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About the journal

The International Scientific Periodical Journal "Modern Technology and Innovative Technologies" has been published since 2017 and has gained considerable recognition among domestic and foreign researchers and scholars.

Periodicity of publication: Quarterly

The journal activity is driven by the following objectives:

- Broadcasting young researchers and scholars outcomes to wide scientific audience
- Fostering knowledge exchange in scientific community
- Promotion of the unification in scientific approach
- Creation of basis for innovation and new scientific approaches as well as discoveries in unknown domains

The journal purposefully acquaints the reader with the original research of authors in various fields of science, the best examples of scientific journalism.

Publications of the journal are intended for a wide readership - all those who love science. The materials published in the journal reflect current problems and affect the interests of the entire public.

Each article in the journal includes general information in English. The journal is registered in INDEXCOPERNICUS.

Sections of the Journal:

Library of Congress Classification Outline	Sections
Subclass TJ / TJ1-1570	Mechanical engineering and machinery
Subclass TK / TK1-9971	Electrical engineering.
Subclass TA / TA165	Engineering instruments, meters, etc. Industrial instrumentation
Subclass TK / TK5101-6720	Telecommunication
Subclass TK / TK1-9971	Electrical engineering. Electronics. Nuclear engineering
Subclass TN / TN1-997	Mining engineering. Metallurgy
Subclass TS / TS1950-1982, TS2120-2159	Animal products., Cereals and grain. Milling industry
Subclass TS / TS1300-1865	Textile industries
Subclass TK / TK7800-8360	Electronics
Subclass T / T55.4-60.8	Industrial engineering. Management engineering
Subclass T / T351-385	Mechanical drawing. Engineering graphics
Subclass TA / TA1001-1280, Subclass TL / TL1-484, Subclass TE / TE1-450, Subclass TF / TF1-1620	Transportation engineering, Motor vehicles. Cycles, Highway engineering. Roads and pavements, Railroad engineering and operation
Subclass TH / TH1-9745	Building construction
Subclass T / T55-55.3	Industrial safety. Industrial accident prevention
Additional sections	<i>Innovative economics and management, Innovations in pedagogy, Innovative approaches in jurisprudence, Innovative philosophical views</i>

Requirements for articles

Articles should correspond to the thematic profile of the journal, meet international standards of scientific publications and be formalized in accordance with established rules. They should also be a presentation of the results of the original author's scientific research, be inscribed in the context of domestic and foreign research on this topic, reflect the author's ability to freely navigate in the existing bibliographic context on the problems involved and adequately apply the generally accepted methodology of setting and solving scientific problems.

All texts should be written in literary language, edited and conform to the scientific style of speech. Incorrect selection and unreliability of the facts, quotations, statistical and sociological data, names of own, geographical names and other information cited by the authors can cause the rejection of the submitted material (including at the registration stage).

All tables and figures in the article should be numbered, have headings and links in the text. If the data is borrowed from another source, a bibliographic reference should be given to it in the form of a note.

The title of the article, the full names of authors, educational institutions (except the main text language) should be presented in English.

Articles should be accompanied by an annotation and key words in the language of the main text and must be in English. The abstract should be made in the form of a short text that reveals the purpose and objectives of the work, its structure and main findings. The abstract is an independent analytical text and should give an adequate idea of the research conducted without the need to refer to the article. Abstract in English (Abstract) should be written in a competent academic language.

The presence of UDC, BBK

Acceptance of the material for consideration is not a guarantee of its publication. Registered articles are reviewed by the editorial staff and, when formally and in substance, the requirements of the journal are sent to peer review, including through an open discussion using the web resource www.sworld.education

Only previously unpublished materials can be posted in the journal.

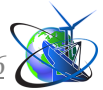
Regulations on the ethics of publication of scientific data and its violations

The editors of the journal are aware of the fact that in the academic community there are quite widespread cases of violation of the ethics of the publication of scientific research. As the most notable and egregious, one can single out plagiarism, the posting of previously published materials, the misappropriation of the results of foreign scientific research, and falsification of data. We oppose such practices.

The editors are convinced that violations of copyrights and moral norms are not only ethically unacceptable, but also serve as a barrier to the development of scientific knowledge. Therefore, we believe that the fight against these phenomena should become the goal and the result of joint efforts of our authors, editors, reviewers, readers and the entire academic community. We encourage all stakeholders to cooperate and participate in the exchange of information in order to combat the violation of the ethics of publication of scientific research.

