

UDC 37.012:929

DOI: 10.24144/2524-0609.2019.44.9-12

**Bartosh Olena**

Candidate of Pedagogical Sciences, PhD, Associate Professor  
Department of Sociology and Social Work  
Department of Foreign Languages  
State University «Uzhhorod National University»  
Uzhhorod, Ukraine  
olena.bartosh@uzhnu.edu.ua  
ORCID ID: <http://orcid.org/0000-0001-6733-5516>

**Limbakh Fedir**

Lecturer  
German Language and other Languages Department  
Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine  
Khmelnyskyi, Ukraine  
limbach\_f@ukr.net  
ORCID ID: <http://orcid.org/0000-0002-6113-7516>

## CULTURE OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION OF GRADUATES OF HIGHER EDUCATIONAL ESTABLISHMENTS

**Abstract.** The study contributes to the issue of formation the foreign language professional communicative culture training of future specialists at higher educational establishments. In particular, the issue of developing their ability to apply the gained knowledge in future professional activities is addressed. The generalisation of practical experience of foreign languages teaching at higher educational establishments of Ukraine has made it possible to distinguish particular problems: insufficiently developed teaching and methodological provision; inefficient organisation of classroom and independent work of students on the study of foreign languages; poor motivation of non-language faculty students for the foreign language professional communication, etc. The paper aim is to substantiate pedagogical conditions of formation of culture of foreign language professional communication. The following methods of research have been used: analysis and synthesis, comparison, systematisation and classification of the positions of pedagogical scientific sources of literature and the development of the problem under study. The culture of foreign language professional communication is understood as an integral quality of the future specialist, which reflects the degree of his/her possession of peculiarities of speech and non-speech behaviour of native speakers in certain professionally adequate situations of communication. In the course of the research we defined the following pedagogical conditions that positively effect the formation of culture of foreign language professional communication of future specialists: organisational and managerial support of the process of its formation; integration of communicative-context and competency-based approaches in the educational process; professional-ethical and social-cultural orientation of the process of its formation. Further perspectives of research may include the issue of improvement of the content and tasks of independent work in mastering of the formation of the culture of foreign language professional communication of future specialists.

**Key words:** culture; foreign language professional communication; future specialists; higher educational establishments.

**Introduction.** The process of modernisation of the Ukrainian education system in conditions of society intensive development actualises the problem of improvement of quality of the higher education. Central to this issue is the ability of graduates to apply their knowledge in future professional activity. A closer look at the problem suggests that the formation of professional competencies of future specialists is at the first place; the formation of universal and personal competencies – is secondary. The training of future specialists in higher educational establishments is aimed at developing the cognitive abilities of an individual, his/her outlook, morality, and professional culture.

**Analysis of the recent researches and publications.** There is a rapidly growing literature on the issues of formation of: foreign language communicative culture of future specialists (Панченко, 2012; Киш, 2015); readiness of specialists of non-language specialties for the foreign language communication (Гапоненко, 2011). The essence of linguistic-educational process in domestic and foreign universities is to integrate the study of subjects in specialty and foreign language, which serves as a means of education and formation of readiness of future specialists for the professional activities in the joint information environment (Зимняя, 1991). Thus, we mark the growing demand for specialists, who possess the necessary professional competencies in a particular

subject area. On the other hand, specialists themselves try to obtain the necessary competences, allowing them to carry out professional activities at the high level. Thus, the foreign language competence becomes a significant component of professional competence of future specialists.

The paper **aim** is to substantiate pedagogical conditions of formation of culture of foreign language professional communication. The following **methods** of research have been used: analysis and synthesis, comparison, systematisation and classification of the positions of pedagogical scientific sources of literature and the development of the problem under study.

**Discussion and results.** Thus, we understand the culture of foreign language professional communication as an integral quality of the future specialist, which reflects the degree of his/her possession of peculiarities of speech and non-speech behaviour of native speakers in certain professionally adequate situations of communication.

Generalisation of scientific approaches to the determining of components of the structure of readiness of specialists for the foreign language communication (Паначенко & Аюпян, 2010; Сура, 2003; Теляшенко, 2003) has allowed to provide the following pedagogical conditions that strengthen the culture of foreign language professional communication of future specialists:

– organisational and managerial support of the process of formation of the culture of foreign language professional communication of future specialists – associated with the formation of professional-value motives of future specialists through the implementation of organisational and pedagogical support of the process of formation of the culture of foreign language professional communication of future specialists: development of teaching and methodological provision; management of educational and cognitive activities of students; organisation of independent search work, etc.

– integration of communicative-context and competency-based approaches in the educational process – involves the organisation of the educational process by the communicative-context and competency-based type, which is intended to ensure the dialogisation of teaching in the professional sphere. Main condition for the foreign language communication is linguistic competence. Main indicator and the result of contextual education is the possession of foreign professional terminology and the ability to use it in situations of professional communication.

