

LINGUISTICAL DIDACTIC PRINCIPLES OF FORMING COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN ECONOMIC SPECIALTIES

ЛІНГВОДИДАКТИЧНІ ЗАСАДИ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

The article provides a theoretical substantiation and analysis of the linguodidactic principles of forming communicative competence in future specialists of economic fields. The main focus is on revealing the essence of the concept of communicative competence of future specialists in economic fields and outlining a system of work aimed at its formation. The article considers various scholarly approaches to defining the concepts of "competence," "competency," and "communicative competence." It is noted that the issue of forming communicative competence in specialists of economic specialties—where verbal proficiency is an essential component of their future professional activity—requires further scientific and pedagogical research. An analysis of the scientific literature shows the considerable attention scholars devote to the issue of linguistic/verbal competence, as well as the various interpretations and explanations of this phenomenon. It is substantiated that competency is the ability of a person to perform a certain type of activity, while competence is the quality that can foster the development of skills, enable the establishment of relationships between situational aspects and knowledge, and be effective in solving specific problems. It is proven that communicative competence is developed during a student's learning process and directs theoretical knowledge, practical skills, and abilities toward solving professional tasks. It also shapes the student's attitude towards future professional activity. Emphasis is placed on the fact that the effective development of communicative competence in future economists depends on the development of a linguistic personality, the modeling of language situations requiring students to demonstrate proper communicative behavior, and the stimulation of communicative activity. It is argued that future specialists in economic fields should possess good adaptive skills and command strategies and tactics of verbal communication.

Key words: competence, competency, communicative competence, professional competence, specialists in the economic field.

У статті теоретично обґрунтовано та проаналізовано лінгводидактичні засади

формування комунікативної компетентності майбутніх фахівців економічних спеціальностей. Основна увага зосереджується на розкритті сутності поняття комунікативна компетентність майбутніх фахівців економічних спеціальностей та окреслено систему роботи з її формування. Розглянуто підходи науковців до визначення сутності понять «компетенція», «компетентність», «комунікативна компетентність». Зазначено, що проблема формування комунікативної компетентності фахівців економічних спеціальностей, для яких володіння мовленням є обов'язковим компонентом їх майбутньої фахової діяльності, потребує подальшого науково-педагогічного дослідження. Аналіз наукової літератури свідчить про увагу науковців до проблеми мовної/мовленнєвої компетенції та, одночасно, різні тлумачення і пояснення цього феномена. Обґрунтовано, що компетентність — це здатність особи до виконання певного виду діяльності, а компетенція — це та особливість, яка здатна формувати вміння, яка є можливістю налагодження відношень між ситуаційними аспектами та знаннями, яка є ефективною при вирішенні певних проблем. Доведено, що комунікативна компетентність формується у студента під час навчання, вона спрямовує теоретичні знання і практичні уміння й навички на розв'язання професійних завдань, зумовлює ставлення студента до майбутньої професійної діяльності. Акцентовано на тому, що ефективне формування комунікативної компетентності майбутніх економістів залежить від розвитку мовної особистості, моделювання мовних ситуацій, які вимагають від здобувачів вищої освіти правильної комунікативної поведінки, стимулюють комунікативну активність. Доведено, що майбутні фахівці економічних спеціальностей повинні мати хороші адаптивні здібності, володіти стратегією й тактикою мовленнєвої комунікації.

Ключові слова: компетенція, компетентність, професійна компетентність, фахівці економічної спеціальності.

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Problem Statement. At the present stage, the educational landscape is undergoing significant transformations driven by changes in the structure of society under the influence of modern technologies. Under such conditions, the increasing level of technologization of modern life, its complexity, and high demands for viability and competitiveness—both on an individual and national level—are exponentially increasing the requirements for the educational environment.

The modernization of professional education in Ukraine is a foundation for developing the state's professional potential. One of the key components of the UN Development Program is the implementation of

the project "Educational Policy and Education 'Peer to Peer'," which includes a series of discussions on modernizing educational content and forming key competencies in youth. Thus, the core idea of educational reform is competency-based training for students. One of the crucial components of competency in economic professionals is communicative competence.

Current socio-economic changes and the growing social role of individuals in the mobile labor market emphasize the relevance of successful communicative activity in specialists of all professional fields, particularly in future economists. The absence of communicative potential and an appropriate level of

communication skills makes it impossible to implement communicative intentions effectively in various life situations and to fulfill professional duties properly.

Analysis of Recent Research and Publications. The foundations of forming professional communicative competence in future specialists have been laid in the research of V. Andrushchenko, F. Batsevyich, V. Bekh, I. Zyazyun, V. Kremen, O. Kulchyt-ska, Z. Kurland, N. Nychkalo, V. Orlov, O. Piekhota, O. Savchenko, M. Chobitko, S. Blum-Kulka, M. Canale, K. Korhonen, E. Levenstone, E. Tarone, and others.

Scholars such as Z. Bakum, N. Bibik, O. Goroshkina, S. Karaman, N. Kichuk, K. Klymova, and others consider speech competence as not only key but also a system-forming component of professional competence.

Several foreign researchers (L. Kechel, J. Berberich) identify professional-methodological, personal, socio-communicative, and operational-activity competencies within the structure of specialist competence [13, pp. 4–20]. R. Haggerty and A. Mehue argue that communicative (verbal) competence, along with technical, contextual, adaptive, conceptual, and integrative competencies, constitutes the core (invariant) of professional qualification [12, p. 30]. Meanwhile, U. Hutmacher views communicative competence as mastery of oral and written communication and the ability to access information [14].

