



SVITLANA TOLOCHKO¹, VIKTORIIA KHOMYCH²,
RUSLANA DEDA³

Language Communicative Competence in the System of Postgraduate Education

¹ Associate Professor, Candidate of Pedagogical Sciences, Department of Social and Humanitarian Disciplines, Nizhyn Agrotechnical Institute, National University of Life and Environmental Sciences of Ukraine, Ukraine

² Associate Professor, Candidate of Pedagogical Sciences, Department of Social and Humanitarian Disciplines, Nizhyn Agrotechnical Institute, National University of Life and Environmental Sciences of Ukraine, Ukraine

³ Candidate of Pedagogical Sciences, Department of Social and Humanitarian Disciplines, Nizhyn Agrotechnical Institute, National University of Life and Environmental Sciences of Ukraine, Ukraine

Abstract

Postgraduate education in Ukraine is a specialized improvement of education and professional training of a person through deepening, expansion and renovation his professional knowledge, skills and abilities or getting another specialty based on previously acquired educational qualification and practical experience. Postgraduate education is carried out by higher educational establishment or by structural subdivisions of higher educational establishment with appropriate accreditation level in the form of training programs or internship. This article devoted to the formal expansion of skills within the resulting profile or retraining.

Formation and polishing of the person's individual style of business communication occurs throughout adult life. Language communicative competence is complex education system, which requires constant improvement. Speaking more than one language involves the formation of a foreign language communicative competence. This problem requires a review of government and universities policy on planning and forming of language communicative competence among students of advanced training courses.

Keywords: postgraduate education, professional language competence, key competence, individual style of business communication, neurolinguistic programming method, formation of foreign language communicative competence

The Law of Ukraine “On Higher Education” interprets the concept of «post graduate education» as specialized improving of education and professional training of a person through deepening, expansion and renovation his professional knowledge, skills and abilities or getting another specialty based on previously acquired educational qualification and practical experience. I.e. legisla-

tion introduces this concept as formal expansion of skills within the limits of the got skills or retraining. The further development of the personality of the specialist, forming his general culture, worldview, persuasions, civil position etc. is not revealed in this concept. Postgraduate education, according to Ukrainian legislation, is carried out by higher educational establishment or by structural subdivisions of higher educational establishment with appropriate accreditation, including those based on the concluded agreement. In general, nearly 500 state and private higher educational establishments, branch educational subdivisions run by ministries and departments take part in the system of adult education. Annually through such system studies pass over 300 000 specialists.

According to the National Institute for Strategic Studies, annually about 5% of theoretical and 20% of professional knowledge is updated. American experts consider that because of the emergence of new information, the aging of knowledge of a specialist, decline of his competence on 50% happens less than in 5 years. In other words, according to our system of higher education that happens before graduating the university.

Walo Hutmacher, in his report «Key competence for Europe» at the symposium in Berlin (27–30 of March 1996) identified so-called key competence, which future graduates should master for their future life, study and successful work:

- the ability to learn throughout life as the basis of lifelong learning in the context of both personal and professional and social life,
- political and social competence, such as the ability to take responsibility, participate in making group decisions, to resolve conflicts non-violently, participate in the maintenance and improvement of democratic institutions,
- competence that refer to possessing verbal and writing communication, that is especially important for work and social life, as, asocial isolation threatens those people that do not own them. In this context of communication, it becomes more and more important to speak more than one language; it's also important to know the language of computer programming, including communication via the Internet; competence related to the increasing the informatization of society. Possessing these technologies, understanding of their application, weak and strong sides and methods of critical judgment in relation to information, which is distributed through mass media and advertising,
- competence related to life in multicultural society. Education must “equip” young people with intercultural competence in order to control the expression (revival) of racism, xenophobia and climate of intolerance such, as the acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions.

A key competence is unconnected neither with concrete technology nor with a concrete behavioral go rithm, it is universal in relation to the whole class of

objects of influence (thus, cannot contain knowledge about every concrete object) and envisages activity in a situation with the high degree of vagueness.

