УДК 378

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF FUTURE FRENCH LANGUAGE TRANSLATORS

Abstract.

Traditionally, until the 21st century, the education systems of most countries of the world provided incentives for how mush pupils or students knew, and, accordingly, education was aimed at accumulating knowledge. Now the function of accumulating information is taken over by a personal computer or a server, and it is necessary to teach the ability to think, independently acquire information and critically evaluate it, and not just accumulate and memorize.

The article summarizes the results of the study of the pedagogical conditions for the formation of foreign language professional competence of future translation specialists from the French language, substantiates their connection with the principles of education and defines the requirements for their provision.

Keywords: *pedagogical conditions, principle of learning, foreign language competence, professional and communicative competence, logical structure.*

The process of formation of foreign language professional communicative competence of future specialists-translators from the French language is complex and multi-stage. Based on the analysis of psychological and pedagogical studies of the problems, own theoretical research, it was found that foreign language professional communicative knowledge is the basis for the highest form of professional communication.

A high level of foreign language professional communicative competence of graduates of pedagogical institutions of higher education (PZVO) with a focus on future integration into the international space is the final result of scientific research, which will be provided by the training of bachelors/masters/doctors of philosophy in the philological profile.

The formation of foreign language professional communicative competence among students of secondary education is determined by general didactic principles (interactivity, integration, contextualization, the dominant role of untranslated

semanticization) and specified by specific learning principles (interdisciplinary, orientation to future professional communicative competence of the future expert-translator from the French language, the appropriate organization of the educational process and the creation of favorable pedagogical conditions are necessary.

Modern professional training of translators from the French language is characterized by constant improvement of curricula, educational programs, qualification standards and the training of translators from the French language itself. The standards for the training of translators provide for a number of skills that determine the level of professional and communicative competence of the graduate, in particular: mastery of the conceptual and terminological subsystem of professional disciplines; formation of professional and terminological literacy in oral and written communication; translations; the ability to conduct a conversation (negotiations) at a business level, to convince, prove, captivate with ideas, that is, to solve communicative tasks in situations of professional communication, he ability to make presentations with the help of independently developed, analyzed and visually prepared foreign language material, the ability to draw up, fill in and compile documentation of a foreign language professional orientation and business written communication.

So, one of the circumstances of the effective formation of foreign language communicative professional competence of future translation specialists from the French language is the selection and systematization of the content of the educational material through logical structuring.

The effectiveness of this process will largely depend on the specific implementation of the following requirements:

1. Consistency of material with the subject program, correspondence of the selected material to the students' mental preparation and handling of it.
2. Selection of professionally oriented lexical material based on the criteria of thematic organization and relevance for professional activity, difficulty in understanding basic concepts.

3. Provision of the selected material with educational literature or handouts or educational and methodical recommendations.

4. Systematization of foreign lexical material in its simultaneous combination with operational actions in the form of thematic logical-semantic schemes and providing it with accompanying visually.

5. Implementation of various forms of semanticization when selecting material aimed at studying and understanding vocabulary: definitions, associative understanding, synonymous perception, visualization with the help of reference literature.

6. Selection, systematization and progression of language and speed exercises based on professionally oriented specialist material.

7. The appropriateness of the qualities of variability, operability, flexibility of language and speed material when it is used in artificially created game and role-playing situations.

8. Orientation of the material to its prospective application in scientific research and public presentation activities.

We note that it is necessary to take into account the principles and criteria of the selection of educational material. In order to significantly improve the level of selection of educational material for the formation of foreign language communicative professional competence, we offer the following selection principles: general didactic (systematic and consistency, speech and thought activity, interactivity, integration, contextualization, without translation semanticization) and specific principles (interdisciplinary, orientation to the future professional activity).

The conducted research shows that in textbooks and manuals for the full formation of foreign language communicative professional competence in students, it is advisable to provide the following methodical techniques:

- selection of language professionally-oriented lexical material with a clear selection of key terminological units in it with their layering on the program grammatical structure;

- structuring the educational material in such a way as to ensure a logical sequence when mastering a new thematic aspect of the curriculum of the foreign language subject of the professional field;
- rational dosing provision of educational material for processing new foreign language professional information.

