The formation of student's foreign language communicative competence as a component of social culture within the context of educational and scientific globalization

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Abstract— Since cultural and professional contacts between representatives of different countries are actively developing, the ability to establish intercultural relations and solve operational problems in professional and social spheres is one of the critical professional characteristics of higher education graduates. The intensification of global integration processes determines the state's social order for the education of high-skilled, communicatively competent graduates, highly mobile and competitive in the European and global labor markets. The increasing scale of international cooperation requires future specialists not only the rapid and effective implementation of innovative technologies but also the use of foreign experience in the relevant professional sphere, effective professional communication with international partners, change, and adaptation to new social conditions. In the Ukrainian higher education sector standards, a communicatively competent specialist is characterized as a person who can understand and accept the ethical norms and models of communicative behavior of other cultures, shows adaptability and interpersonal skills in communication, and has tolerance to foreign partners. Furthermore, the future specialists' tasks include the organization of fruitful cooperation with foreign partners, including the lifelong learning ability, managing information flows, preventing potential communication difficulties, and identifying and eliminating the causes of conflict situations. Therefore, training professional skills that promote the development of foreign language communicative competence is a priority task of higher education. Thus, the ability to effectively communicate is one of the most popular qualities in today's market because, in different spheres of activity, there is a constant need for people who can present new projects, stand up for ideas, lead discussions, and refute and convince opponents. Understanding the importance of the multicultural society problem within the context of globalization and especially the Ukrainian society, and the need for multicultural education is becoming increasingly important. While applying the competence approach in education based on one's abilities and social status, it is crucial to form multicultural competencies and acquire the appropriate level of interpersonal relationships experience for successful social functioning. This research aims at the theoretical and practical study of the process components of forming students' foreign language communicative competence within the context of their activities in the educational and scientific sphere, taking into account the rapid development of social culture and worldwide globalization of education and science. Methodology. We used the analytical method of studying the set question together with synthesis, abstraction, generalization, explanation, and classification to analyze scientific research on this issue. We applied observations, comparisons, and measures to prepare the practical part of the work. Results. According to the study results, the research team systematized and determined the opinions of domestic and foreign scientists on the structure and specific features of foreign language communicative competence development and the ways of this communicative skills optimization type among students.

Keywords— foreign language communication competence, globalization, social culture, teaching methods,
I. INTRODUCTION

Regardless of the language into which theoretical material is learned, any person carrying out their academic or educational activities in an international environment is faced with the need for a certain level of communicative competence.

To form foreign language communicative competence, the teacher must draw the attention of education applicants to the fact that the language material is a means of successful communication, achieving goals, and solving problems because each word of the other language contains an element that affects the attitude of the interlocutor on the topic of conversation. Furthermore, speech means reflecting the interlocutors' intentions and arguing their point of view. Semantic-pragmatic analysis of linguistic material helps to consider these factors when communicating. This approach to any activity in a foreign language environment contributes to forming communicative competence. It is very relevant at the present stage when speech is studied as a means of the influence of one person on another in the communication process [1].

During the formation of polycultural competence, the principal value of education is the pluralism of cultures. Therefore, polycultural education focuses educational institutions on the cultural enrichment of all students, aligning programs that promote the preservation and increase of cultural pluralism. The awareness of diversity, world polyculturalism, and the integrity, a network, and interdependence of cultures is the main idea of the concept of polycultural education.

People today live in different racial, national, religious, and cultural environments, so an essential prerequisite for fruitful coexistence and humanistic activities is a deep knowledge of their own national culture and an understanding of the characteristics and traditions of other people.

The main idea of polycultural education is cultural pluralism. The most effective and culturally enriched learning occurs only in the interaction of different cultures when the attributes of each culture are highlighted. Within this interaction, common human values must help one understand the importance of their culture, identity, and place in the world's culture. The capacity of perceived cultural values increases during the interaction of cultures, which contributes to expanding the worldview and forming critical thinking.

Based on the concept mentioned above of competence and the essence of polycultural education, we can conclude that polycultural competence can be acquired through knowledge and practical mastery of local culture, respect, and pride for one's nation and people, as well as knowledge of the polycultural world, respect, and understanding of cultural, racial, religious and other differences, tolerant attitude, ability to cooperation and interaction for all-round development. Polycultural education should permeate all parts of the educational process and be the core content of all education [2]. The multicultural content should be integrated into the curriculum throughout the entire learning period. Realizing the polycultural potential of educational content also requires an interdisciplinary approach. No single discipline can explain all aspects of the country, culture, and social issues. Bilingual and multilingual studies play a unique role, facilitating communication, mastery of diverse cultural values, styles of thinking, and sensory-emotional perception. In addition, polycultural education is becoming increasingly important as a mechanism for integrating national education into the international educational space [3].