– professional-ethical and social-cultural orientation of the process of formation of culture of foreign language professional communication of future specialists – includes the enriching of the material in modelled situations of foreign language professional communication with social-cultural and cultural-ethical content.

Within the mentioned pedagogical conditions the students of higher educational establishments demonstrate the formed culture of foreign language professional communication at the following levels (Гальськова & Гез, 2004):

*high level:*

– literate oral and written speech (correct word formation, construction of sentences and use of tense forms; logical connectivity in statements; lexical richness; possession of monologue and dialogical speech);

– social-cultural knowledge (on countries and cities; famous domestic and foreign personalities; national symbols, traditions, important historical events; proverbs and sayings; the life of the Ukrainian and foreign students);

– professional terminology;

– knowledge of the ethics of culture of professional communication, skills of communicative tactics of professional communication, its use;

– social (awareness of the role and importance of learning a foreign language for the further professional activity, career development, employment) and cognitive (activeness in educational and cognitive activity, initiative, aspiration to succeed in all kinds of foreign-language activities, a responsible attitude to the tasks of various levels of complexity, including creative ones) motives, value orientations (focus on self-perfection attitude, on creative level of expression of cognitive activity).

*average level:*

– literate oral and written speech (correct word formation, construction of sentences and use of tense forms; logical connectivity in statements; lexical richness; possession of monologue and dialogical speech), but at the same time making minor mistakes (sometimes mechanical, sometimes non-blunder spelling and stylistic mistakes) and correcting them themselves;

– social-cultural knowledge (on countries and cities; famous personalities; national symbols, traditions, important historical events; proverbs and sayings), nevertheless, the knowledge possessed is rather unconvincing;

– professional terminology, but making mistakes in using the terminology both in the process of work on an

individual project, the performance of tasks of independent work, during participation in the group form of work;

– knowledge of the ethics of culture of professional communication, but making minor mistakes, experiencing difficulties in expressing arguments or logical evidence, making mistakes in the choice of speech strategy, in the construction of dialogical speech;

– social (awareness of the role and importance of learning a foreign language for the further professional activity, career development, employment) and cognitive (activeness in educational and cognitive activity, initiative, the aspiration to succeed in all kinds of foreign-language activities, a responsible attitude to the tasks of independent work and individual project) motives, value orientations (focus on: self-perfection attitude, productive level of cognitive activity expression) demonstrating vague ability to study a foreign language, to learn a foreign language relatively quickly, to use both monologue and dialogical speech due to lack of diligence, responsibility, discipline, because of inability to organise activities, time, etc.

*sufficient level:*

– making systematic mistakes in both oral and written speech, having no sufficient vocabulary, experiencing difficulties in the possession of professional terminology;

– not fulfilling all the tasks foreseen by the curriculum, and therefore experiencing difficulties both during the work on individual projects and in the process of group interaction;

– possessing social-cultural knowledge, but during compilation of narrations, complex sentences are avoided, simple constructions are used, tense forms are used with inaccuracies;

– having knowledge of the ethics of culture of professional communication at the theoretical level, making numerous mistakes in the practical application of theoretical knowledge;

– giving preference (in the motivational sphere) to the motives of the material-household significance;

– performing tasks for marks, for rating, selecting tasks of reproductive level, very rarely – productive;

– being not personally responsible, disciplined, diligent, explaining failures in the study of a foreign language by the lack of time, language skills, and focus primarily on the study of professionally specialised disciplines.

*low level* – students cannot (due to lack of ability to study a foreign languages) and do not want to work on themselves, do not systematically perform the tasks foreseen by the curriculum, possess a poor lexical vocabulary, do not know how to write and read competently, understand texts poorly and display superficial social-cultural knowledge. These students do not associate their future professional activity with the study of a foreign language and therefore do not attempt to master the systematic knowledge of the ethics of business communication. Professional interests are reduced to obtaining a diploma. Educational activity is carried out at the reproductive level. Among personal qualities there is a lack of: responsibility, discipline, diligence; ability to concentrate on tasks or on oneself.

**Conclusions.** One of the tasks of professional training at the higher educational establishments is to form the culture of foreign language professional communication of future specialists – an integral quality of the future specialist, which reflects the degree of their possession of peculiarities of speech and non-speech behaviour of native speakers in certain professionally adequate situations of communication. The following pedagogical conditions that effect the formation of culture of foreign

language professional communication of future specialists are defined: organisational and managerial support of the process of formation of the culture of foreign language professional communication (realised through the development of scientific and methodological provision, the management of educational and cognitive activity and the organisation of independent work of students); integration of communicative-context and competency-based approaches in the educational process (of methodological character and defines the integration principles of the formation of the culture of foreign language professional communication of future specialists, adequate forms, methods and means of teaching); professional-

ethical and social-cultural orientation of the process of formation of the culture of foreign language professional communication of future specialists (ensures the content of the formation of of the culture of foreign language professional communication of future specialists; its implementation is carried out through the filling of professionally directed educational material with social-cultural and cultural-ethical components). Further **perspectives** of research in this area may include the issue of improvement of the content and tasks of independent work in mastering of the formation of the culture of foreign language professional communication of future specialists.