As we see, European educational sphere considers the language competence to be the necessary component of future job and social life of a specialist.

However, the experience of Ukrainian higher educational establishment (Regional Institute of Postgraduate Education) and structural subdivisions of higher educational establishments – centers for retraining and further education, training and research institutes of postgraduate education, retraining faculties etc. shows that the question of forming or increasing the language competence level is not included to the training program or internship. For example, we show themes offered by universities and regional institutions of postgraduate pedagogical education courses: Innovation in teaching of educational disciplines, Information technologies in teaching activities, Problem-thematic course, Internships, Express courses, Use of cloudy services Microsoft in education, Modern interactive means of study, Coursers of spiritually-moral aspiration, Author creative studio. And it should be noted that mainly traditional forms, methods and technologies prevail during the post-graduate education. All the courses mentioned above again prove their purpose – expansion of skills within the limits of the got profile, and as well forming of the competence related to increase informatization of society and master the knowledge concerning innovative learning technologies.

Another important component of postgraduate education in Ukraine is a variety of programs and refresher courses (which sometimes turn into a formality) and specialized training for medical students, as a result of which they get the right treat. Once again, an accent is done on the strictly specialized knowledge in one certain field of science.

In fact, every specialist should be also an unique linguistic identity, individuals who has set abilities and characteristics that contribute to the creation and perception of texts that include the level of structural and linguistic complexity and depth and accurate reflection of reality.

Monitoring the activities of specialists in different fields give reason to believe that often the lack or low level of language communicative competence makes impossible the qualified performance of professional duties, causes layoffs.

It should be noted that the individual style of business communication is being formed and polished by a person throughout adult life. Know linguists and psychologists emphasize that the unique style of communication inherent outstanding speakers of the language, i.e. linguistic identity.

An essential condition for the effective and creative coexistence of any educated person to the other is the mastered throughout the life an ability to analyze communication, evaluate participants of the communicative process, realize the

realizes intent of the communicants, determine socionic types and characters of the person you communicate with. An essential feature of the individual style of business communication is a produced by the specialist communicative behavior – that is the behavior of the individual in the process of communication, which is regulate by the communicative standards and traditions, which one holds as a member of communication. If an interlocutor perfectly possesses all the components of communicative behavior, following the rules of linguistic etiquette, is able to influence the participants of communication in standard and non-standard situations, then he produce a positive impression and he becomes a person everybody wants to communicate with, ready to help him, fulfill the request, ask him for help, etc. All these elements of communication are available to the professional activities of different professions.

Do the forms of training offered above give an opportunity to realize the needs of specialist in language communicative competence, raising speech culture, development or mastering of the communicative behavior?

Undoubtedly, linguistics does stand in place, every day it is filled up with new lexemes, stylistic is developing, language etiquette is being renovated. And every specialist, at any level of language competence, need its continuous mastering.

Linguists define a language communicative competence as a complex system formation. Modern socio linguists understand it as a system which function is to balance the linguistics forms, that is based on linguistic competence communicant on the background of certain social functions. The current structure of communicative competence consists of seven components (types of competence):

- discourse competence is the ability to combine coherent sentences in oral or written text, discourse, using a verity of syntactic and semantic tools,

- sociolinguistic competence is the ability to understand and produce phrases and sentences in such a form and meaning that meet certain sociolinguistic context of allocative act of communication (allocative act is an embodiment in the expression, generated during broadcasting, certain communicative goal; purposefulness; a function of influence is on an interlocutor.),

- strategic competence is ability effectively to participate in communication, electing correct strategy of discourse for this purpose, if communication is fraught break through the sound barriers, lack of competence, etc., and adequate strategies to improve communication,

- linguistic competence – the ability to understand and produce explored expression and potential ability to understand new, unexplored statement. Language competence consists of lexical, grammatical, semantic, phonological, orthographic, punctuation and pronouncing competence,

- allocative competence the ability to form proper way allocative (communicative) act (ask for something, invite someone, to inform etc.) according to the communication situation,
- psychological competence – the ability to feel the identity of the partner, his mood, character,
- sociocultural competence – the ability to understand and use the various components of national culture (traditions, rituals, customs, social stereotypes) in specific situations with the norms of intercultural communication.

