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EFFECTIVE METHODS AND TECHNIQUES IN COMPETENCE-ORIENTED APPROACH TO INTERNATIONAL STUDENTS' LANGUAGE LEARNING

The article is aimed at the implementation of language teaching methods in the formation of speech activity for international students of higher educational establishments in Ukraine. The research hypothesis implies that the approach to competence formation within the learning process of international students is determined by the principles of personality formation providing the unity of educational components for reaching a high level of professional speech activity and enabling effective interpersonal and team collaboration, systematic and consequent implementing the innovative technologies for activation and optimization of effective methods and techniques of language learning. For realizing the goals of the research, we applied the empirical methods: questionnaires, teachers' interviews, tests, direct and indirect observation and monitoring of the teaching process, and generalization. The essential differentiating characteristics of methods, principles, and techniques of learning the Ukrainian language along with their realization within the educational process have been defined.

Checking and validating the effectiveness of methods and techniques of learning under the conditions of taking the competence approach have been made according to activity communicative criterion and its indexes and levels (higher, average, sufficient, lower). The quantitative and qualitative analysis of the results of the pedagogical experiment has been made; the effectiveness of methods of learning aimed at activation of cognitive activity of the international students, improving the quality of professional training, building foundations for a productive methodological system of competence-oriented learning, exploring the techniques of teaching, provide expertise for further applying the acquired skills within professional activity has been proved and validated.

Key words: competence formation approach, communicative competence, the language of learning, methods, techniques, criteria.

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ЕФЕКТИВНІ МЕТОДИ ТА ПРИЙОМИ В УМОВАХ КОМПЕТЕНТІСНО ОРІЄНТОВАНОГО ПІДХОДУ ДО МОВИ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ

Стаття спрямована на впровадження сучасних методів навчання мови, розвиток мовленнєвої діяльності іноземних студентів, які навчаються в закладах вищої освіти України (ЗВО). Гіпотеза дослідження полягає в тому, що компетентнісний підхід до навчання іноземних студентів у ЗВО розглядаємо як цілісну якість особистості, що забезпечує органічне поєднання освітніх компонентів із метою досягнення високого рівня фахового мовлення, готовності до продуктивної міжособистісної та професійної взаємодії, систематичне й послідовне впровадження новітніх технологій з метою оптимізації та активізації ефективних методів і методичних прийомів навчання мови. Для досягнення мети дослідження використані емпіричні методи: анкетування, бесіди з викладачами, тестування, пряме й опосередковане спостереження за педагогічним процесом, узагальнення. Визначено суттєві особливості методів, принципів і засобів навчання української мови, їх реалізацію в освітньому процесі.

Перевіряння ефективності методів і прийомів навчання в умовах компетентнісного підходу виконано відповідно до діяльнісно-комунікативного критерію, його показників і рівнів (вищий, середній, достатній, низький). Зроблено кількісний і якісний аналіз результатів педагогічного експерименту; перевірено й доведено ефективність методів навчання направлених на активізацію навчально-пізнавальної діяльності іноземних студентів з метою підвищити результативність навчання й якість підготовки фахівців, обґрунтувати та розробити продуктивну методіку компетентнісно орієнтованого навчання іноземних студентів, розкрити сутність методів і прийомів навчання, забезпечити формування готовності та здатності особистості до здійснення професійної діяльності.

Ключові слова: компетентнісний підхід, комунікативна компетентність, мова навчання, методи, прийоми, критерії.

Introduction. The research is based on conceptual grounds of competence-oriented learning, the idea of innovative development of the education system, and practical application of modern technologies in the process of learning the Ukrainian language by international students, which comply with the official educational curriculum of the course 'Ukrainian as a foreign language.

The organization of the teaching process is closely connected with communicative interactions that become possible within the realization of the competence approach.

The competence approach is oriented at students' conscious speech activity that is based on speech competence, acquiring the speech communication norms, systematic professional self-improvement, readiness for making decisions, and taking responsibility for their realization and application of experience in the professional environment.

The system of education is effective under the condition of training efficient and competent professionals with a scope of practical and social skills as well as nourishments of moral qualities that create accountability. We agree with Tarhan's concept (Tarkhan, 2008) referring to improved quality of higher education by the formation of competence capability of international students oriented at high professionalism and application of knowledge in relevant professional fields and in compliance with criteria of professional training.

The realization of the competence approach in regard to modern education is aimed at the complex application of knowledge and techniques of practical activities that provide the successful functioning of future professionals in various areas.

