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ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
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СУЧАСНІ ФІЛОЛОГІЧНІ І МЕТОДИЧНІ СТУДІЇ: ПРОБЛЕМАТИКА І ПЕРСПЕКТИВИ

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II Міжнародної науково-практичної
конференції для науковців, викладачів,
учителів, здобувачів вищої освіти

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Особливості формування лідерської компетенції у курсантів військових закладів освіти та здобувачів освіти цивільних закладів освіти на заняттях з іноземної мови..... 127

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Загалом процес та ступінь адаптування тексту для укладання контрольного завдання з читання відрізняється від адаптування художніх текстів або адаптування автентичних текстів для навчання іноземної мови. Нами запропоновано етапи адаптування майбутніми викладачами англійської та французької мов автентичних текстів з метою використання їх для контролю читання та описано процедуру відповідного їх навчання.

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METHODS OF ANALYSIS IN FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF APPLICANTS OF THE FIRST (BACHELOR'S) LEVEL OF HIGHER EDUCATION

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The confident path of Ukraine to the European environment causes a number of transformational processes in the political, economic, scientific, cultural and educational environments, which demonstrate the demand of various fields specialists who possess foreign language communicative competence.

Such competence synthesizes not only the deep knowledge of a foreign language, but also the ability of an individual to gain experience in the effective use of a foreign language in various professional situations, taking into account the special linguistic, sociocultural and moral norms of foreign language communication.

In the Action Plan for the creation of the Common European Indicator of leading competences, communicative competence involves subjecting statements to certain grammatical rules, the ability to use language in the process of communication for enrichment and socio-cultural self-development (The European Indicator of Language Competence, 2002).

Foreign language communicative competence is systemic. According to the personal approach, this competence synthesizes other communicative competences, involves the readiness of a person to engage in communicative activity in various situations, appropriate emotional and volitional regulation, development of basic communication skills, and motivation to communicate in a foreign language. We agree with the position of scientist S. Nikolayeva that foreign language

communicative competence is a kind of integral quality that enables an individual to solve tasks in the field of foreign language interaction (Nikolayeva, 2010, pp. 9).

Such an integral quality, of course, presupposes the mastery of methods of analysis. It should also be noted that the methodological toolkit, which is appropriate for the formation of foreign language communicative competence during the organization of the training of applicants of the first (bachelor's) level of higher education, should reflect the logic and algorithm of research cognitive activity. So far as studying at the university in all aspects should orient the applicant to active research activities, the creation of a research and innovation space (Khyzhnyak, Vorozhbit-Gorbatyuk, 2021, pp. 13).

For the formation of foreign language communicative competence of applicants of the first (bachelor's) level of higher education, it is useful to practice peculiar cultural initiatives in the format of a quasi-game. Such a game is strictly regulated and involves intersubjective connections. The essence of the quasi-game: for 2–4 hours to organize an intensive independent cognitive-searching communicative work, for example, a poly-discussion, a polylogue lecture followed by a discussion panel, a round table.

The method of analyzing specific situations has quite a big potential. Applicants – participants of the educational process are offered to think about a situation, the description of which reflects a practical professional (educational) problem, a communicative problem, assumes foreign language communicative competence, which requires updating knowledge about language constructions and cultural features of communicators and the environment. Such a problem does not have unambiguous solutions, it involves role-playing situations. During such an analysis of specific situations, applicants act as active researchers, independently identify a communication problem, update it based on existing experience and basic knowledge, formulate a hypothesis, find methods of confirming or refuting the hypothesis, operating with available factual data, carry out content analysis, comparison, evaluate the obtained results, understand the contradictions of the communicative cultural space.

The method of analyzing specific situations involves interdisciplinary integration with professional disciplines, educational components of economic, socio-humanitarian profile. From the experience of Harvard University, this method is also known as a case-study. The features of using this method for the formation of foreign language communicative competence are as follows: the presence of a simulated social or socio-economic system at a specific moment in time, collective decision-making, the presence of decision alternatives, orientation to the declared social goal, a group evaluation system, controlled emotional stress of the applicants. Algorithm of using the method of analysis of specific situations: situation → analysis → analysis of the situation.

Analysis of the situation in the context of the research topic involves: determining the time limit that causes contradictions (cultural, organizational, etc.), the ambiguity of the further development of the situation, the value of the situation itself and its solution for a specific circle of people, which actualizes the chosen

decision and determines an alternative solution, the risk of losses in once a wrong decision, strict targeting. The analysis of specific situations involves the context: the division of the whole into parts for the objectification of the decision. Such a context makes it possible to expand the range of use of analysis methods. For example, problematic structuring involves the selection of a complex of problems of the communicative situation, its typology, and the determination of possible consequences. Studying the characteristics of communicative solutions, searching for alternative ways is the plane of problem analysis. Structuring the communicative situation, synthesizing functions and communication with external and internal environments is a system analysis. The situation to establish the causes of its occurrence, the consequences of deployment is a cause and effect analysis. Diagnosing the content of activity in a certain communicative situation, its modeling and optimization is a praxeological analysis. Studying the communicators, assessment of the situation from the point of view of probable consequences is an axiological analysis. Probabilistic, potential, desirable forecasting is a prognostic analysis. Development of a program of recommendations for communicators is a recommendation analysis.

Development of a program of activities, language behavior in a situation for each participant is a programmatic and target analysis.

Thus, based on systematic and research approaches, a represented algorithm of the use of such methods as a problem analysis, a system analysis, a cause and effect analysis, a praxeological analysis, an axiological analysis, a situational analysis, a prognostic analysis, a recommendation analysis, a programmatic analysis during classroom classes in synchronous and asynchronous mode of learning in the process of formation of foreign language communicative competence contributes to the formation of professional thinking of applicants of the first (bachelors') level of higher education and develops their collegiality as a socially significant skill.

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