Identification of Previously Unresolved Aspects of the General Problem. Despite the significant number of scientific works devoted to the training of future specialists, including economists—whose verbal communication is an essential component of their professional activity—this issue requires further scientific and pedagogical research.

Purpose of the Article. To theoretically substantiate and analyze the linguodidactic principles of forming communicative competence, characterize the concept of “communicative competence of future specialists in economic fields”, and outline a system of work for its formation.

Main Findings. It should be noted that the success of an economist is determined not only by their level of professional knowledge and skills but also by a crucial component of professional competence – communicative competence.

However, to discuss the theory of competence as a specific social phenomenon, it is necessary to differentiate the concepts of competence and competency and analyze them accordingly.

In philosophy, the correlation between the concepts of competence and competency is considered in the context of the development and interrelation of the categories of the possible and the actual. If competence implies the actual, then the formation of competency may only be considered as potential. After acquiring certain competences, a student – as a future specialist – will be able to implement them

through their own competency, and the higher the quality of this competency, the greater their level of professionalism.

It is appropriate, in our view, to refer to the interpretation of these terms in modern academic sources. In particular, in the Comprehensive Explanatory Dictionary of the Modern Ukrainian Language edited by V. Busel, competency is defined as “awareness, expertise, authority,” “sufficient knowledge in a specific field,” “good knowledge, proficiency,” and “having certain authority,” while competence is defined as “good knowledge” and “the authority of a particular organization or individual” [4, p. 560]. In the Dictionary of Foreign Words, competency (Latin *competentia*, from *competo* – to seek together, achieve, correspond) is listed as a synonym of competence in the first meaning (cf.: competence “1. Good knowledge of something. Professional competence. 2. The range of authority of an organization, institution, or person” [1, p. 302]).

In a psychological dictionary, competency is defined as “a psychosocial quality that signifies strength and confidence based on a sense of one's own success and usefulness, giving a person the awareness of their ability to interact effectively with the environment” [10, pp. 188–189]. In the pedagogical encyclopedia, competency is named among the characteristics of a person who thinks critically, as it forms the foundation of “life experience, facts from life, and knowledge of the subject” [6, p. 58].

Linguists characterize competency as structured knowledge of a language possessed by a native speaker, which enables them to verbalize thoughts correctly and distinguish proper sentence construction from improper. According to S. Omelchuk, “competency is the property of being competent,” i.e., someone who has appropriate knowledge in a particular field [8].

Competency is not merely a set of skills and acquired knowledge. Competence is the feature that fosters the formation of abilities, facilitates connections between situational aspects and knowledge, and proves effective in solving certain problems [3, p. 88].

Competency in its semantic sense includes three aspects: knowledge, abilities, and skills. The professional competency of a specialist encompasses knowledge in a subject area, the development of intellectual operations, and linguistic-verbal activity, which is the basis of communicative competency [2, p. 204].

Conversely, N. Gluzman points out that the term competency is used as the result of learning, whereas competence takes on the meaning of “knowing how.” This definition substantiates the modern qualification profile of a specialist, which includes the following criteria: readiness to solve assigned tasks, the ability to apply knowledge, skills, and abilities, an understanding of how acquired knowledge corresponds to professional activity, and a broad worldview [5, pp. 11–14].

Other researchers, such as N. Bibik [2] and O. Pomietun [9], note that the terms “knowledge,” “skills,” and “abilities” do not fully capture the meaning of competency, as they believe it also includes life experience.

Let us consider scholars' interpretations of the term communicative competence. Of particular interest to our study are the works of Yu. Fedorenko, who defines communicative competence as a combination of knowledge, abilities, and skills necessary for understanding others and generating one's own speech behavior programs that are appropriate to communication goals, domains, and contexts [11].

S. Karaman, on the other hand, argues that communicative competence does not exist outside communication itself and is defined by the psychological and social characteristics of the individual, the level of mastery of theoretical knowledge about speech activities, and the ability to apply them effectively in practical communication, considering the specific context [7, pp. 339–340].

The range and quality of professional knowledge acquired by students during higher education depend not only on the depth of studying core subjects but also on the degree to which they can properly use professional vocabulary. In our opinion, modeling communicative situations in the educational process is an effective method of teaching successful communicative behavior to future professionals.

Students were offered tasks involving the simulation of real-life professional and workplace communication scenarios, which motivated them to use their language skills in practice, correctly combine language units, engage in speech activities according to communicative goals, choose appropriate forms and types of speech, consider functional and stylistic varieties, interact with people and events, work in teams, and present themselves through speech. For example: “Model strategies and tactics of behavior during a business conversation concerning a collective discussion of labor discipline violations”; “Create official-business texts categorized as initiative or promotional letters (your choice), using verb forms such as: we present, we propose, we draw attention, we inform, we send, we attach, we thank, we express gratitude.”

An analysis of the concepts speech competence and communicative competence in current research allows us to define communicative competence of future specialists in economic fields as a holistic, integral personal quality—one's ability to apply an appropriate level of communicative skills in professional activities, correctly use specialized vocabulary, and develop economic thinking and a worldview oriented toward sustainable development of society.

Conclusions. Thus, readiness for professional communication is a complex, integral psychological construct based on a future economist's ability to

reach a professional level through mastery of language as a tool for acquiring their profession.

Competencies are regarded as indicators by which we can assess a student's level of preparedness for professional activity in the economic field, personal development, and creative abilities. In contrast, competence refers merely to the scope of authority of an individual.

Modeling speech situations in the educational process, which require students to demonstrate proper communicative behavior, stimulates their communicative activity.

Further research prospects lie in developing a comprehensive model for forming communicative competence in future specialists in economic fields.

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