

**USE OF INTENSIVE TECHNOLOGIES OF LEARNING FOREIGN
LANGUAGES AS A MEANS OF STIMULATING
COMMUNICATIVE COMPETENCE**

Vladymyrova Valentyna,

Senior teacher of the department
of Ukrainian and humanitarian training,

Shevchenko Olena,

Candidate of Pedagogical Sciences,

Associate Professor

of the department of Ukrainian
and humanitarian training,

Savitskaya Tatiana,

teacher of a higher education institution of the
educational and scientific center for training foreign citizens

Poltava State Medical University, Ukraine

Abstract. The article is devoted to the analysis of intensive technologies of teaching foreign languages in higher education. The necessity of stimulating the students communicative competence in teaching Ukrainian as a foreign language is revealed, a review of modern views on this problem is carried out, the authors' points of view on the use of intensive technologies of teaching foreign languages in higher educational institutions are presented.

Key words: intensive technologies, stimulation of communicative competence, differentiated and individual approaches, teacher's action algorithm.

The issues of differentiated and individual approaches in teaching Ukrainian as a foreign language are given great attention both abroad and in Ukraine. Modern education puts forward new requirements for the professional training of a specialist who is able to freely navigate in complex socio-cultural conditions, who is ready to serve communication processes in the broad sense of the word. A doctor, teacher, manager, lawyer and many other specialists must have a communicative culture, the

ability to cooperate, the ability to conduct a dialogue, be flexible in communication, be communicatively competent. The communicative competence of a future doctor is a value quality of a physician's personality, the constituent components of which are three groups of properties: 1) properties necessary for carrying out perceptual activity, contributing to the perception, understanding of a business communication partner and promoting self-expression; 2) properties that ensure the actual communication activity (restoration of previous communication activities, information transfer, organization of creative activity, management of the communication process, analysis of the actions of communication partners; 3) properties necessary for carrying out communicative and operational activities, contributing to the technology of teaching foreign languages, in particular Ukrainian, self-management in the process of communication and management of others.

Materials and methods. Renewal of the education system, when it is objectively required to transfer the learning process to a new level, as well as the technologization of society, have led to the emergence of new pedagogical technologies. G.K. Selevko believes that based on the structure of the educational process, the components of technology should be distinguished: a conceptual basis; the content of the training; procedural part. The procedural part is a technological process, which consists of the organization of the educational process; methods and forms of educational activities of students; methods and forms of the teacher's work; teacher's activities in managing the process of mastering the material; diagnostics of the educational process. The author identifies the following criteria for manufacturability: conceptuality (reliance on a certain scientific concept - philosophical, psychological, didactic and socio-pedagogical rationale for achieving educational goals); consistency (signs of the system: logic of the process, interconnection all its parts, integrity); controllability (the possibility of diagnostic goal-setting, planning, designing the learning process, step-by-step diagnostics, varying means and methods in order to correct the results); efficiency (the conditions of competition should be effective in terms of results and optimal in terms of costs, guarantee the achievement of a certain standard of education; reproducibility

(the possibility of using in other educational institutions of the same type, by other subjects) [7]. On the basis of the proposed criteria, G.K Selevko classifies modern pedagogical technologies. Its classification is detailed and detailed, but in the issue of modernizing the traditional system, the author identifies seven technologies. Intensive learning technologies mean a system of variable pedagogical technologies that contribute to the effective assimilation of a large amount of knowledge in the allotted time and ensure the achievement of pre-designed results based on the impact and interaction of the subjects of activity. To intensify labor means to work harder, more productively, more efficiently, to have time to do more in the available working time, thus, intensification requires an improvement in the quality of pedagogical work, the professional competence of the teacher, and also involves the consolidation of time, ensuring the assimilation of a large amount of knowledge in the allotted hours. However, Yu. Babansky, M. Potashnik warn against possible overloads under these conditions: "... an optimal measure is needed, limitations in the form of optimality criteria, which oblige the teacher to choose the pace and volume that would be the highest possible for specific conditions, but always within the limits real potential of students, without overload, harm to health and to study other disciplines. The methodology of this choice is given to the teacher by the theory of optimization of the learning process. Thus, the intensification of the educational process inevitably presupposes its optimization" [3, p.104-105]. Optimization involves finding the largest or smallest value of any function or choosing the best option from the set of possible [7, p. 357]. A system of measures is adopted that allows obtaining maximum results for the given students, teacher, group, university in the standard time. Obviously, the maximum for everyone can be achieved only by working hard, using all available reserves, by intensification. The concept of "intensification" is perceived in a simplified way - as just a faster, more abundant doing something. In pedagogical activity, it means rejection of ineffective methods, outdated experience, management apparatus, etc. and replacement with a new, more effective arsenal of tools. It is senseless and harmful to try to achieve high efficiency by accelerating the pace of work on morally outdated pedagogical technology that does not correspond to the

new complex content.

The subject of our study is the formation of Ukrainian-language competence for foreign medical students.

Aim of the article is to show that using intensive foreign language teaching technologies is a means of increasing communicative competence.