The analysis of the competence approach and characteristics of its composites can be found in research introduced internationally by a number of authors that share the idea of education as the process having the purpose of training professionals with wide expertise. In particular, Bolotov and Serikov (Bolotov, 2003) consider competence as a phenomenon that is realized through the mechanism of self-development and self-management of the personality. Training the international students so that they become high-level professionals is one of the priorities of the strategy of higher education opportunities and prospects of realization of the competence approach in education that embraces knowledge and skills alongside such categories as abilities and readiness of the international students to apply the acquired knowledge and skills in practice for reaching the set goals and solving the upcoming tasks (Thaine, 2010)

In Ivanova's opinion (Ivanova, 2007), the actuality of the competence approach is determined by its alignment with the general purpose of education, that is, training the professional able to adjust socially and strive for self-improvement.

Lebedev (Lebedev, 2004) considers the level of readiness for social adjustment from the position of competence approach defined by the ability to

solve problems of various complexity on the basis of applying the obtained knowledge.

The competence approach does not deny the importance of knowledge but rather shifts the focus to the practical aspect of its application (P.5).

Barannikov (Barannikov, 2002) states that according to this approach, the content structuring of higher education must be directed to realizing the main principle: in particular, teaching and methodology should be oriented at the final results of training the professional that has an efficiency of the practical application of knowledge within the specific profession-related activities. Availability of these factors unlocks the ability to turn theory into practice in regard to using intellectual and life experience based on values and inclinations developed by education.

What is more important, a competence approach to learning the Ukrainian language should be regarded as one of the ways that secure the effectiveness of teaching international students and organizing cognitive activity to shape the key competencies and realize them through the complete set of functions aimed at the formation of efficient personality, improvement of education process and provision for reaching the expected learning outcomes (Subota, 2017). Realization of the competence approach in teaching the international students Ukrainian as a Foreign Language will be of effect under the condition of providing for all the aspects of the education process: in particular, defining all the goals of the process, choosing relevant learning materials, building the logical structure of the curriculum, updating of teaching materials, applying relevant techniques of organizing the teaching process and training the teachers for meeting the professional requirements.

Literature review. At present, there are dozens of classifications of teaching methods introduced by scientists on the international level and locally and presented in many scientific and methodical works composed according to certain characteristics. The system of teaching methods is considered in the fundamental works of philosophers, psychologists, teachers, and methodists. L. Zankov, S. Petrovsky, S. Chavdarov, S. Shapovalenko suggested the classification of methods according to the source of transferring and perception of educational information; D. Lordkipanidze, Y. Golant, N. Versilin focus on the source of knowledge and logic of the

educational process; S. Shapovalenko highlights the logic of transfer and perception of educational information; O. Aleksyuk, I. Zverev offer to regard the source of knowledge and the level of independence of students in education; I. Lerner, M. Skatkin created the classification by the nature of the cognitive, independent activity; M. Danilov, B. Esipov, I. Kharlamov pay special attention to didactic purpose; M. Makhmutov, V. Palamarchuk concentrate on the source of information, logical ways of educational cognition and level of difficulty.

Scientists define the method as a generalized formation of many aspects that can be grouped into a system based on one or more common features. In general, there is a generalized model of teaching methods that needs to be considered in the creative use in regards to the application of any method. Commonly, all teaching methods are realized through pedagogical interaction of the teacher with the students, aimed at mastering the social experience that ensures personal development throughout a lifetime; determining the effectiveness of the management of educational and cognitive activity in achieving the goal of learning. Learning methods are implemented through a system of techniques and means of educational activities (Subota, 2018).

One of the most common in didactics is the classification of teaching methods based on the communicative-activity approach (Shhukin, 2012). This classification is based on methods that enable the complete mastery of the subject (verbal, visual, practical, reproductive, problem-seeking, inductive, deductive); stimulate and motivate learning activities (by role-playing games, educational discussions, project methods); provide control and self-control of educational activities (survey, credit, examination, etc.).

Based on the analysis, the classification of methods can be characterized as follows: in content, the classification of methods is a system of methods built on a specific basis; classification helps to identify general and specific, essential and additional, theoretical and practical methods, and thus, to facilitate their conscious choice through the most effective application.

We regard the classification to be successful in case it is consistent with the practice of teaching and serves as the basis for its implementation.

The teaching methods provide for a rational sequence of actions of the teacher and the students

in Ukrainian classes and focus on seeking an effective solution to the educational tasks. Within learning, new methods and techniques are improved. To select the most effective method, it is necessary to take into account the features of cognitive and speech activity along with the personal characteristics of the teacher and students. In accordance with the nature of the cognitive activity of international students in the process of learning the Ukrainian language, the teaching methods that proved to be relevant to our study are as follows: communicative, interactive, suggestive, and practical. Respectively, the listed methods can be divided into two groups: reproductive (implying the acquisition of the existing knowledge) and productive (implying the activation of students' creative activity).

