

1.2 AN ALGORITHM FOR EXPANDING COMMUNICATIVE COMPETENCE OF ENGLISH FOR SPECIFIC PURPOSES DURING THE WAR

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***Abstract.** The given paper highlights main aspect of distant education and how the communicative competence functions. The distance learning has become useful during the pandemic and irreplaceable after the full-scale invasion of Russia. There can be considered the result of teaching students a foreign language as dynamically indicative, which demonstrates not only understanding of foreign language communicative competence, but also the ability to adequately respond in various situations. The organization of the process of learning foreign languages in a distant form allows you to most fully implement a student-centred approach to learning. With this approach, a student is considered as a person who is ready for a continuous process of education and improvement of his/her abilities. The integration of intercommunication technologies into the process of learning a foreign language makes it possible to more effectively form and develop receptive grammatical, lexical, reading and listening skills, productive grammatical and lexical skills. We offer an algorithm for expanding communicative competence in the discourse of international relations English format using multimedia technologies.*

1. Introduction

The main characteristic of discourse is that it should be communicative and functional. The discourse serves to transmit and store information and influence the person receiving the information. An important property of discourse, in our case it is international relations, is its informativeness, integrity and coherence.

Students will be able to manage their cognitive thinking and control their speech activity only when they have consciously mastered the basic laws of a foreign language structure and system at the level of listening, reading, speaking and writing.

Thus, it can be noted that the communicative technique contributes to the rapid mastery of students' speaking skills. And even in the war time we can improve students' knowledge with the help of distant education. Distance learning has become useful during the pandemic and irreplaceable after the full-scale invasion of Russia.

Online practical studies allow students to get education in the combat zone and temporarily occupied territories. Distance learning technology can be divided into basic categories and they are as audio, video, computer. Many of them overlap and combinations of these technologies may be used for some programs.

Nowadays, there can be considered the result of teaching students a foreign language as dynamically indicative, which demonstrates not only understanding of foreign language communicative competence, but also the ability to adequately respond in various situations. Teaching such a type of speech activity as "speaking" is the most difficult and largely depends on the motivation of students. Today many scientists consider the aspect of "speaking" playing a key role in the professional activity of the future graduate and in our

case international relations students. Many methods cover, to one degree or another, a communicative approach to learning, since oral communication is unthinkable without understanding the speech of the interlocutor, since in the process of verbal communication everyone acts both as a speaker and as a listener. The process of learning the communicative competence can be presented as follows:

- sounds pronunciation and sound patterns;
- intonation patterns and rhythm;
- selection of appropriate words and sentences depending on the social setting, audience, situation and topic;
- a logical sequence during speaking;
- the use of language as a means of expressing values and judgments;
- the ability to speak fluently and with a small number of pauses [4].

During training speaking skills there can be distinguished two forms of communication i.e., dialogical and monologue. The dialogical form is paying much attention to as it involves two or more participants in the communication chain.

2. Communicative Task

Dialogic speech affects the communicative functions of the language, it implies the desire of communicators to hear and understand each other, the ability to correctly ask a question, the ability to express regret, agreement / disagreement etc. Moreover, for dialogic communication, the main requirement is knowledge of educational material (vocabulary, grammar, visual material). Monologue speech consists of such units as a sentence and a logically connected text. In this case, we are dealing with a “*subject / object*” type of communication (report, presentation, message, retelling). For the development of dialogic and monologue speech, textbooks and teaching aids offer such communicative exercises for the development of speech skills and abilities, which can be formulated as follows: *Inform to your groupmates ...*, *Discuss with your ...*. Speaking is implied to stimulate e.g. – *discussion* – *role-playing* – *interviews* – *news informing* – all these is fulfilled in mini-groups.

Above, we indicated the classical methods of forming communicative competence, which are introduced to the students within the framework involving participants (subject-subject, subject-group of subjects). However, we should not forget that we are in the conditions of distant learning, which is dictated by the current military situation in the country. The process of using the computer, interactive and multimedia technologies in the education system 10-15 years ago was spontaneous. Today, the use of various electronic resources is, first of all, a necessary measure, the only means for continuing education for students.