For its part, the editors are ready to make every effort to identify and suppress such unacceptable practices. We promise to take appropriate measures, as well as pay close attention to any information provided to us, which will indicate unethical behavior of one or another author.

Detection of ethical violations entails refusal to publish. If it is revealed that the article contains outright slander, violates the law or copyright rules, the editorial board considers itself obliged to remove it from the web resource and from the citation bases. Such extreme measures can be applied only with maximum openness and publicity.



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COMMUNICATIVE COMPETENCE OF STUDENTS AND PEDAGOGICAL CONDITIONS OF ITS FORMATION**КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ СТУДЕНТІВ ТА ПЕДАГОГІЧНІ УМОВИ ЇЇ ФОРМУВАННЯ****Kateryna Kovalova / Ковальова К.В***PHD, associate prof./ к.п.н, доцент**Vinnitsa National Agrarian University, Vinnitsa, Ukraine*

Abstract. *The article highlights the necessity of formation of communicative competence of students while using such pedagogical conditions as person-centered approach, case study, formation of professionally significant motivation. The concept “communicative competence” is analysed and it is shown that this competence is key in the structure of basic competences and an integral part of the professional training of students. The structure of communicative competence is elaborated. It includes motivational-emotional, gnostic, conative and reflexive components. In the article are elaborated pedagogical conditions of formation of communicative competence such as person-centered studying, modeling of communicative situations, formation of motivation. The implementation of these pedagogical conditions in the process of studying of humanitarian disciplines increased self-esteem of future specialists, contributed to improving of the psychological microclimate, create a situation of success, self-realization, develop communicative abilities, teamwork skills, analytical thinking.*

Key words: *communicative competence, professional competence, pedagogical conditions, personality - oriented learning, modeling of communicative situations, motivation in learning, process of preparation of future specialists, communication.*

Introduction. Implementation of strategic directions of education depends on the level of training of future specialist and necessitates of a modernized approach to preparation of personnel staff. The priority directions of the state policy on development of education are personal orientation of education; constant improvement of its quality, updating of the content and forms of organization of the training process; implementation of a system of continuous education and life-long learning; introduction of innovations, information technologies and formation of key competences.

A detailed justification of the concept of "competence" was given by the British psychologist in his own monograph "Competence in a Modern Society" [15]. Ivanov defines competence as a characteristic received by a specialist as a result of evaluation of the effectiveness of his actions aimed at solving certain problems [9 , p. 52]. According to “competence is the possession of a person with specific knowledge, skills and abilities that make it possible to carry effectively certain activities" [13 , pp. 235, 236]. So we can make a conclusion that competence is the result of the educational process, which is expressed in the acquired knowledge and the real personal experience of a person, which is necessary for interaction in society and future life.

Scholars differentiate basic competences in different ways. Solovova distinguishes five key types of competences, among which: communicative, readiness to learn throughout life, informational, socio-cultural and socio-political [16 , p.28]. The basic competencies are divided into the following groups: general cultural,



social, value-content, informational [12].

Having considered the opinions of many scholars, we come to the conclusion that most of them distinguish in the structure of basic competencies – the communicative competence.

The aim of the article is to determine the notion of communicative competence of a future specialist and its structure, study the pedagogical conditions of formation of the communicative competence; organize and conduct the experiment for proving that person-centered approach, case study, formation of motivation and using of active methods of teaching contribute to the development of communicative competence.

The main text. The reform of higher education, its focus on the humanization; the formation of key competencies makes it possible to formulate a social order of the society to provide linguistic consciousness to students from different sectors of the national economy. The ability to communicate increases the efficiency of work, helps to orientate in future profession and arrange business contacts with colleagues. Owning a high level of communicative competence by the student will help to create a positive microclimate in the collective, establish partnerships, conduct successful business negotiations, and positively resolve labor conflicts.

