practice and change of the professional environment.

The purpose of the study is to reveal the concept of «communicative competence of future law enforcement officers» and to identify the features of the formation of communicative competence of future law enforcement officers in the process of learning a foreign language.

Presentation of the main research material. In the context of a specific economic and socio-cultural situation, globalization, informatization, the direction and nature of the development of professional sphere determines growth of professionalism due to the reconstruction of various industries. It should be noted that due to the growing interest in foreign languages in modern life, the attention of the scientific community has shifted from the study of literary foreign language to the study of the language used in real communication of specialists in a particular field.

In this regard, scholars emphasize that the current achievement in the field of methods of teaching foreign languages for special purposes has been the following conclusion: since a foreign language finds its application in various situations of communication of specialists of different professions and different specializations within the professional field, then, identifying the features of typical communication situations of specialists in each field, you can model the process of their real communication, and, by selecting the necessary language and speech material in advance, narrow the whole wide range of foreign language to the specific needs of specialists and thus facilitate the process of mastering the language for special purposes. This solution contributes to a significant optimization of the process of professional training of future professionals in mastering a foreign language and can be used as one of the ways to form the professional foreign language competence of the representative of the law enforcement profession.

The university course of a foreign language should have a communicative-oriented and professional character. Its goal is to provide applicants for higher education with a level of knowledge that will allow them to relate language tools to specific situations of professional activity and communication. This approach is related to the communicative needs of future professionals, who should easily integrate into different language groups. Linguistic material,

in this case, is considered as a means of implementing communication based on a communicative approach, which leads to the formation of communicative competence.

Among the conditions that ensure the development of foreign language communicative competence, it should be noted the creation of a foreign language development environment and forms of organization of the educational process, which involve the use of interactive teaching methods [5, c. 441]. The development of communicative competence is also actively promoted by the use of interactive teaching methods, since communicative competence in the structure of foreign language communication means not just knowledge of the rules of communication, but the real use of knowledge to solve problems. In the process of teaching a foreign language when modeling the conditions of communication in the classroom, it reproduces the main parameters of communication: the relationship of language partners, extralinguistic factors, and various situations as forms of communication functioning, attention is paid to dialogical speech.

In terms of the development of dialogical speech, teaching a discussion using the argumentation of one's point of view, the search for a compromise, a polite expression of disagreement with the point of view of the interlocutor, which is facilitated, for example, by disagreement and explanations, an indirect answer, which is due to certain goals of the interlocutors, is of particular importance. For the formation of foreign language communicative competence, the teacher should draw the attention of applicants for higher education to the fact that language material is a means of implementing successful communication, achieving a set goal, solving a problem, because any language expression has an element that demonstrates the interlocutor's attitude to the issue that he/she covers. Certain linguistic means reflect its intentions; argue a certain point of view. Semantic and pragmatic analysis of language material will help teach applicants for higher education to take these factors into account when communicating. This approach contributes to the formation of communicative competence and is very relevant at the present stage, when language is studied as a means of influencing one person to another in the communication process.

When teaching a discussion using reasoning, finding a compromise, or politely disagreeing with the other person's point of view, the teacher should draw applicants' attention to language means that can both interfere with the compromise in the conversation and facilitate the discussion.

Conclusions. Competence approach, of course, is necessary, because high-quality training of graduates of legal specialties can be obtained only by determining the competence of graduates in the chosen field of professional activity. Thus, the competence approach demonstrates the general issues of professional development of an applicant for higher education, predicts and implements its focus, content, stages of development, professionally important qualities and skills required by the future profession of a law enforcement.

Thus, it can be argued that the leading task of mastering a foreign language in higher education institutions of non-language profile at the present stage is not just «to teach students to use it as a means of communication in all types of speech activities in various situations» [6, c. 241], and use a foreign language in all types of speech activity in situations of professional activity, because «the effectiveness of learning directly depends on the degree of approximation of the process of knowledge transfer, the formation of skills and abilities to the real conditions of their practical application».

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