

## FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN ECONOMICS IN THE PROCESS OF PROFESSIONAL TRAINING

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The article is devoted to one of the topical issues of forming professional and communicative competence of future specialists in economic specialties. In particular, the essence of the concept of competence is defined in the philosophical aspect, general scientific approaches to the conceptualization of the concept of competence are described. On the basis of clarifying the relationship between the categories of competence and competencies, the essence of these concepts is clarified and their specificity of use in Ukrainian practice is explained.

The purpose of the article is to identify the main components of future economic specialists' communicative competence in the process of professional training. Competencies are interpreted as a systematically organized potential of a personality that integrates a set of creative resources for the implementation of his/her activities, forms his/her ability to apply knowledge, skills and abilities as a specialist in future professional activities. The concept of competence is formed by cognitive, operational skills, motivational, ethical, social and behavioral components. The language ability in the structure of professional competence is defined as a component of the professional's personality traits. Not only the quality of future professional communication and communication interactions, but also the ability to use a common professional language and achieve personal scientific achievements largely depends on the level of its mastery. Students of higher education institutions majoring in economics can develop an appropriate level of language and communication competence if they develop professional competencies and skills in language, speech and communication. The main skills are: selection of linguistic means in accordance with the communicative conditions of different styles and genres; mastery of linguistic means (especially terminology) in accordance with the norms of the modern Ukrainian literary language; editing various types of texts in scientific and formal business style professional activity. Effective communication in the process of professional activity. Another condition for the formation of an appropriate level of linguistic and communicative competence of a student – a future specialist in the economic field.

## ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

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**Ключові слова:**

*компетентність,  
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фахівці економічних  
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Статтю присвячено одній з актуальних проблем формування професійної та комунікативної компетентності майбутніх фахівців економічних спеціальностей. Зокрема, визначено сутність поняття «компетентність» у філософському аспекті, описано загальнонаукові підходи до концептуалізації цього поняття. На основі з'ясування співвідношення категорій «компетенція» та «компетенції» з'ясовується сутність цих понять та пояснюється їхня специфіка використання в українській практиці.

Мета статті – з'ясувати основні компоненти комунікативної компетентності майбутніх фахівців економічних спеціальностей у процесі професійної підготовки.

Компетенції трактуються як системно організований потенціал особистості, який інтегрує комплекс творчих ресурсів для здійснення її діяльності, формує її здатність застосовувати знання, уміння та навички як фахівця у майбутній професійній діяльності. Поняття компетентності формують когнітивні, операційні навички, мотиваційний, етичний, соціальний та поведінковий компоненти. Мовна здатність у структурі професійної компетентності визначається як складова частина властивостей особистості професіонала. Від рівня її засвоєння великою мірою залежить не лише якість майбутнього професійного спілкування та комунікативних взаємодій, а й уміння користуватися загальнопрофесійною мовою та досягати особистих наукових досягнень. Студенти вищих навчальних закладів економічного профілю можуть розвинути належний рівень мовної та комунікативної компетенції за умови розвитку професійних компетенцій і навичок у мові, мовленні та спілкуванні. Основними вміннями є: добір мовних засобів відповідно до комунікативних умов різних стилів і жанрів; володіння мовними засобами (особливо термінологією) відповідно до норми сучасної української літературної мови; редагування різних типів текстів у науковому та офіційно-діловому стилях; ефективне спілкування у процесі професійної діяльності.

**Definition of the problem.** Learning a professional language at a higher education institution is a crucial task that requires a systematic approach, as it involves both the formation of a student's linguistic and communicative competence and the development of his or her linguistic personality. This process takes place in specific social conditions; the social experience acquired by students during their studies is transformed into their own values and orientations, which determines the choice of behavioral norms, including communicative ones. In this context, it is of particular relevance to identify a number of factors that motivate students to consciously engage in speech activity. It is important for our study to find out the social factors that influence the formation of professional and communicative competence of future specialists in economic specialties, in particular, the attitude to the Ukrainian language as a means of learning and future professional communication, the level of awareness of the expediency of improving the knowledge of the state language, the formation of a system of language knowledge necessary for high-quality professional communication, etc.

**The analysis of art history literature.** Many scientific studies are devoted to the theoretical and practical aspects of forming a linguistic personality as a communicatively competent graduate of an educational institution (N. Holub, O. Horoshkina, S. Karaman, L. Matsko, M. Pentiliuk, T. Symonenko, O. Semenoh, V. Tikhosha, etc.), while this issue is constantly in the focus of researchers, as dynamic changes in education make them focus on this issue again and again.