For the first time, the term "communicative competence" was introduced into a scientific use by the American linguist Hymes, who defined it as "knowledge that enables the individual to conduct speech communication, which aims to achieve success in communication" [2,p.271]. In the French didactic dictionary, "communicative competence is the knowledge of regional studies, social factors that determine the use of speech in accordance with social norms of conduct" [3, p.106]. Zernetskaya understands "communicative competence" as a set of linguistic and extra-linguistic knowledge and skills necessary for understanding the text perceived in oral or written forms [18]. This opinion is shared by Hutchinson who believes that communicative competence consists of established rules for the formation of a grammatically correct language and the possibility to apply it in practice [7,p.28]. Petruk emphasizes the importance of the development of communicative competence in the process of learning, since the act of communication itself is an activity that promotes the learning of material and the establishment of business relationships [14].

Consequently, with all the diversity of approaches of scientists to the concept of communicative competence, we can conclude that communication plays a significant role in the development and functioning of the individual and in solving educational and practical problems in the team. Also, within my research, I have determined that the communicative competence of a student is defined as the possession of communicative knowledge and skills that ensure the effective implementation of the communicative function in professional activities and in society, finding an adequate style and tone of communication taking into account the personality of the interlocutor, circumstances of communication and strategies of speech interaction [10, 11]. In my opinion the structure of communicative competence includes motivational-emotional, gnostic, conative and reflexive components.

The motivational-emotional component includes motives, needs and goals,



which form cognitive interest to the interlocutor, readiness to start the conversation with him. This component develops the ability of a student to communicate, dispute, prove the point of view, build a constructive conversation.

The gnostic component is aimed at forming of theoretical knowledge about the essence, structure, form, means, functions, types, and features of communication, understanding of the importance of communication in future professional activity, creating of analytical thinking through which communication is considered as a kind of social creativity.

Conative component involves mastering of the student by general and specific communicative skills that make it possible to establish contact with the interlocutor, control the situation of interaction with him, as well as perceptual skills that facilitate the penetration to the inner world of the communication partner. This component is aimed at developing of the ability to communicate effectively, conduct discussions, choose a strategy of behavior during a conversation, establish contacts with people, use verbal and nonverbal means of communication, predict the behavior of the partner, understand his emotional state.

The reflexive component is aimed at creating of the ability to work analytically, understand the importance and peculiarities of communicative competence for self-improvement and effective professional activity.

Taking into account the component composition of the model of communicative competence of a specialist, the criteria for the formation of communicative competence (motivational-emotional, gnostic, conative and reflexive) have been developed, and according to these criteria, three levels of their formation have been identified: high, medium, low .

One of the tasks of my study is to determine pedagogical conditions of the formation of communicative competence of students, especially person-centered approach, modeling in the learning of communicative situations of future professional activities, the formation of motivation of training. In my opinion, the most effective form of formation of communicative competence is to form it while using the above mentioned conditions during studying the humanitarian disciplines, namely "Business Ukrainian", "Foreign language for professional orientation" and "Psychology".

The content of the teaching of the discipline "Psychology" is communication, its structure, types, features, functions. The knowledge gained in psychology classes allows future specialists to establish contact with the interlocutor, determine his psychological state, develop skills to influence the course of the conversation, anticipate possible complications and find ways to overcome them, support the initiative and interest of the interlocutor.

Disciplines "Business Ukrainian" and "Foreign Language for Professional Orientation" help students to master and develop communicative, organizational, managerial skills, ability to communicate with colleagues, establish partnerships, form a positive microclimate in a team, build a labor relationship on the principles of cooperation and mutual understanding. Receiving of knowledge in the process of studying at a higher educational establishment requires from a student to understand its content, importance of gaining. Effective learning of the material contributes not only to understanding the purpose of learning, but also motivation.



During the study of these disciplines, I have paid the greatest attention to communication, discussions, analysis of scientific facts; exchange of experience and development of communicative skills. Language disciplines are aimed at mastering of professional speech and speech activity in general, working with official-business documentation, activating the process of speaking in foreign and native languages.

Zymnia emphasizes that these disciplines contribute to the development of speech mechanisms, linguistic means of speech activity due to the expansion of vocabulary, assimilation of linguistic rules; finding ways of forming thoughts and their differentiation for different communication conditions [19]. Also the great role should be paid to the development of linguistic talent especially in the field of working memory of talented foreign language learners [1].

Disciplines "Business Ukrainian", "Foreign Language for Professional Orientation" and "Psychology" helped students to master and develop communicative, organizational, managerial skills, ability to communicate with colleagues, establish partnerships, form a positive microclimate in a team, build a labor relationship on the principles of cooperation and mutual understanding. The important role in realizing these conditions was paid to using a person-centered approach.