The necessity of introducing a competence approach in the teaching of Ukrainian as a Foreign Language is conditioned by the practical mastery of the language related to the major of students' studies, which implies the development of professional linguistic competence in the process of communicative interaction.

This can be achieved in case the international students are proficient in a variety of speech situations, and exhibit an appropriate level of foreign language competence, the core of which is the acquisition of all types of speech activities. A competently oriented approach to the formation of the content of education is more systematic, and the results of the learning process are predictable and clearly measured by using specially developed criteria and markers for each level of study of international students.

The **aim** of this article is to check and validate the effectiveness of methods of teaching Ukrainian under the conditions of taking a competence-oriented approach by students to the language of study.

We **put forward the hypothesis** that the productivity of methods and techniques of teaching international students greatly depends on the application of communicative, gamifying interactive, suggestive, and practical methods as well as the choice of the competence-oriented approach to forming the content and organizing the education process.

Methods. The study involved 48 students from the National Technical University «KhPI». The aim of the study was to create a scientifically sound

methodology for the formation of educational achievements of international students while applying different types of speech activities in the process of learning the Ukrainian language and to experimentally confirm its effectiveness in practice.

To achieve the aim of the research, a set of scientific methods was used: questionnaires, interviews, monitoring within teaching, tests, and experiments.

At the preparatory stage of the study (September 2018), a questionnaire was developed to determine the level of international students' educational achievement with the focus on distinguishing the motives and needs of future specialists of technical specialties in the study of the Ukrainian language.

According to the obtained results, a number of issues related to improving the system of foreign language competence formation of international students, and the main directions of improving the efficiency of the educational process have been outlined.

Pedagogical monitoring based on the developed tests made it possible to determine the real level of foreign language competence of international students during the study of the Ukrainian language in universities of Ukraine, to make findings demonstrating that foreign students of the first year have insufficient knowledge in all types of speech activity.

It is caused by the factors related to different levels of pre-university training of foreign students, low level of proficiency in the scientific language, insufficient motivation to study Ukrainian, and to the individual characteristics of educational and cognitive activity in general.

The indicated factors complicate the process of forming the language learning competence of foreign students and stand behind the difficulties in obtaining knowledge in the chosen major.

At the analytical stage of the study (May-June, 2019) the results of the experimental training were systematized and summarized; the level of mastering of foreign students' knowledge, skills, and skills was checked, and the effectiveness of teaching methods aimed at intensifying the educational and cognitive activity of international students have been proved in order to improve training outcomes and the quality of specialists' studies, to ensure the formation of the readiness and ability of the individual to pursue professional goals.

Scores were distributed on the ECTS assessment scale, which is widely used to evaluate the quality of student achievement in technical higher educational establishments in Ukraine. The main focus of the experimental research was on grammatical forms, syntactic constructions, and sentence structure typical of scientific texts, and the formation of logical constructions of scientific expression in oral and written forms.

Results. The preparatory stage of the experimental study allowed to distinguish the indicators of the formation of educational achievements of international students, to identify the initial level of skills of foreign language communication in reading, listening, speaking, and writing and showed the following results: 'Excellent' for 6.1% of students (3), 'Good' in 15,4% cases (7), 'Satisfactory' in 29,2% cases (14), 'Sufficient' for 44,1% of students (21); 'Unsatisfactory' in 5.2% (3).

The results of the preparatory stage showed the incompatibility of the level of formation of foreign language competence with the requirements of the current curriculum in Ukrainian since the majority of international students were at a medium, sufficient and low level of command of the language. In particular, students experienced the biggest difficulties in speaking and listening.

The experimental training was carried out on the basis of professionally oriented texts.

The proposed experimental training encompassed a variety of methods (communicative, interactive game, suggestive, and practical); technologies, forms, and means of training (interactive technologies, systematic use of group learning activities, initiation of discussion, creating problematic situations, didactic material, visuals, etc.); the existing programs and teaching materials for 'Scientific Style of Speech' have been added, edited and updated; the criteria, indicators, and levels of knowledge, skills, and abilities of international students in the process of mastering the Ukrainian language have been identified.

At the analytical stage of the experimental study, a quantitative analysis of the results of the study (monitoring evaluation of the quality of educational achievements of international students extracted from performance on different types of speech activity in the aspect of learning Ukrainian as a Foreign Language) has been carried out, the results of the experimental-research training have been

systematized and generalized; the experimental stage of the experiment has been conducted; the effectiveness of the proposed methodology has been verified and proven; necessary changes and additions to the content of the preparation of international university students have been made.

