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FORMATION OF COMMUNICATIVE COMPETENCE IN HIGHER EDUCATION

The concept of modernization of education sets a number of tasks for higher education, one of which is the formation of communicative competence of future specialists. Communicative competence is one of the basic categories of modern theory and practice of teaching at the university.

One of the means of increasing the effectiveness of the educational process is training based on real professional situations, which have a broad interdisciplinary nature. When analyzing a specific professional situation, students should comprehend the suggested material, independently identify the problem and propose its solution. This ensures the development of autonomy and initiative, the ability to navigate in a wide range of issues related to various

aspects of professional activity. [1, p. 117].

The distinctive characteristics of problem situations practiced in the course language for specific purposes are the following:

- bifacetedness, consisting in the fact that the studied situation acts both as a type of a certain professional practical training and as a pedagogical technology, therefore the effectiveness of the educational work presupposes a certain level of both professional and foreign language skills;
- maximum proximity to the real conditions of professional activity with the practical use of foreign language norms in a particular situation;
- boosting students' mental activity, which is connected with the need to use previously acquired special and linguistic knowledge and foreign language skills;
- inspiring creative search aimed at finding the optimal professional solution and its linguistic design;
- development of argumentation skills, allowing to prove the validity of the found solution and the ability to reflect it by means of a foreign language. [2, p. 89]

It should also be emphasized that professionally significant for the future specialist actions and operations – analysis, synthesis, comparison, forecasting, reconstruction of the whole from its components, putting forward and defending hypotheses – are organically included in all types of work with problem situations; moreover, the procedural side of this work is of an analytical and synthetic nature and requires the use of all these operations. These actions, being general for creative activity in any field, can be widely used in further practical work. [3, p. 163]

As experience shows, the introduction of problem situations into the course of studying foreign languages helps to activate the educational process and is an effective means of developing students' cognitive and linguistic capabilities. Practice shows that classes using real professional tasks invariably arouse interest among students, as they get the opportunity to apply in practice the theoretical knowledge obtained in lectures on special subjects.

From all of the above it follows that the formation of communicative competence is an urgent pedagogical problem, the solution of which is of great importance both for each individual and

for society as a whole. University graduates who possess a high level of communicative culture feel confident in society and are capable of highly effective professional activity.

References:

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2. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. Cambridge University Press, 2000. – 174 p.
3. Dudley-Evans T., St John M.J. Developments in English for Specific Purposes. Cambridge: Cambridge University Press, 2008. 238 p.