The concept of polycultural society is the key to socio-philosophical thinking, covering various components in the functioning of society: affirmation of democracy, implementation of human rights and fundamental freedoms, media work and information exchange, economic and social fields, education, culture, development of local democracy and legal cooperation.

II. LITERATURE REVIEW

Many researchers constantly focus on various aspects of foreign language competence. Considering foreign language competence as a multilayered phenomenon, scientists highlight its essence and structure [4]; professional orientation [5; 6], and point out the features of the mastering process of a foreign language in linguistic and non-linguistic universities [7]. However, we should note that this issue is mainly studied partially. Every time the scientists pursue specific goals in particular situations. On the one hand, such a diversity of approaches does not contribute to a holistic understanding of the foreign language competence concept and comprehensive analysis of its research. On the other hand, foreign language competence should be based on certain core principles underlying its mastery [1; 4]-[7].

According to Kuznetsova N., the competence approach is a set of general principles for defining educational goals, selecting educational content, organizing the educational process, and evaluating learning outcomes [8]. Some scientists consider the competence approach a priority for educational process indicators such as learning development, self-determination, self-realization, socialization, and personality development. Literature review on this topic suggests that this approach is less tied to a specific subject and specialty, which ensures the mobility of graduates, and also ensures that students not only gain knowledge but also obtain practical skills to solve problem situations related to legislation, legal practice and changes in the foreign language professional environment [9].

According to the leading representatives of educational psychology teaching a foreign language as an integral part of another culture should be based on activities. Such principles make the student an object of learning activity, which guides their action to cognition and creation of a particular object of the surrounding world, the result of which is the satisfaction of their needs and the acquisition of personal experience [10].

Bogucharova & Tishakova characterize this process as
follows: "Foreign culture is assimilated only during any educational, practical or other activity. The orientation phase precedes the implementation of the activity itself in terms of activity. At this phase, there is an awareness of the assimilated fragments of foreign culture and "re-formulation" of foreign culture concerning our linguistic and cultural experience. In the same way, there is not only cognition of foreign culture, but also previously unknown fragments of one's own culture: intellectual activities performed in one sphere of activity are transferred to another" [11].

Let us note that the communicative approach to learning must include all levels: verbal and grammatical, grammatical and cognitive. Consequently, to form skills of free use of language resources, it is necessary to expand not only linguistic outlook but also extra-linguistic, relying on exceptional associative-sensory images of language. In other words, the student must not only master the lexemes but also feel the environment ambiance where the studied language was formed. It determines the nature and didactic orientation of teaching [12].

Among the conditions that ensure the development of foreign language communicative competence, it should be noted the creation of the environment for language learning and forms of the educational process involving the use of interactive teaching methods [13].

The development of communicative competence is actively promoted by using interactive teaching methods because the development of communicative competence in the process of foreign language communication means not only knowledge of the rules of communication but the actual use of knowledge to solve problems. While studying a foreign language, the main parameters of communication are reproduced when simulating the conditions of communication: the relationship of language partners, extra-linguistic factors, a variety of situations as forms of communication, and paying attention to dialogic language [14].

A teacher should draw students' attention to the fact that the linguistic material is a means of successful communication, achieving goals, and solving problems because each statement contains an element that affects the attitude of the interlocutor on the topics of the conversation. In addition, some linguistic means reflect their intentions and argue a particular viewpoint. The semantic and pragmatic analysis of linguistic material will help students consider these factors when communicating. This approach contributes to the formation of communicative competence and is very relevant at the present stage, where speech is studied to influence one person on another during communication.

This study aims to practically reveal the patterns of foreign language communicative competence education, trace the most effective tools and methodological approaches to forming students' foreign language communicative competence, and assess the dynamics of the overall level of foreign language communicative competence of student-aged persons between 2018 and 2021.

### III. MATERIALS AND METHODS

We have conducted a questionnaire survey of 73 students and 24 teachers of Kyiv National Linguistic University to get the data about the most effective tools and methodological approaches to forming students' foreign language communicative competence. We also analyzed their academic performance in several subjects to evaluate students' foreign language communicative competence.

### IV. RESULTS

The survey revealed that, according to the education applicants, the visual way of presenting information contributes to forming such components of foreign language communicative competence as a writing technique, reading, and lexical competence formation (Figure 1).