Today, person-centered studying is interpreted as "education that provides self-development of the student, taking into account his individual characteristics" [17 p. 292]. This approach involves the cultivation of a cultural, spiritually rich personality with its own inner world and outlook.

The benefits of a person-centered studying, which I used during lectures and seminars, were the use of creative methods focused on the development of internal motivation, application of the acquired knowledge in practice and own experience; stimulation of cooperation, individual and collective activity in groups for the purpose of forming communicative skills. During the joint collective activity, students were able to include new and previously acquired linguistic material in various communication situations, share their own experiences, discuss, defend their point of view, analyze, agree with the opinions of group members. To carry out such group work it is necessary to have a communicative competence at an adequate level. During the formation of communicative competence the use of cooperation pedagogy is one of the conditions for the success of studying in a team, during which tasks are solved, and the level of communicative skills is increasing. The formation of the communicative competence of students largely depends on the pedagogical communication style that the teacher adheres to, from his ability to set up a conversation, discussion, to form a positive psychological microclimate and friendly partner relations.

Therefore, in the process of training, I tried to manage the democratic style of communication, adhere to a humanistic, caring attitude towards students. Our task was to develop the students' desire for knowledge, help in mastering the methods of self-education, joint decision of problems and decision-making in the professional sphere and everyday life. In order to achieve these goals, we have developed the communicative competence of the students, because only through communication between the participants of the educational process we can establish the degree of



trust and respect, which is extremely important in a person-centered studying. The basis of the person-centered studying is the subject-subjective nature of communication, which is aimed at creative development, successful training, high motivation of the student. A student, as a subject of study, is potentially ready for self-determination, self-realization, self-evaluation, he chooses forms and methods of teaching and actively participates in educational and cognitive activities.

Such communication allow specialists to become subjects of the educational process, in contrast to traditional education, where they acted as objects. The benefits of a person-centered studying, which I used during lectures and seminars, were the use of creative methods focused on the development of internal motivation, application of the acquired knowledge in practice and own experience; stimulation of cooperation, individual and collective activity in groups for the purpose of forming communicative skills.

Person-centered studying envisaged a subject-subjective interaction between a teacher and a student, which was realised with the help of such teaching methods as problem lectures, educational discussions, role games, in which the potential of a student is opened up and their communicative abilities are intensified.

So, we can make a conclusion that person-oriented learning involves mutual respect, understanding among participants of the educational process, the ability to know each other's inner world, creative approach to solving educational and professional tasks, which will help to improve the professional competence of a future student in general and communicative competence in particular.

Communication has a direct bearing on motivation [8]. That's why such pedagogical condition as the formation of motivation of training plays a very important role in the formation of communicative competence of students. The motivation for learning depends on many factors: organization of the educational system; direction of the educational institution; specifics of the discipline; individual characteristics of the student (age, intellectual development); individual characteristics of the teacher (attitude to the students). At the classes of "Psychology", "Foreign language for professional orientation", we tried to offer students the tasks that were interesting, entertaining, induced them into thinking, creative activity, self-improvement, learning based on internal motivation. "I tried to support constantly the interest of students in studying these disciplines. While choosing the topic for the lesson, I took into account its relevance, novelty, practical application, connection with the future profession, curiosity of the material, used means of visibility, increased autonomy and creativity, through solving problem situations, participation in discussions, conversations, role plays, trainings. An important step is the students' awareness of the ultimate goal of learning, so we tried to demonstrate the feasibility of studying the material, applying the acquired knowledge and skills in future professional activities. Conceptualizing interaction from students' underlying motives may represent a fresh perspective that helps arrive at a more nuanced understanding of interaction and its relationship to students' success [6].

Today, the use of only traditional technologies during study is not enough, so there is a need to develop new, innovative technologies, one of which is the method



of modeling communicative situations of professional activity. Also it is necessary pedagogical condition for the formation of the communicative competence of a specialist. The method of teaching in specially simulated professional situations was first tested in 1924 in the USA and was called "case study". Honan explains that the teacher should operate with the "case-study" technique, as after such training the students learn a lot from the teacher and from students [5]. He gives a description of the main features of the case study: use of real production situations, in the solution of which situational analysis is used; maximum inclusion of participants in the process of collective learning; the connection between the analysis and the idea; belief of the teacher, a trusting attitude towards him; lack of evaluation

While using this method: the teacher offers students a certain professional situation (case) and sets the task - to solve it independently. At the same time the case develops thinking, provide favorable conditions for communication, creative freedom, self-expression, enlarges the experience, knowledge, forms new theoretical and practical skills. While solving the professional situation, the student activates all kinds of language activities, forms a willingness to communicate as a professional, which has positive consequences for communicative competence.