Qualitative data contributing to the conclusions on the level of educational achievement of international students of technical major in all types of speech activity after experimental training have been characterized by statistical differences: in particular, zero number of students showed a low level of readiness (0%); 15 students (31.2%) had a sufficient level; 22 students demonstrated the average level, which accounted for 45.8%; the highest level was attributed to 9 students (23%).

Overall, regular observations and monitoring of the results in regard to educational activities of foreign students, documenting the obtained data, timely identification of existing gaps in knowledge, making adjustments, and predicting academic achievement have made a positive impact on the success of international students.

Discussion. Mastering the language at the level of university training is a guarantee for the successful realization of international students' professional careers in the future. Respectively, methods of the communicative orientation of the educational process, and its approach to situations simulating the real process of communication are gaining more popularity.

The goal of the process is to teach the student to speak fluently but, most importantly, correctly.

The advantages of communicative methods are determined by the fact that they can be oriented towards the simultaneous development of basic subject-oriented skills (verbal and written speech, reading, listening, grammar, intonation, etc.). The essence of the communicative method is that the whole process of language acquisition takes place in the natural process of communication, especially in situations focused on a particular specialty, which promotes the formation of interest and desire to learn the language, and ensures the active participation of international students in all forms of speech activities.

The implementation of interactive methods in teaching international students the Ukrainian language allows them to solve multiple tasks: in particular, it contributes to developing communication and mental abilities, assists in the

establishment of psychological contact among the participants of the process, and provides cohesion within the group, develops teamwork capabilities, and facilitates understanding each other within the communication.

In teaching Ukrainian as a Foreign Language, we have used the following game techniques: communicative, role-playing, and business games. We have also applied multimedia computer programs for recreating the communication game situations: 'Who is Faster', 'Round Table', 'Incomplete Sentences', 'Remove Extra', 'Interview', 'Yes – No', 'Right – Wrong'. From a methodological point of view, playing applied as one of the techniques of the interactive teaching method activates the language, communication, and cognitive activity abilities of international students. The communication game combines the interrelationship of cognitive and mental tasks. Seeking its solution requires that students apply the mastered knowledge. Communicative games in the educational process reproduce real conditions for identifying the level of students' cognitive activity.

The intensification of the educational process is promoted by the suggestive method. In the course of teaching international students, it is necessary to remember and learn considerable amounts of information, and a variety of terms and concepts within a short time span. The intensification of training results from using the mental reserves. The methods of intensive training are based on the interaction of conscious and unconscious components of the psyche in the process of assimilation and processing of information.

The essence of the suggestive method is to stimulate the psychological state of international students, maintain mutual respect, and introduce psychological gamifying exercises within the educational process. The combination of the foundations of methodological work and psychology facilitates the process of education of university technical students to a great extent.

The conscious-practical method is the basic one in the conditions of taking the competence-oriented approach to the language of study of international students. On the one hand, it is conscious, because it involves the acquisition of language forms necessary for communication, on the other hand, it is practical because the decisive factor in learning

is the practice of speech. Consciousness is a form of objective reflection and involves the acquisition of language forms necessary for communication, and the application of the mastered educational material in speech practice.

The effectiveness of teaching international students depends largely on a choice of properly designed exercises that must be functionally interconnected and logically integrated into the system. The system of exercises that contribute to the development of conscious reading includes: articulatory exercises developing the mechanism of predictive reading; overcoming speech barriers; improving memory and attention. Awareness of linguistic material, linguistic phenomena (phonetic, lexical, grammatical), and mastering the language of instruction as a means of communication is provided by a rational combination of theory and practice, which is understood in a broad meaning and can be defined as the essence of a consciously practical method.

Conclusions. Thus, to harness the creativity and make the traditional classes more interesting as well as improve the effectiveness of educational process and level of international students' knowledge, it is beneficial to use communicative, interactive, gamifying, suggestive and practical methods of teaching Ukrainian as a Foreign Language. At the same time, we believe it is crucial that a diversity of methods were used, which means that both traditional and innovative methods are to be applied as it ensures the combination of usage of traditional and innovative learning technologies. In our opinion, the classification of methods according to criteria is an effective instrument for managing the teaching process since all the methods complete each other and characterize the content of pedagogical communication as well as the interaction of students and teachers at best.

The perspective of further research pertains to developing and exploring the ways of realization of methodological techniques and modern means of communicative speech development of international professional in technical specialties; realization of the process of formation of foreign language mastery within the process of learning Ukrainian; writing and implementing e-coursebooks on Ukrainian in the education process.

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