Therefore forming of language communicative competence is the task of a few areas of knowledge: pedagogic, andragogics, psychology, cognitive linguistics and functional style. Realizing the importance of the communicative act, the American linguist Richard Bandler and his student, programmer John Grinder in 1973 created a method of neurolinguistic programming. They decided to investigate methods that the best psychotherapists (Milton Erickson, Virginia satire, Fritz Perls, Bateson) work as and why their actions are so effective. Bandler, as a linguist, analyzed verbal techniques used in issuing instructions to another person and Grinder, as a mathematician was driving it all on certain algorithms. The founders of this method aimed to connect the achievement of psychotherapy, cybernetics and linguistics. They put an aim to expose internal backlogs of communicators through a feed-back – dialogue. According to this his own aim, begin vigorously to operate, in order to realize it, to observe himself and to be flexible – ready to reject the wrong decision and adopt new ones. The success of future talks should be “played in the head“ to the smallest detail. This methodology teaches a person to cast aside previous (often negative) experience of communication and form a new, exposing the possibilities hidden in it. Also neurolinguistic programming develops the ability to make lightning-quick decisions, improvise, and refuse to move from false orientation. And these skills are essential for all the representatives in various professions according to the modern political situation in Ukraine. However in the conditions of dominating presently formal education the individual necessities of people are not taken into account, usually in-plant training specialists pass during attestation or re-attestation of civil servant or internship (1 time per 5 year) for the scientifically-pedagogical workers of universities.

Presently it becomes more and more important for a specialist to speak more than one language. From this point of view the Ukrainian society has a quite low competence in it. Communication in a foreign language – an important skill that is based on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing) according to the social situation – at work, at home, at leisure, in education and breading (training) – according to specific needs or desires. Communication also provides foreign language skills such as mediation and intercultural understanding.

Competence in foreign languages requires knowledge of vocabulary, functional grammar and awareness of different types of verbal interaction and registers of language. Also important is the knowledge of the customs of the society, the cultural aspect and variability of languages.

Basic abilities consist of the possibility to understand the colloquial broadcasting, initiate, to support and end conversations, read and understand texts that answer the personal necessities. People must be able accordingly to use additional funds, and also teach foreign languages informally, during continuous education.

Positive attitude to languages and intercultural communication involves understanding cultural differences and diversity, interest and curiosity.

The model oriented on competence requires activation of learning language and speech activity by saturation Initial content material professional-value content and using individual correctional work programs as guidance and good programs for language experts contributing to the formation of a meaningful professional-communicative skills.

After the educational program, students must:

- have a clear understanding of the basic theory of the studied language,
- guided-date course discusses issues,
- have skills bilateral oral and written professionally-oriented translation;

be able to carry on a conversation in the language within the studied subjects.

Table 1. Language communicative competence

Conceptual	Technological
knowledge and understanding of interlingual communication and its specifics; knowledge and understanding of the content of the communication process and the willingness to use them during the analysis process cross-language communication; awareness of pragmatic aspects of verbal communication and the ability to use them in the analysis of the results of cross-language communication; knowledge of the basic principles of coherent text, free and idiomatic combinations in its structure and ability to apply them in practice; knowledge of grammatical and stylistic aspects of verbal communication and willingness to design text under them; knowledge of basic models of translation and translation transformations, ability to use them when choosing translations.	the ability to analyze text; the ability to identify the type of text, the ability to choose the communication strategy with regard to its purpose; ability to use basic methods and techniques achieve semantic, stylistic adequacy; the ability to properly execute in accordance with the text according to text types; ability to use professional dictionaries, directories, databases and other sources of additional information; the ability to make a written (to a limited extent – oral) translation of texts belonging to the principal professional activity; the ability to use the computer during a translation.

