

**ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ, ВЛИЯЮЩИЕ НА ЭФФЕКТИВНОСТЬ
ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ
У СТУДЕНТОВ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА**

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Аннотация. В статье рассматриваются ключевые педагогические условия формирования иноязычной коммуникативной компетентности у студентов профессионального образования. Анализ результатов исследований по проблеме коммуникации позволил автору определить наиболее оптимальные условия формирования коммуникативной компетентности в процессе изучения иностранного языка.

Ключевые слова: компетентность, профессиональная компетентность, мотивация, педагогические условия, коммуникативные способности, коммуникативная компетентность.

The social and economic transformations taking place in the world at the present time dictate the development guidelines and set a new context for all spheres of human activity. Education as one of the spheres of state life is also constantly undergoing changes that pose new challenges to the system of vocational training [1].

As many studies show, it is impossible to achieve solutions to new problems in the field of education by outdated methods: other strategies for the development of vocational education and paradigms of educational activity adequate to the time are required [2]. One of the directions of the search for new pedagogical solutions is connected with the formation of the communicative competence of a high-class specialist. Communicative competence acts as a system-forming component of professional competence, being the key, i. e. necessary for any professional activity. The educational process should focus on activities aimed at developing communication skills in a professional context. The purpose of professional education is to produce professionals with developed communicative competence, capable of acting in a professional situation, professional growth and mobility in the conditions of informatization of society and the development of new high-tech technologies. The problem of formation of communicative competence is one of the most important in increasing the level of the professional competence. A high-level specialist needs to speak a foreign language, since in the conditions of

globalization of professional activity, a foreign language is becoming one of the main production factors [3]. Teaching foreign languages in the world is going through a difficult period of restructuring, revision of goals, objectives, methods, materials, etc. The main task of teaching foreign languages is to teach language as a real and full-fledged means of communication. Teaching a foreign language in vocational education should be of a communicative and professionally oriented nature, therefore, its tasks are determined by the communicative and cognitive needs of specialists of the appropriate profile. Based on the principles of the organization of the educational process, which constitute the essence of the communicative approach to teaching foreign languages (personally oriented communication, role-based organization of educational material and educational process, collective interaction, taking into account the context of professional activity), as the main factors of pedagogical influence on the success of this process, we have identified the following: professional orientation of the content aspect of foreign language teaching; humanistic style of communication; orientation to culture as a professional value[4].

The experience of working as a foreign language teacher allows us to conclude that for a conscious attitude of a student to master a foreign language, the learning goals must meet the interests and needs of students. We consider the professional orientation of the content aspect of teaching a foreign language to be a significant factor in the formation of communicative competence among students, since mastering a foreign language in this case is of a personally significant nature and stimulates the cognitive activity of students. Orientation of the subject training plan, its forms and content for the future the professional activity of the student provides the motivational basis of the educational process. The needs of students are more determined by their future profession. The context of professional activity triggers the motivation mechanism and contributes to the effectiveness of the learning process. As one of the main ways to intensify the work on the formation of a professional orientation, we consider the correspondence of the content of training in core subjects to the content of teaching a foreign language [5]. This allows you to create situations in the classroom that are close to the real conditions of professional communication, to use elements of collaborative learning in the educational process. If the training has a professional orientation, it will be effective.

The next essential condition for the formation of students' communicative competence, we consider a humanistic style of communication based on respect for the individual, trust, empathy, and unconditional acceptance of the student's personality, stimulating freedom of expression [6]. The attitude to the subject, the moral and psychological climate in the group and, ultimately, the effectiveness of the process of forming the student's communicative competence largely depends on the style of pedagogical communication. A foreign language requires an

individual approach to the student, taking into account his interests, language abilities, which is possible only with the purposeful cooperation of the teacher and the student. The style of pedagogical communication, based on trust and unconditional acceptance of the student's personality, promotes freedom of expression, creative development of thought. Professional activity is an important place in a person's life, but life cannot be limited only to the performance of production functions. Professional development is always associated with a high level of culture and the ability to build interpersonal relationships, which mean, that culture is an important factor in the creation, improvement of the essence of man. Therefore, we consider the orientation of the educational process to culture as the professional value of students as the next important factor in the formation of communicative competence. A foreign language is a part of culture and plays an important role in the formation of a personality, the education of its moral qualities, the formation of professional competence.

All pedagogical conditions are interrelated, mutually conditioned and affect the effectiveness of the formation of foreign language communicative competence among students of vocational education in the process of learning a foreign language. With personality-oriented teaching of a foreign language, the main content and the process of education are maximally meaningful for students. Students learn what is important to them personally and makes sense to them. This also applies to a foreign language teacher for whom programs become an approximate final reference point while maintaining the possibility of choosing a specific path in accordance with the preferences of their own and students. In this case, learning a foreign language turns into an exciting process of discovery and search for their cultural personal image, in which all participants are active, and that will contribute to the development of the communicative competence of participants in this process.



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**PEDAGOGICAL CONDITIONS INFLUENCING THE EFFECTIVENESS
OF THE FORMATION OF COMMUNICATIVE COMPETENCE
AMONG STUDENTS OF VOCATIONAL EDUCATION IN THE PROCESS
OF LEARNING A FOREIGN LANGUAGE**

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Abstract. The article discusses the key pedagogical conditions for the formation of foreign language communicative competence among students of vocational education. The analysis of the results of research on the problem of communication allowed the author to determine the most optimal conditions for the formation of communicative competence in the process of learning a foreign language.

Keywords: competence, professional competence, motivation, pedagogical conditions, communicative abilities, communicative competence.

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**ОСОБЕННОСТИ ДЕВИАНТНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ
КАК СЛЕДСТВИЕ ФУНКЦИОНИРОВАНИЯ ШКОЛЬНОЙ СРЕДЫ**

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Аннотация. В статье рассматриваются особенности функционирования, организации образовательного процесса и школьной среды как факторов, влияющих на