At the same time, the increased mobility of a modern student, expressed in the constant use of various devices and applications installed on them, shows the expediency of using various information technologies in foreign language learning. In traditional teaching methods, the teacher plays the main role, monitors the course, and students are passive listeners who perform tasks. Contact with students takes place in the form of oral surveys, tests and tests. Great attention is paid to the expansion of vocabulary, assimilation of grammatical material. There is constant interaction in the learning process. The term “interactive” means able to cooperate, be in a conversation mode, dialogue with someone (a person), something (a computer). The interactive learning is firstly the interaction of the teacher and the student, as well as students with

each other. Within the classroom, students are active participants, the teacher guides students, creates a comfortable working out, stimulates creativity, cognitive activity, independence. Interaction can also fit well with distance learning, which is carried out through educational platforms and services that give people from all over the world the opportunity to study at a convenient time in a convenient place, improve their skills. Analyzing the use of educational platforms for the formation of linguistic competencies in learning languages we presented the main educational services in the following list: Google classrooms; Moodle; Coursera; European School Education Platform. The educators use platforms in remote foreign language classes, analyzed their effectiveness and concluded that online technologies help in learning a foreign language, since students have the opportunity to listen to native speakers and train listening skills, perform various interactive tasks, work out grammar rules, read authentic works. It should be emphasized that educational platforms are not free from disadvantages, since many require registration and payment for use. A good option in this case would be a trial use case. Learning a foreign language at a technical university involves mastering professional vocabulary, and the analyzed platforms are designed mainly for learning common vocabulary. Educational services can also be a good help for the formation of sociolinguistic competence.

3. Content Component

Online classes are possible subject to good technical equipment (availability of a video camera, microphone), sufficient Internet speed, if there is no printed version of the coursebook, then it is necessary to display an electronic textbook or make copies. It is more difficult to exercise control through online services. Most often, it is a test that is well suited for intermediate certification and control of grammatical and lexical skills, and there are also certain difficulties in assessing speaking skills. On the one hand, these are limited technical capabilities (sound, communication through gadgets). On the other hand, there is no emotional connection that appears in the process of working live, it is more difficult to show creativity. An even greater difficulty is the questioning or evaluation of a monologue statement, which, of course, slows down the formation of dialogic speech. It is difficult to identify the identity of the student if for the first time they met only in an online lesson. So, we should humanize the classroom.

The teacher is faced with the task of selecting material of the appropriate degree of complexity in accordance with the level of preparation of students. The advantages of selecting authentic materials from the Internet are indisputable, since the texts contain information and vocabulary that reflects the development of culture, changes in the social and political structure taking place in the country of the language being studied, and allow discussing topics of interest to students. The integration of intercommunication technologies into the process of learning a foreign language makes it possible to more effectively form and develop receptive grammatical and lexical reading and listening skills, productive grammatical and lexical skills of predominantly written speech, to control the level of grammatical, spelling and lexical skills formation on the basis of test programs taken from the Internet or compiled by a teacher, for example, using different programs, to control the correctness and depth of text understanding, to master the ability to extract the necessary information from the text, to learn various types of text analysis, to be able to independently overcome language difficulties, etc.

The Internet provides opportunities for implementing a communicative approach to teaching written types of speech activity. The Internet contains a huge

amount of textual information in various languages. The volume of audio information is also great. Most of this information is not originally intended to be used as educational material, but it is the possibility of working on the Internet with authentic resources that often becomes a motivational source for a number of students and has a keen interest, which should be used in the educational process.

Factors such as the content of education, methods of its representation, individual style of interaction between the teacher and participants in the educational process contribute to the formation of a complex of motivational and necessary spheres of the learning process, which manifests itself in personal internal activity, the desire for effective mastery of knowledge and ways to achieve it, and the mobilization of moral and volitional efforts to achieve educational goals. Teaching a foreign language using intercommunication technologies should meet the following fundamental provisions as independent practice of each student, teacher guidance through interactivity, effective feedback, group work, a variety of types of independent activities. In addition, it is also necessary to fulfil the basic methodological principles: communication, consciousness, visibility, positive emotional background etc.

The teacher must evaluate how they meet these requirements. Materials taken from the Internet can stimulate dialogic interaction between students, the assimilation of various dialogic structures. Creating situations as close as possible to natural ones (implementing the principle of authenticity of communication) is one of the ways to interest students, stimulate the study of the material, activate knowledge of the dialogic communication typical features, and develop adequate behaviour. An example of such situations can be filling out in registration forms in interviewing, a hotel, ordering food in a restaurant, classmates on certain topics (hunting for a job, etc.). Such situations have a socializing significance and work out more or less typical situations of communication. And the Internet provides an abundance of materials for the organization of such work in the educational process, creating an environment that conveys the socio-cultural identity of the studied linguo-society. Improving the distant learning technologies of a foreign language leads from the monologue as a traditionally prevailing form of learning activity to the development of such a form of learning as a polylogue (communication, conversation, discussion).