At the same time, students must perform not only reproductive actions (for reproduction in memory and consolidation), but also be able to solve problematic educational tasks and tasks aimed at self-control, which is the main driver for full mastery of all types of information and communication technologies and practicing it in the professional activity of the philological sphere.

The above allows us to state that the purposeful selection and systematization of the content of the educational material will be a necessary condition for the formation of foreign communicative professional competence, when, in addition to various methodological aspects, the regularities of such pedagogical and organizational activities will be taken into account, such as the necessary creation of a foreign language environment, which is one of the key conditions for the formation of professional competences in future specialists-translators from the French language.

Modern Ukrainian researchers believe that a foreign language environment activates language knowledge, increases the level of practical mastery of both verbal and non-verbal means, and also increases the experience of mastering the language at a variable-adaptive level depending on the specific speech situation [6].

Foreign scientists state that the condition for the creation of a foreign language environment provides: - the ability to take into accounts the contextual appropriateness and use of language units in speech communication for the realization of cognitive and communicative functions – a certain level of possession of language, speech and socio-cultural knowledge, abilities and skills, which allows learners should vary their speech behavior depending on the psychological factors of monolingual or bilingual communication [7].

According Yu. Schmidt, provision of a foreign language environment provokes the development of the main component of professional competence as a communicative component, which allows the use of language knowledge, skills, abilities and abilities as a means of communication depending on the environment, conditions and communication needs. It is this component that motivates the ability to carry out oral and written foreign language communication of future specialists-translators from the French language in accordance with the sphere and situations of professional communication [8].

Proposing this condition, we present the main requirements for its implementation:

1. Correspondence of the speaking level of students to the complexity of the lexical and thematic content of the situation.
2. Consistency of the foreign language situation with the program material and literary support of the students.
3. Professional orientation of an organized foreign language situation.
4. Psychological preparedness and interest of students in participating in this foreign language situation.
5. Role casting of students in a giver foreign language situation.
6. Approximate planning of participants' steps in a specific foreign language situation.
7. Preliminary practice of individual monologist and dialogic units by all participants of the planned foreign language situation.
8. Proper control and necessary correction of the course of the foreign language situation on the part of the teacher.

Thus, the activation of all the above-listed communicative processes and the presence of requirements regarding the conditions of a foreign language environment allow to ensuring the principles of formation of foreign language professional competence: interactivity, integration, contextualization, untranslated semanticization, interdisciplinary. This interdependence is a necessary foundation for a full-fledged organization of the educational process for the formation of foreign

language professional competence of future specialists-translators from the French language.

One of the following conditions for the organization of the educational process for the formation of the foreign language professional competence of future specialists-translators from the French language will be proposed to use problem-based learning. In modern higher education, the topic of problem-based learning is relevant in any educational activity. Finding and creating conditions for educational activities using problem-based learning will simultaneously take into account the student's mental activity, his interests, spiritual needs and learning motives. We will also emphasize that problem-based learning has systematized many ways to activate the learning process. That is, without a problematic situation and a solution to problems, no methods of activation form techniques and methods of independent research activity of students, their cognitive needs, not ensure sufficient development of their creative abilities.

According to O. L. Melnikova, the requirements for ensuring problem solving in education are:

- the ability to detect and take into account the levels of development of the intellectual sphere of students;
- directing the educational process to the development of creative abilities, cognitive abilities and other components of the intellectual sphere in objects of educational activity;
- creating problematic situations, solving educational and other problems taking into account the real intellectual capabilities of students;
- structuring the teacher's actions in accordance with the logic of problem-based learning;
- systematic analysis of the effectiveness of pedagogical influences in the development of the intellectual sphere [4].