![Figure 1. Optimal tools for forming foreign language communicative competence according to education seekers, %](image)

Source: Compiled by the authors

The audiovisual way of presenting information is an information source of language signs due to their expressiveness, which shows the emotional composition and
information saturation of visual and auditory images. Through the perception of graphic elements, it is possible to comprehend all the features together, make connections to understand each other, and recognize the degree of information importance, contributing to a deeper comprehension of new material and memorization. Therefore, according to the recipients, this tool helps to develop phonetic competence formation of listening and reading skills.

Textual information helps to acquaint a person with culture and language in a somewhat concentrated form with the help of visualization tools, such as slides, photos, posters, illustrations, diagrams, presentations, video clips, interviews, advertisements, news, cartoons, etc. With their help, students learn the culture, history, traditions, values, and mentality of the people whose language they study. They also train their memory and thinking, emotional and evaluative perception, develop speech skills and learn to interpret visual information. At the same time, sociocultural, communicative, as well as phonetic, grammatical, and lexical knowledge is assimilated. From the students' perspective, this information type contributes the most to the formation of such skills as reading, writing, and linguistic competence.

The survey analyzed in the dynamics (during 2020-2021) the percentage of effectiveness of using several methodological approaches in teachers' practice (according to their judgment), which reflect national, cultural, social, economic, scientific, technical, humanistic, and other trends of modern society development and provide a reliable basis for determining the educational direction of students' communicative foreign language competence (Figure 2).

Respondents (teachers) consider using a systematic approach for training future specialists as a priority since systematicity is the predominant of human activity, and the effectiveness of its use was evaluated by 69-73%.

The cultural approach is aimed at creating conditions for the development and functioning of a personality as a subject of educational activity, and its effectiveness is evaluated lower by survey participants, 27% and 29%.

The communicative approach is used in the process of future specialists' training. The activity problem at the current level of scientific, cultural, and educational development acquires particular importance and has interdisciplinary significance, but compared with others, this approach got a small percentage, 37% in 2020 and 41% in 2021.

Person-centered and technology-based approaches scored between 42% and 57%, which is average.

As the survey results show, we should mainly monitor linguistic, learning-strategic, linguo-sociocultural, and speech competence formation while teaching foreign language communicative competence according to the learning objectives (Figure 3).

Based on the survey results, the teachers assess the formation of speech and language competencies above all. In addition, during the quality control of the foreign language communicative competence formation, it is necessary to focus on the result planned in the learning process (Figure 4).

As shown in Figure 4, this indicator gradually increases for students. For example, figure 4 shows that from 2018 to 2021, the number of students whose level of foreign language communicative competence rose from 19 to 33%, and those with a low level decreased from 37 to 15%.

The conducted research points to the critical role of the thorough approach in forming foreign language communicative competence. In their pedagogical practice, teachers of non-verbal institutions of higher education should consider that today's students overwhelmingly lack systematic
knowledge, skills, and techniques in learning a foreign language.

V. DISCUSSION

Thus, as the literature review shows, foreign language communicative competence is one of the most essential prerequisites for effective social interaction between people of different cultures, carried out through communication, knowledge of each other, joint activities, and cooperation to solve urgent problems. The components of cross-cultural literacy are the knowledge of the language, another nation's culture, and the specifics of the communication process. Furthermore, it is impossible to achieve the goals of cooperation with representatives of different cultures without the knowledge of the language and culture of another nation.

Different scientists differently interpret the national and cultural meanings inherent in the language, express the values inherent in a particular people, moral norms, features of communicative behavior, etc.

For example, Sheremet M., Leniv Z., Loboda V. & Maksymchuk B. distinguish a system of factors determining the national and cultural features of speech communication [15]:

1) factors related to cultural tradition (permissions and prohibitions; stereotypical communicative acts and their etiquette features; role and socio-symbolic features of communication, depending on society-specific roles and status relations, nomenclature and functions of language and text stereotypes, features of text organization);
2) factors related to the social situation and communication functions (spheres of functional language use and corresponding etiquette and speech forms);
3) ethnic and psychological factors (characteristics of occurring and mediating mental processes, psycholinguistic organization of speech activity, use of various means of communication);
4) factors connected with the presence of a particular community in the thesaurus;
5) factors associated with the specifics of a particular people's language.

Thus, culture determines the characteristics of the communication participants, situational context, message delivery methods, and specifics of information encoding and decoding. National and cultural features, not realized in communication within the culture, become visible during communication.

Linguistic studies emphasize that it is essential to prevent conflict and misunderstanding during communication. Furthermore, it is easier to do with a high level of foreign language communicative competence because communicators have a standard "background knowledge" about the world and use common means of communication.