Modeling of future professional situations allows students to deep into the world of the future profession, learn its features, try to establish business relations, choose appropriate forms of behavior, try to form a positive microclimate, be responsible for one's own actions. The main feature of such training is the modeling of the subject and social content of the future profession by means of displaying real professional situations.

I am sure that modeling of professional situations will train students to act creatively, develop their own strategy of behavior, find mutual understanding, support of colleagues, be psychologically ready for possible difficulties and overcome them. In addition, this is the opportunity to use the gained knowledge in practice, which will indicate to the shortcomings and make it possible to catch up in the training. Case study in the learning process allows you to display the content of the future profession through the formation of the communicative competence of a student during the classes in "Psychology" and "Business English.

The use of problematic communicative situations in the educational process promoted the development of linguistic-thinking activity, pushed to search for new ideas, logical-justified solutions, stimulate the processes of analysis, comparison, synthesis.

In order to solve situations, it is necessary for students to apply thinking, analysis, disagreement, creativity, dedication, independence, use of hypotheses, prove their point of view, understand interlocutor's thoughts, form skills to overcome obstacles. The solution of situations contributed to the improvement of the communicative skills, make it possible to build a dialogue, answer questions, reject incompetent proposals, disagree with the opinion of classmates and seek solutions to the proposed problems. The analysis of situations helped to understand the importance of communication and mastering communicative competence for achieving success in the professional field.

Successful implementation of future professional activities of students is



impossible without knowledge of the national and foreign languages and in order to learn a language one should use the communicative approach. In accordance with this approach, the process of teaching languages should be a model of the process of language communication. Languages are studied and improved on the basis of these activities. During case study the teacher checks not only the correctness of the tasks, but also supervises and directs the activities of students. Mastering conversational methods, listening, reading and writing in the process of learning a foreign language is much more effective when using these methods of language activity.

The effectiveness of case study was precisely that students receive their own experience, which they can use in the future. This is the first step to adulthood, which allows you to multiply your own knowledge, skills, obtained from teachers and colleagues. So case study was realized while teaching subjects of linguistic and psychological cycle with using of business, simulation games and it contributed to the enrichment of experience, broaden the horizons, develop thinking, self-presentation, self-actualization, enhance motivation, creative activity, improve and develop communicative skills in order to understand the importance of communication for a future career.

The issue of communicative situations and their modeling in the educational process is paid close attention both in the scientific and methodological literature, and in the practice of teaching. The use during the lectures on “Psychology”, “Foreign language for professional orientation” of communicative situations of future professional activity contributes to the formation of language behavior of a specialist, create the ease in communication in general.

Communicative situations contribute to the disclosure and realization of the communicative abilities necessary in the activities of students especially in their ability to obtain knowledge, exchange information, conduct a conversation, formulate and argue the opinion, take into account the interlocutor's opinion, clarify the facts, solve business problems, make decisions and achieve the desired result. In the learning process, specific situations are realized in various forms: situation-illustration, situation-exercise, situation-problem, situation-evaluation, situation-teaching. In a learning community, situations arise which require of its members social competencies conducive to positive social interaction [4]. The main goal of all these situations is to improve the communicative skills and professional qualities of a student. While modeling communicative situations, we used situations that are meaningfully professional and create the cognitive interest of a specialized field. We tried to prepare the situation (case) in advance. In order to solve situations, it is necessary for students to apply thinking, analysis, disagreement, creativity, dedication, independence, use of hypotheses, prove their point of view, understand interlocutor's thoughts, form skills to overcome obstacles. The solution of situations contributed to the improvement of the communicative skills, make it possible to build a dialogue, answer questions, reject incompetent proposals, disagree with the opinion of classmates and seek solutions to the proposed problems. The analysis of situations helped to understand the importance of communication and mastering communicative competence for achieving success in the professional field.

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