In turn, T. V. Kudryavtsev singled out 4 levels of problem-based learning:

1. Problem-based teaching, in which the teacher constructs his message in a form corresponding to the logic of searching, proposing hypotheses, their substantiation and verification, and even evaluation of the obtained results.
2. Creation of a problem situation by the teacher, where the problem is formed and solved by students with the help of the teacher.
3. The problem is formed and solved independently by students.
4. The student himself sees the problem and solves it.

Problem-based learning consists of several levels: a problem task, a problem question, a problem situation and a problem lesson. A problem task is a unit of the content of problem-based learning, where the content refers to the system of problem tasks. The problematic task contains elements that are in conflicting relationships, both among themselves and with students' readiness for them. The structure of the problem task is characterized by three components: data, requirement and unknown [1].

The main elements of the educational task are «known» and «unknown» for the student [3]. The psychological essence of an educational problem is that it is the content of a problem situation that arises in the process of a student's educational activity. It contains new knowledge and they find ways to learn it, which determines the structure of the mental process. The educational problem is formulated as a task with a number of questions. Tasks or questions become problematic when there is a confrontation between knowledge and ignorance, when the content indicates a possible direction of finding a solution and there is enough supporting knowledge to solve the problem [1].

The organization of an educational problem situation can be carried out in two ways:
1. A completely repetitive stage of setting the problem (in science – the classical way);
2. Imitation of scientific creativity (abbreviated method) [1].

A problem situation is, according to A. M. Matyuhkin, «a special type of mental interaction between a subject and an object, characterized by such a mental

state that occurs in the subject and during his performance of a task that requires finding (opening or learn) new, previously unknown knowledge or means of action» [2].

The psychological structure of the problem situation includes: a) a cognitive need that prompts a person to engage in intellectual activity; b) unknown achievement of knowledge or means of action; c) intellectual capabilities of a person, which use his creative abilities to implement past experience [2].

Techniques for creating a problematic situation: a) exposure of a vital idea; b) presentation of a scientific fact [5].

Requirements for problematic situations:

- the solution to the problem situation should be focused on maximum independence and active creative activity of the student;
- the problem must correspond to the educational information that the student knows, or to the information available to him.
- the educational problem situation must create sufficient difficulties, suggest ways to solve them, and at the same time be powerful, contributing to the formation of the need for its solution;
- the basis of the problematic situation should be contradictory information;
- a problematic situation in the process of its solution should give rise to the need to consider new situations arising from the one being resolved;
- the formulation of the problem situation must be as clear as possible and free from words and expressions that are incomprehensible to students;
- the problem situation should be based on the basic didactic principles of education;
- a problematic situation should arouse curiosity among students [5].

Thus, based on the research of scientists and the specifics of our research object, we will propose the following requirements for the conditions of problem-based learning:

1. Correspondence of the level of language and speech and professionally oriented knowledge of students to the complexity of lexical-grammatical basis and the topic of the tasks.

2. Correlation of the given problem with the program material and its professional direction (direction – translation).

3. Psychological motivation and foreign language-professional interest of the student in solving the given problematic issue.

4. The student's educational base for an independent creative approach to solving the problem.

5. Prospective professional orientation of problem-based learning with further improvement of all types of foreign language communicative professional competence and the absolute application of its results in future professionally oriented activities.

The proposed condition for the application of problem-based learning will implement the above-listed principles of learning, such as: systematic and sequence (organization of logical topics and gradual complication of the process of problem-based learning), interactivity (student-student, group-student, group-group), prayer-thinking activity (activation of mental processes to find a solution to the problem), integration (deepening into the essence of the professional aspect to find an answer to the question), contextualization and untranslated semanticization (engagement and use of speech information, its understanding and analysis for the solution of the given task), interdisciplinary (absolute use of professionally oriented information as the main informative foundation for solving the problem), orientation towards the future specialty (aiming at possessing competence in solving professional issues in the future professional activity by means of foreign broadcasting).

As the next stage of our further research, we plan to develop a mechanism for the implementation of the above pedagogical conditions with the help of the necessary means, forms and methods of training future specialists-translators in the French language, which will provide them with the formation of foreign language professional communicative competence for its further implementation in successful professional activities at the international level.

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