Forming of foreign language communicative competence promotes the ability examine the solving problems in a particular context, as its aim is to project them on the professional environment.

Kovalchuk represents a model of professionally-communicative competence that combines in it the language communicative competence constantly involved in the professionally-oriented communication, in all its forms (written and all kinds of verbal; in all thematic and stylistic ranges, during translation of scientific, instructional technology and legal materials and etc.).

These competences a scientist divided into two groups: conceptual, which dominates the cognitive aspect, and technological that suggest the presence of both abilities to understand, explain and act in a certain sphere of competence.

It should be noted that due to the Amendment to the Order awarding scientific degrees to the scientists and scientifically-pedagogical workers in relation to a necessity to have a certificate pretenders in accordance with the Common European Framework of Reference for Languages (level not lower than B2) to languages of the European Union Ukrainian universities began more active to inculcate in the programs in-plant training or internship courses from the study of foreign languages. Level B2 corresponds FCE (First Certificate in English) – Cambridge ESOL exam is of above-average. According to statistics, FCE exam annually take over 270,000 people in more than 100 countries. FCE is an ideal choice for those who want to work and earn a career or study abroad, which requires advanced language skills (e.g. business, medicine, and engineering). FCE choose if sufficient knowledge of English to use on a daily basis in business and the field of study. FCE indicates sufficient professional ability to find practical application of knowledge of English, which will serve for the benefit of English-speaking society.

Conclusions

Adult education – lifelong learning – at national level should be defined as a full educational field with appropriate attention to monitoring and checking the quality and ensuring recognition of different forms of education. It requires a building of a system of recognition of non-formal education and training in-formal education near the dominant nowadays formal education.

An important condition for formation of professional communicative competence as an indicator of professional development in the training design should be based on the educational process:

- organizing training using active approach (language training, business games, debates, discussions, dialogues, use of new technologies),
- language profession use of specific situations as a method of testing core competencies,
- selection groups with maximum regard requests for the formation of individual components language communicative competence,
- the use of various forms of passing the training course for the formation language communicative competence (full-time, part-time, part-time, individual, prolonged, distance (correspondent), by course or individual learning),

– organization of outbound workshops, language workshops, where students gain practical experience of implementing their own needs in a professional communication.

Literature

Abramovich, S.L., Chikarkova, M. (2004). *Speech Communication*. Kyiv: Center of educational literature.

A Memorandum on Lifelong Learning. Retrieved from: eur-lex.europa.eu (10.06.2017).

Dilts, R., Grinder, J., Delozier, J., Bandler, R. (1980). *Neuro-Linguistic Programming*. Vol. 1: *The Study of the Structure of Subjective Experience*. Cupertino, CA: Meta Publications.

Education for Life: International Experience and Ukrainian Practice. Policy Brief.

European Employment Strategy. Retrieved from: ec.europa.eu (10.06.2017).

FS Batsvykh Fundamentals of Communication Linguistics (2004). Kyiv: Publishing Center „Academy”.

Hutmacher, W. (1996). *Key Competencies for Europe*. Report of the Symposium Berne: Council for Cultural Cooperation (CDCC) a Secondary Education for Europe.

Making a European Area of Lifelong Learning a Reality. Retrieved from: eur-lex.europa.eu (10.06.2017).

Quality Report of the European Union Labour Force Survey 2011. Retrieved from: ec.europa.eu (10.06.2017).

Tosey, P., Mathison, J. (2006). *Introducing Neuro-Linguistic Programming Centre for Management Learning & Development*. School of Management, University of Surrey.

The Law of Ukraine on Higher Education. Retrieved from: <http://zakon5.rada.gov.ua/laws/show/1556-18> (5.05.2017).