At the same time, Kruty K., Kurinna S., and Zhuravlova L. note that for successful social interaction, communication participants first need a specific linguistic competence. In learning a language, it is necessary to master the static component of its structure (vocabulary) and dynamic mechanism (meaning of grammatical categories and grammatical rules system), as well as the features of their use in specific situations. Moreover, while communicating, the lexical units stored in memory in a "ready-made" form must be quickly combined in the complete sense of expression, which is possible if one knows the grammatical rules of their construction and stylistic patterns of their use [16].

Meanwhile, as follows from the works by Bezliudnyi O., Kravchenko O., and Maksymchuk B., effective interaction requires not only knowledge of phonetics, vocabulary, grammar, and stylistics but also the ability to orientate in a communication situation and flexibly and quickly select language means. Acquiring such an experience is possible provided that the organization of foreign language teaching is based on the approach of communicative activity as a process of obtaining effective foreign language communicative competence, reproducing its features in real life [17].

Hence, knowledge of grammar rules and a rich vocabulary is not enough for high-level communication. Danylenko O., Chimirsh V., Zheliaskov V., and Tymofyeyeva O. fairly point out that the real mastery of another language occurs only as a result of active comprehension of reality and active communication [18].

Thus, the main requirements for the learning activities organized to form a communicative experience are:

- constant comparison of native and foreign cultures to recognize and understand their differences;
- knowledge and consideration of cultural universals;
- conscious control of the learning process by both teacher and students (purposeful selection of content, appropriate tools, and teaching methods);
- awareness of those actions and operations to be mastered when studying foreign learning materials;
- conscious handling of one's mental state (emotions, reactions, attitudes, etc.).

Pedagogical activities reveal and form students' abilities and personal qualities. Quality foreign language communicative competence should change students' outlook, values, and communicative behavior in foreign language classes. Such changes in the student's personality can be achieved through the appropriate organization of the pedagogical process in foreign language teaching and the use of proper means to manage students' knowledge assimilation. In addition, students need to expand their basic knowledge of the world and learn national phenomena familiar to any ordinary foreign language and cultural community member, as well as the professional thesaurus necessary for professional communication for intercultural learning practice.

Since effective communication can foster closer ties between people, greater attention should be paid to issues related to multiculturalism and mutual understanding between different communities to protect, strengthen and promote human rights, affirm fundamental freedoms and pluralistic
democracy and promote self-awareness to find solutions to common problems concerning inter-ethnic cooperation [19].

Mlynk N., Bidyuk N., and Kalensky A. reasonably argue that multiculturalism, typical for modern civilization, is the frame of reference into which any other situation fits and integrates [20]. Thanks to this multiculturalism, the question of cultural identity is radically redefined. Its origins lie in such phenomena that characterize the societies of foreign countries: mass democracy; mass culture; scientific and technological revolution; development of urbanization and culture; mass media influence; new technologies in telecommunications; expanding learning boundaries; continuing education.

Through the interaction of these phenomena, all developed societies have lost their homogeneous character and become multicultural. Multiculturalism spread into Western society due to these processes, which contributed to a new conception of society in which the individual belongs to a single society and is part of many networks, creating many possible combinations - religious, secularized, and atheistic [20].

A survey conducted as part of this study proves the importance of the above statements by showing a gradual increase in students' foreign language communicative competence level while identifying the optimal technologies for developing this type of skills.

VI. CONCLUSION

As a result, the training of foreign language professional communicative competence skills in communication in a foreign language is a priority task of higher education.

The theoretical analysis of the research problem allows us to conclude that foreign-language communication is possible if the subjects of foreign-language communication have a high level of language proficiency as a means of communication. The efficiency level of the communicative process is determined by the participants' degree of foreign language communicative competence. Competence is a person's steady readiness and ability to perform any activity with the highest level of qualification. In our case, such activities are foreign language communication of students in learning a foreign language. It leads to the definition of foreign language communication skills as an integrative development of personality, which is complex and acts as interaction and penetration of linguistic, socio-cultural, and communicative skills, the level of preparation of which allows future specialists to effectively use a foreign language in learning, work, and personal communication. Our study experimentally established more effective methods of teaching and shaping foreign language communication skills among higher education language students. We should note that foreign language competence provides a certain level of oral and written speech and nonverbal speech behavior.

The formation of communicative competence in foreign languages among students of higher education institutions in different educational areas at the present stage of world community development should be considered an obligatory component of general professional education. Therefore, it is reasonable to develop new methodological approaches and establish pedagogical conditions for their implementation, on which domestic scientists and teachers are working to ensure the effectiveness of forming communicative competence in foreign languages. Analysis of the effectiveness of different methods of developing communicative competence shows that all of them are based on the principles of the systemic approach, involving the study of communicative competence as a system, determining its internal characteristics and interrelations.

Finally, we state that the issues under consideration do not exhaust the outlined problem and require further research.

References


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