**Presentation of the main material.** One of the strategic directions of development of the national education system is to improve the quality of training of economic personnel, which determines the great relevance of the problem of forming students' professional competence. The outlined problem is related to such important scientific and practical tasks as the development of a methodology for a competency-based approach to training, theoretical foundations for the development of students' key competencies, and ensuring the competitiveness of future specialists in economic specialties.

In our opinion, the idea of a competency-based approach to learning as a principle of education is extremely important and should permeate the training of future specialists in economic specialties, when a student turns from an object into a subject of learning, developing himself as a creative, self-sufficient, original personality.

The main definitions of the competency-based approach – «competence» and «competence» – have been introduced into scientific circulation. Some scholars make little or no distinction between these concepts. It should be noted that these concepts

came to pedagogy from other sciences – psychology, sociology, philosophy and have been used for a short time, which explains their terminological ambiguity.

Let us first characterize the concept of «competence». Competence (lat. *competentia* from *com-peto* – to achieve, to correspond, to fit) is: a range (sphere) of issues in which a person has certain powers, knowledge, experience; a certain range of rights granted by a statute, law or other act to a particular body or official [7].

According to A. Bogush, competence is a qualitative product of a set of knowledge, experience, skills and abilities that contribute to the effective solution of an issue in a particular field of activity [2, c. 102].

The concept of «competence» is narrower and is associated with specific activities, used to denote the knowledge, skills and abilities necessary for the effective performance of actions in a particular field. The Encyclopedia of Education states that a competence is characterized by its specific subject or general nature, which makes it possible to determine the priority areas of formation (educational fields, academic subjects, content areas) [3].

The competency provides an additional opportunity to show educational results in a systematic way, which creates conditions for building specific indicators of student achievement.

The competencies establish the choice of systemic characteristics for designing educational standards, educational literature, and measures of educational quality. Increased attention to competencies is driven by the Council of Europe's recommendations to update education and bring it closer to the needs of society.

According to N. Bibik, the analysis of the context of the use of the concept of «competence» allows us to understand it as a socially fixed educational result. Therefore, competencies can be derived as real requirements for mastering the ways of activity, personality qualities, a set of knowledge, experience, attitudes from a certain field of knowledge that operates in society [1, c. 21].

According to S. Sysoieva, competence is an integrated personal quality of a person that is formed at the stage of training, finalized and developed in the process of practical activity and provides a competent approach to solving professional problems. [5].

The concept of «competence» is interpreted somewhat differently by O. Trifonov, who believes that competence is the acquisition of certain skills, knowledge, life experience that allows you to do or decide something, talk about something, as well as the presence of a person's significant level of initiative, the ability to involve people to achieve a goal, and the willingness to analyze and evaluate the social consequences of their actions. Competence – a personality

quality or a set of qualities, minimum experience in a given field [6].

Thus, a clear distinction between the concepts of «competence» and «competence» makes it possible to determine the essence and vector of the competence approach within the framework of the study.

It is possible to form competencies only by implementing a competency-based approach, which means the focus of the educational process on achieving results.

M. Bulanova-Toporkova defines a professionally competent person as a person who is a highly qualified specialist in the psychological, pedagogical and subject area, able to reproduce professional knowledge, skills and abilities at a high level.

At the same time, there are studies that rightly emphasize that professional competence should be characterized not only by basic knowledge, skills, and abilities, but also by the value orientations of a specialist, the motives of his or her activities, the style of interaction with people, the general personal culture, and the ability to develop one's own creative potential. It should be noted that scientists agree that the concept of competence can neither be opposed nor identified with knowledge or skills.

In view of this, the concepts of «competence», «competence», and «professional competence» are comprehensively analyzed by Ukrainian and foreign scholars. It is worth noting that the strategy for reforming education in Ukraine emphasizes that education in Ukraine has begun to operate with the concept of competence in the aspect offered by European countries. At the same time, there is still no systematic and mutually agreed approach to systematizing the concept of competence and key competencies, which is a necessary component to ensure the integration of Ukrainian education into global processes.

The appeal to the competence approach is due to the need to form a communication direction at the present stage, the requirements for its knowledge and skills, professionally significant competencies and competencies, which will enable a future specialist in economics to act professionally in relevant professional situations.

