

КОММУНИКАТИВНАЯ КОМПЕТЕНЦИЯ В РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ ПРОФЕССИОНАЛЬНО- ОРИЕНТИРОВАННЫХ ТЕКСТОВ

С. К. Видишева, Т. В. Ситникова

Белорусский государственный университет,
факультет социокультурных коммуникаций, ул. Курчатова, 5,
220108, Минск, Республика Беларусь
e-mail: nota-bena@rambler.ru; sitnikova77@mail.ru

В статье рассматриваются особенности формирования коммуникативной компетенции в процессе обучения студентов чтению профессионально-ориентированных текстов.

Ключевые слова: коммуникативная компетенция; компетентностный подход; профессионально-ориентированный; речевую деятельность.

COMMUNICATIVE COMPETENCE AS THE DEVELOPMENT OF PROFESSIONALLY ORIENTED TEXTS READING SKILLS

S. K. Vidisheva, T. V. Sitnikova

Belarusian State University,
Faculty of Social and Cultural Communications,
Kurchatov st. 5, 220108, Minsk, Republic of Belarus
e-mail: nota-bena@rambler.ru; sitnikova77@mail.ru

The article considers the competence-based approach in the process of teaching for reading the professionally oriented texts. Communicative competence has a structure that is formed by a number of components that are regarded in the article.

Key words: communicative competence; competence-based approach; foreign language; reading skills.

Communicative competence was one of the basic competences, defined as the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and writ-

ten forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others in an appropriate and creative way [1, p. 8]. For the last few decades there have been various definitions of communicative competence and it plays a great role while developing reading skills at non-linguistic universities.

The competence-based approach includes a set of general principles for determining the goals of education, selecting its content, organizing the educational process and evaluating the results of it. The peculiarity of competence-based training is not in the assimilation of ready-made knowledge, but in the fact that the students themselves formulate the concepts necessary for solving problems of varying complexity on the basis of existing knowledge. With this approach, educational activity takes on a research character, being a significant component of the process of teaching students to read.

The concept of the competence-based approach is closely related to the concept of communicative competence. In the theoretical methods of teaching foreign languages, this phenomenon is considered as the ability to carry out speech activity by means of the target language in accordance with the goals and situations of communication within a particular field of activity. It is based on a set of skills that allow to participate in verbal communication in its productive and receptive forms.

Communicative competence has a structure that is formed by a number of components. Also most researchers consider it as a macro-competence, synthesizing the following (micro) competencies: linguistic, sociolinguistic, discursive, strategic, social, socio-cultural, subject and professional types. The focus of communicative competence is carried out on the form, i.e. on verbalized thought (on situations of communication from the position of the addressee and on the subject context) – the verbal representation of the subject of communication. The level of the students' mastery of one or another type of communicative competence directly depends on the extent to which the teacher takes into account the importance of all other components.

The formation of linguistic competence indicates that the students have knowledge of vocabulary, morphology, syntax in professionally oriented texts; provide a clear direction of thoughts and actions in the process of reading.

Sociolinguistic competence implies knowledge and the ability to use certain linguistic means, depending on the purpose and stage of the proposed reading, on the social status of the communicants, their national origin, and the nature of professional activity.

The original professionally oriented texts reflect the culture of another people, their mentality, customs and traditions. Formed sociocultural competence allows adequately perceiving and decoding information in the process of reading.

As for social competence, it also allows students to independently navigate, act and make decisions in the reading process in accordance with personal and professional needs, motives, experience, and attitude towards the material being read.

The possession of strategic competence makes it possible, in the course of reading, not only to guess the content of the text by its title, but also to guess the meaning of unfamiliar words, based on the context, topic, and situation.

The discursive competence is the students' ability to use specific strategies for constructing and interpreting text while reading. This competence allows learners to evaluate their creativity, their methodological literacy on the basis of the texts they read. The formation of such competence in the process of teaching for reading makes it possible to comprehensively study the specifics of foreign language communication and make learning closer to real conditions.

Subject competence is directly related to the experience gained by the students in the course of reading. Professionally oriented texts give the information on a specific topic from various fields of human activity. The ability to navigate in a particular area, as well as to have knowledge on a particular problem, is an important component of the professionalism of a future specialist. The formation of this competence presupposes the use of the acquired knowledge and skills in their future professional activities.

Thus, the competence-based approach to the development of reading skills allows solving a number of problems related to improving the quality of education, defining its goals and estimating the results, substantiating the forms, methods and means of teaching, organizing the entire educational process taking into account modern requirements for higher education. The competence-based approach, along with specific knowledge and skills, focuses on readiness for knowledge, self-education, social interaction in a new environment of the educational process for students, and it is aimed at the formation and development of abilities for analysis, planning, reflection, actions that ensure decision-making in a professionally oriented problem, tasks and situations.

Литература

1. Council of the European Union. [Electronic resource]: Council Recommendation of 22th May, 2018 on Key Competences for Lifelong Learning / Council of the European Union. – : Brussels, Belgium, 2018. – Mode of access: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN). – Date of access: 24.02.2021.