Results and discussion. The effectiveness of technology, the rationalization of teaching methods, effective teaching methods are integral attributes of all modern pedagogical technologies. Efficiency (from Latin *effectivus* - giving a certain result, effective) means "the ratio of the achieved result (according to one criterion or another) to the maximum achievable or pre-planned result, ... when measuring the effectiveness of a study group, the choice of criteria is concentrated around the indicators of success and effectiveness" [6 , p. 471 - 472]. Rationalization of educational activities (Latin *rationalis* - reasonable, based on speculation, built on inference) implies expediency activities of the teacher, and therefore of students by improving teaching technologies in order to increase productivity, i.e. efficiency. It is considered advisable to consider the criteria for the effectiveness, rationalization and optimization of the educational process as the main criteria for intensive learning technologies. The "Three Whales in Learning" are activity, independence and creativity.

Based on our experience, it seems appropriate to consider these provisions as three backbone principles of intensive technologies that stimulate communicative competence: technology of activity, technology of creativity, technology of independence. In order for the student to be independent, to actively show his creativity, it is necessary to take into account the possible options for the technologies of independent activity. According to the level of independence, four types are distinguished: 1) goal setting and assignment planning are carried out with the help of a teacher; 2) the teacher helps to set the goal, the students themselves plan the work; 3) students both set a goal and plan work (within the framework of the teacher's assignment); 4) the work is carried out by the student on his own initiative, he determines the goal, content, plan and he performs it [4, p. 46]. "Be independent -

means to be able and to be able to set a task for oneself, to build a plan for its solution, and then to implement it. Independence always contains elements of creativity or requires its manifestation" [2, p. 173]. The student as "the subject of education, takes an active and creative position in the pedagogical process. Refusal from a predetermined paradigm of teaching and upbringing, from manipulative pedagogy, freedom of self-expression and self-realization of the individual in the educational environment, the shift of skills to the search for an individual strategy of self-determination, the actualization of the principles of activity, dialogism, independence and creativity allow us to move to open self-regulating systems in the process of vocational training" [5, p. 38]. Based on the components of pedagogical technology, it is possible to isolate the components of intensive technologies - a content component, a design component, a modeling component, an organizational component, diagnostic and psychological-pedagogical. The content component of intensive technologies implies enrichment of the educational standard at the expense of differentiating students according to the level of preparedness, according to interests, according to the age-related personal and psychological characteristics of students. The design or goal-setting component provides for the design of goals and the definition of end results, in which the student himself participates, based on his motivations and requests. The model of teaching with intensive technologies is characterized by the variability of methods based on the principles of enhancing the activity of students, based on problematic issues, heuristic conversation, brainstorming, trainings, game technologies. The organizational component allows the use of additional literature, the latest sources of information, audiovisual means, computers, Internet technologies as means and methods of intensifying the educational process. Also, the space for learning in a circle, discussions at a round table, in micro and macro groups is creatively organized to create comfortable learning conditions, which is one of the important conditions for learning with intensive technologies. A comfortable microclimate in the educational process means that the teacher creates situations of success for students, knows how to maintain contact with them, shows tolerance, expresses emotional support and understanding,

relieves and prevents negative stressful moments [1, p. 9].

These provisions are considered by us as basic in teaching with intensive technologies. The diagnostic component or monitoring of the quality of education is used as a method for assessing the results of educational activities, taking into account its real educational capabilities and the initial level of knowledge. Knowledge rating, student rating, teacher rating, which is used to adjust educational activities, are used as a promising assessment system in intensive technologies. An important component of intensive technology training is the psychological component. "Adaptive Interaction" "teacher - student" in intensive training means, at least, mutual sympathy between students, students and a teacher, creation of an atmosphere of mutual trust, mutual assistance, emotionally positive mood in teaching with intensive technologies, promotes learning in "doctor - patient" communication. In this work, the concept of the formation of communicative competence by means of intensive technologies of the humanistic direction is developed as a defining one. The humanistic approach, acting as the main method of the formation and development of a personality, prescribes the turn of all components of education towards a person as the only value and a subject capable of self-development [8].

Intensive technologies, which we consider as means stimulating the development and formation of the communicative competence of future specialists in the light of the concept of humanization of education, are determined by the following components:

- attitude to the student as to the subject of life, capable of self-improvement of communicative competence as a value quality of the individual;
- attitude to the teacher as a mediator between the student, communication activities and communicative culture;
- attitude to an educational institution as a valuable educational space, within the framework of which psychological and pedagogical stimulation of communicative competence is carried out as a valuable, humanistic quality of a future specialist.

Conclusions. Within the framework of the concept of the formation of the

communicative competence of future specialists by means of intensive technologies, the solution to the humanization of education is carried out in three directions: theoretical, methodological, technological. The theoretical aspect implies knowledge about communicative competence as a value quality of the personality of a future specialist; methodical provides for a set of active forms and methods aimed at creating a favorable atmosphere for subjects of communication; technological is considered as an algorithm of the teacher's actions, aimed at achieving the goal, effectiveness, stimulating the process of forming the communicative competence of the future specialist. The principles of intensive technologies that stimulate communicative competence are the activation of the student's activity, the student's creative self-realization, the student's cognitive independence, and the mechanisms of action are motivation based on the practical significance of the topics used, the problem approach in teaching, active forms and methods, an integrated approach to the choice of intensive technologies.

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