### Список використаної літератури

- Гальскова Н., Гез Н. *Теория обучения иностранным языкам. Лингводидактика и методика*: учеб. пособие. М.: Академия, 2004. 336 с.
- Гапоненко, Л. (2012). Педагогічні умови формування готовності студентів до вивчення іноземної мови, професійно спрямованої. *Педагогіка вищої та середньої школи*. 2012. Вип.33. С.42–47.
- Зимняя И. *Психология обучения иностранным языкам в учебных заведениях*. Москва: Просвещение, 1991. 222 с.
- Кіш Н.В. Педагогічні умови формування культури іншомовного професійного спілкування майбутніх інженерів: автореф. дис. на здоб. наук. ступ. канд. пед. наук: 13.00.04 / Кіш Н.В.; Тернопільський нац. пед. ун-т ім.В.Гнатюка. Тернопіль, 2015. 20 с.
- Панасенко Г., Акоюн Т. Особливості професійно орієнтованого навчання іноземних мов студентів у немовних вищих навчальних закладах. *Рідна школа*. 2010. №1–2 (січень–лютий). С.30–34.
- Панченко В. Специфіка формування іншомовної комунікативної культури студентів-магістрів університету. *Науковий вісник Волинського національного ун-ту ім. Лесі Українки. Педагогічні науки*. 2012. №8 (233). С.77–81.
- Сура Н.А. Методичне забезпечення та організація навчання курсу професійно орієнтованого спілкування іноземною (англійською) мовою у ВНЗ. *Вісник ЛДПУ ім. Т.Г. Шевченка*. 2003. №7 (63). С.205–207.
- Теляшенко В.Л. Професійно орієнтоване навчання студентів іноземної мови в немовному вузі. *Теорія та практика державного управління*. 2003. Вип.4. С.78–81.

### References

- Galskova, N., & Gez, N. (2004). *Teoriya obucheniya inostrannym yazykam: lingvodidaktika i metodika* [Theory of teaching foreign languages: linguistics and methodology]. Moscow: Akademiya. [in Russian].
- Gaponenko, L. (2011). Pedagogichni umovy formuvannya hotovnosti studentiv do vvychnnyia inozemnoyi movy, profesiyno spryamovanoi [Pedagogical conditions of formation of students' readiness for studying a foreign language, for professional use]. *Pedahohika vyshchoyi ta serednoyi shkoly* [Pedagogy of higher and secondary school], 33, 42–47. [in Ukrainian].
- Kish, N.V. (2015)ю Pedagogichni umovy formuvannya kultury inshomovnoho profesiynoho spilkuvannya maybutnikh inzheneriv [Pedagogical conditions of formation of foreign professional communication culture of future engineers] (Extended Abstract of Unpublished candidate's dissertation). V.hnatyuk Ternopil National Pedagogical University, ternopil. [in Ukrainian].
- Panasenko, H., & Akopyan, T. (2010). Osoblyvosti profesiyno oriyetovanoho navchannya inozemnykh mov studentiv u nemovnykh vyshchykh navchal'nykh zakladakh [Features of professionally oriented teaching of foreign languages of students in non-language higher educational establishments]. *Ridna shkola* [Native school], 1-2 (January-February), 30–34. [in Ukrainian].
- Panchenko, V. (2012). Spetsyfika formuvannya inshomovnoyi komunikatyvnoyi kultury studentiv-mahistriv universytetu [Specificity of Formation of Foreign Language Communicative Culture of Students-Masters of Universities]. *Scientific Herald of the Volyn National University named after Lesya Ukrainka*, 8, 77–80. [in Ukrainian].
- Sura, N. (2003). Methodychne zabezpechennya ta orhanizatsiya navchannya kursu profesiyno oriyetovanoho spilkuvannya inozemnoyu (anhliys'koyu) movoyu u VNZ [Methodical support and organization of training courses for professionally oriented communication in a foreign (English) language in higher educational institutions]. *Herald of Taras Shevchenko National university of Kyiv*, 7 (63), 205–207. [in Ukrainian].
- Telyashenko, V.L. (2003). Profesiyno oriyetovane navchannya studentiv inozemnoyi movy v nemovnomu vuzi [Professionally oriented teaching of foreign language students in a non-language higher educational establishment]. *Teoriya ta praktyka derzhavnoho upravlinnya* [Theory and practice of public administration], 4, 78–81. [in Ukrainian].
- Zimnyaya, I. (1991). *Psikhologiya obucheniya inostrannym yazykam v shkole* [Psychology of teaching foreign languages in educational institutions]. Moscow: Prosveshcheniye. [in Russian].