According to the requirements of educational and professional programs, a student must master important special and general knowledge, be a well-educated personality with a rich potential of theoretical knowledge of an innovative nature, and formed professional competence.

The introduction of the international experience of the competency-based approach in education in Ukraine actualizes the need to substantiate the role of language awareness in the professional competence of a modern economist.

The term «linguistic competence» is an understanding of the meanings of words (those that form

the lexical basis of the language) and knowledge of the rules of their combination and derivation, the ability to form sentences of different semantic and structural types. According to O. Karaman, linguistic competence is the awareness and assimilation of linguistic norms that have developed historically in vocabulary, phonetics, grammar, semantics, stylistics and their adequate application in any human activity in the process of using a particular language [4].

Thus, linguistic competence implies: firstly, knowledge of language units of all its levels (lexical, phonetic, morphological, syntactic and word-formation), and, secondly, it is associated with the formation of abilities to combine an unlimited number of communicative units of a certain semantics on the basis of language material and rules for combining language units. Subject matter competence is the content plan of statements, fragments of the world around us through a person's knowledge of this world. Pragmatic competence implies the ability to use statements in accordance with communicative intentions and situational conditions of speech.

Speech competence is defined by scientists as knowledge of the ways of forming and formulating thoughts with the help of language, which provide the ability to organize and carry out speech action (to realize the communicative intention), as well as the ability to use such means to understand the thoughts of other people and express their own thoughts. A. Bogush considers speech competence to be the ability to adequately and appropriately use language in specific situations of communication (to express one's thoughts, desires, intentions, requests, etc.), to use both linguistic and non-linguistic (facial expressions, gestures, movements) and intonation means of speech expression. The scientist distinguishes lexical, phonetic, grammatical, diametrical and communicative competencies in the speech competence, which are formed in educational and speech activities [2, c. 163].

The concept of communicative competence was proposed by the American scientist D. Hymes, who argued that it is not enough to know only language knowledge and rules for language communication. The scientist defines communicative competence as the ability of a speaker to speak his or her native language with linguistic proficiency and, accordingly, to use the native language adequately in appropriate communication situations, the ability to apply linguistic competence in communication situations. This also requires knowledge of culture and socially important circumstances. D. Hymes considered communicative competence as an integrative formation containing both linguistic and socio-cultural components. The researcher called the units of language and speech used by the participants of communication in accordance with the content of the statement in dif-

ferent spheres and situations of communication as the units of communicative competence.

The analysis of scientific sources convincingly proves that foreign scholars mainly use the term «communicative competence». Meanwhile, in the EU countries, based on the general definitions of the competence approach, two categories are used – the concept of «communicative competence» as a person's ability, readiness and ability to solve communicative tasks, and «communicative competence» as an internal reserve of competence, which is manifested in the availability of communicative knowledge, skills and experience in communicative activities.

The analysis of scientific publications shows that a number of scholars use the term «communicative competence» and define it as a person's ability to communicate, as well as the possession of communicative knowledge, skills and abilities necessary to initiate and maintain the communication process.

The components of communicative competence are linguistic (which is the basis of all types of speech activity, namely: listening and understanding what is heard, dialogic and monologic speech), speech (a high level of knowledge about the phonetic and graphic system of the Ukrainian language in their interconnection is the scientific and linguistic basis of this process) and socio-cultural (knowledge about the culture of the Ukrainian people, its peculiarities in different regions of Ukraine) competences.

Communicative competence provides the possibility of students' communicative and speech activities using linguistic/non-linguistic means of communication. In the study, we consider the competence-communication approach as a methodological basis for modernizing the content of professional education aimed at developing communicative competence in future specialists in economic specialties. Not only communicative knowledge, skills and abilities, but also the ability to apply them effectively in professional activities are crucial and effective for the successful professional speech and communication activities of future economists.

**Conclusions.** Thus, scientific research proves that speaking as a productive type of speech activity is the leading component of a person's communicative competence. Since speech is a means of conveying a message, a tool of work and a means of emotional influence on interlocutors, mastery of language norms of pronunciation, accent and word use, the ability to use its expressive capabilities in different communication conditions is considered a leading condition for the communication process. Accordingly, it is advisable to distinguish phonetic, lexical, syntactic, morphological, spelling, semantic and stylistic competencies in the structure of communicative competence. Thus, as mentioned above, the developed speech skills of students-future specialists in economics are a sign of professional readiness for economic activity.

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