When teaching listening, it is necessary to rely on sound accompaniment, and the Internet can provide invaluable assistance to the teacher in the formation of listening skills, offering both authentic material and educational texts of various levels of complexity. Guidelines for working with audio materials are similar to those that can guide you when working with video.

4. Survey Methodology

Foreign publications allow you to get information about the latest events in the world in the shortest possible time. In a foreign language class, students act either as reporters or they just inform the news. It can be used at the beginning of the online class as a warming up activity. This type of activity is suitable for intermediate and advanced levels of education, since it requires skills in various types of reading (reading with an understanding of the main content, reading with complete understanding, reading with selective extraction of the necessary or interesting information), the ability to critically analyze and interpret information, for the presentation of a report where fluent speech is required.

However, a differentiated approach is possible. For example, advanced students are engaged in the study of more difficult articles (politics, art), weaker students can be engaged in the preparation of weather forecasts, sports events, etc. This is an effective form of organizing classes to work on reading and speaking skills, as well as expanding vocabulary. After either the teacher or student selects newspaper material that matches the topic of the class and the interests of the students, it can be used as a basis for creating adapted teaching texts and exercises. Examples of tasks may include: - A learning test in which some words are replaced by spaces. In the text of the article, various words can be deleted, which, for example, can be guessed from the context. Deleted words can be presented in any order at the end of the text. Another option could be to replace all verb forms with an infinitive, students need to put the infinitive in the correct form. Next there can be lexical exercises. As, after reading the text, to the words in italics, pick up definitions based on the context. Then reading comprehension test can be presented in the form of questions, a multiple-choice test, a true/false task, a sentence choice, or a summary that best conveys the essence of the text. Complete the text of the article. For example, change paragraphs and have students recreate the text in a logical order. Also, information taken from the text needs to be converted and presented in a different form or format. An online newspaper can become an indispensable component as a means of developing communicative competence for students. When conducting classes, the teacher gets the opportunity to present students with different points of view on the problem under discussion, which is necessary for the formation of independent creative and critical thinking.

Thus, when teaching a foreign language, the main task of the teacher is the development of communication skills. In modern conditions, the solution of this problem requires the introduction of new teaching methods aimed at the development of all four types of speech activity, the formation of linguistic, sociolinguistic and pragmatic competencies, as well as the development of new teaching materials and the introduction of innovative pedagogical technologies, taking into account the positive aspects of traditional teaching methods and technologies.

5. Findings

We offer an algorithm for expanding communicative competence in the discourse of international relations English format using multimedia technologies:

1. words and word combinations are shown on the screen using different world-wide sites;
2. each student paraphrases the specified words/phrases in a sentence structure on his computer;
3. we show the film fragment "at the embassy";
4. students compare the correctness of their statements with the statements of the characters of the film fragment;
5. the student generates a short introduction on the topic "Function of the ambassador" on his/her computer and sends it to the teacher's computer;
6. the teacher receives the report, corrects possible errors, comments on them and sends it to the student via the Internet;
7. students supplement the report after class;
8. at the next lesson, students present their reports;
9. chains of primary and secondary nomination are highlighted on the screen, which ensure the coherence of the discourse.

After working on the development of speaking skills within the framework of the topic "Work at the embassy", we conduct English language classes at the educational bank. There, at each office there is an employee and a client who speak Ukrainian and two students who imitate the functions of the client and the employee and explain the whole process in English.

6. Conclusions

To train specialists in any sphere, students need a good command of a foreign language. First, simpler texts are taken, then more complex where words are used in the secondary meaning. Teaching speaking English to students using the construction of the secondary nomination in a multimedia format leads to the formation of professional communicative competence.

In conclusion, we can conclude that the organization of the process of learning foreign languages in a distant form allows you to most fully implement a student-centred approach to learning. With this approach, a student is considered as a person who is ready for a continuous process of education and improvement of his/her abilities. It is continuity that is one of the most important factors that determine success in learning foreign languages. Teaching such a type of speech activity as "speaking" in a foreign language is one of the priority tasks for interactive methods of work. These methods make it possible to organize an imitation of real situations, social and professional, which gives students the opportunity to increase the level of their communicative activity, expand the concept of etiquette in the field of interpersonal and business communication, and learn how to achieve the set communicative tasks. It can also be concluded that the development of monologue and dialogic speech is fully possible only with direct live communication, since the implementation of high-quality full control of the "speaking" aspect is impossible, since the technical capabilities of users in distance learning are limited (not everyone has a computer, access on the Internet, the necessary conditions for online classes), and therefore the issue of organizing distance learning remains open.

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