Стаття надійшла до редакції 15.03.2019 р.  
Стаття прийнята до друку 25.03.2019 р.

**Бартош Елена**

кандидат педагогических наук, доцент  
доцент кафедры социологии и социальной работы  
Государственное высшее учебное заведение  
«Ужгородский национальный университет»  
г.Ужгород, Украина

**Лимбах Федор**

преподаватель  
кафедра немецкого и второго иностранного языка  
Национальная академия Государственной пограничной службы Украины имени Б.Хмельницкого  
г.Хмельницкий, Украина

**КУЛЬТУРА ИНОЯЗЫЧНОГО ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ ВЫПУСКНИКОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ**

**Аннотация.** Обобщение практического опыта обучения иностранным языкам в высших учебных заведениях Украины позволило выделить особые проблемы: недостаточно развито учебно-методическое обеспечение; неэффективная организация аудиторной и самостоятельной работы студентов по изучению иностранных языков; слабая мотивация студентов неязыковых факультетов к иностранной языковой профессиональной коммуникации и тому подобное. Целью статьи является представить педагогические условия формирования культуры иноязычного профессионального общения. Использованы следующие методы исследования: анализ и обобщение, сравнение, систематизация и классификация позиций педагогических научных источников литературы. Под культурой профессиональной коммуникации иностранного языка понимается интегральное качество будущего специалиста, отражающее степень владения особенностями языкового и неязыкового поведения в определенных профессионально адекватных ситуациях общения. В ходе исследования мы определили следующие педагогические условия, которые положительно влияют на формирование культуры иноязычного профессионального общения будущих специалистов: организационно-управленческое обеспечение процесса его формирования; интеграция коммуникативно-контекстного и компетентностного подходов в учебный процесс; профессионально-этическая и социально-культурная направленность процесса ее формирования.

**Ключевые слова:** культура; профессиональное общение на иностранном языке; будущие специалисты; высшие учебные заведения.

**Бартош Елена Павлівна**

кандидат педагогічних наук, доцент  
доцент кафедри соціології і соціальної роботи  
ДВНЗ «Ужгородський національний університет»  
м.Ужгород, Україна

**Лімбах Федір Зігмундович**

викладач  
кафедра німецької та другої іноземної мови  
Національна академія Державної прикордонної служби України імені Б.Хмельницького  
м.Хмельницький, Україна

**ДО ПРОБЛЕМИ КУЛЬТУРИ ІНШОМОВНОГО ПРОФЕСІЙНОГО СПІЛКУВАННЯ ВИПУСКНИКІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ**

**Анотація.** Процес модернізації української системи освіти в умовах інтенсивного розвитку суспільства актуалізує проблему підвищення якості вищої освіти. Узагальнення практичного досвіду навчання іншомовному спілкуванню у вищих навчальних закладах України дозволило виділити особливі проблеми: недостатньо розвинене навчально-методичне забезпечення; неефективна організація аудиторної та самостійної роботи студентів з вивчення іноземних мов; слабка мотивація студентів немовних факультетів до іноземної мовної професійної комунікації тощо. Одним із завдань професійної підготовки у вищих навчальних закладах є формування культури іншомовного професійного спілкування майбутніх фахівців – цілісного якості майбутнього фахівця, що відображає ступінь володіння особливостями мовної та немовної поведінки носіїв мови в певних професійно адекватних ситуаціях спілкування. Метою статті є представити педагогічні умови формування культури іншомовного професійного спілкування. Використані методи дослідження: аналіз і узагальнення, порівняння, систематизація та класифікація позицій педагогічних наукових джерел літератури. Під культурою професійної комунікації іноземної мови розуміється інтегральна якість майбутнього фахівця, що відображає ступінь його володіння особливостями мовної та немовної поведінки в певних професійно адекватних ситуаціях спілкування. У ході дослідження ми визначили такі педагогічні умови, які позитивно впливають на формування культури іншомовного професійного спілкування майбутніх фахівців: організаційно-управлінське забезпечення процесу його формування; інтеграція комунікативно-контекстного та компетентнісного підходів у навчальний процес; професійно-етична і соціально-культурна спрямованість процесу її формування. Подальші перспективи досліджень у цій сфері можуть включати питання вдосконалення змісту та завдань самостійної роботи в оволодінні культурою іншомовного професійного спілкування майбутніх фахівців.

**Ключові слова:** культура; професійне спілкування іноземною мовою; майбутні фахівці; вищі навчальні заклади.