

**Ольга Царик,**

доктор педагогічних наук, професор,
професор кафедри іноземних мов та інформаційно-комунікаційних технологій,
Західноукраїнський національний університет (м. Тернопіль, Україна)

Olga Tsaryk,

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Foreign Languages,
Information and Communication Technologies, West Ukrainian National University (Ternopil, Ukraine)
tsarykolga@gmail.com
ORCID ID 0000-0003-0169-7009
Web of Science ResearcherID H-3258-2017

УДК 378. 147:811.111

КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ ЯК ОСНОВА УСПІШНОЇ РЕАЛІЗАЦІЇ МІЖНАРОДНИХ ПРОЄКТІВ

Анотація. Стаття присвячена дослідженню комунікативної компетентності як основи успішної реалізації міжнародних проєктів. Розглянуто поняття «компетентність» та «комунікативна компетентність». Мета статті – проаналізувати основні методи та форми розвитку комунікативної компетентності, вивчення комунікативної компетентності як основи успішної реалізації міжнародних проєктів. Встановлено, що комунікативна компетентність визначається як інтегративний особистісний ресурс, що забезпечує успішність комунікативної діяльності. Розвиток комунікативної компетентності включає організацію комунікації, розвиток комунікативних здібностей і формування комунікативних умінь. Доведено, що комунікативну компетентність можна ефективно розвивати за допомогою міжнародних проєктів. Пріоритетним завданням університету є розробка та реалізація міжнародних проєктів та програм у сфері роботи з молоддю. Наголошено, що вдосконалення комунікативної компетентності не можна відокремлювати від розвитку особистості.

Ключові слова: компетентність, комунікативна компетентність, метод проєктів, міжнародний проєкт.

COMMUNICATIVE COMPETENCE AS A BASIS FOR SUCCESSFUL IMPLEMENTATION OF INTERNATIONAL PROJECTS

Abstract. The article is devoted to the study of communicative competence as a basis for the successful implementation of international projects. The concepts of "competence" and "communicative competence" are considered. The purpose of the article is to analyze the main methods and forms of development of communicative competence, the study of communicative competence as a basis for the successful implementation of international projects. It was established that communicative competence is defined as an integrative personal resource that ensures the success of communicative activity. The development of communicative competence includes the organization of communication, the development of communicative abilities and the formation of communicative skills. It has been proven that communicative competence can be effectively developed with the help of international projects. The priority task of the university is the development and implementation of international projects and programs in the field of youth work. It is emphasized that improvement of communicative competence cannot be separated from personality development.

Keywords: competence, communicative competence, project method, international project.

INTRODUCTION

The problem formulation. Modern society needs specialists of a new generation, capable of spontaneous discoveries and non-standard creative solutions that can influence the changes taking place in the global world. The processes taking place in modern society differ in their dynamism and intensity and require a person to be active, make efforts at self-development and self-improvement, and have a high degree of awareness. The ability to find, process and create information, the skills of productive and effective communication come to the fore, along with this, communicative competence acquires special significance. Communicative competence is perceived as a social necessity, there is a growing need for its correct and effective development in institutions of higher education.

Since the success of specialists on the international market directly depends on their ability to interact, in addition to a high level of professional competence, they must be able to communicate with foreign partners, based on international standards.

Communicative competence can be effectively developed with the help of international projects. Therefore, one of the priority tasks of the university is the development and implementation of projects and programs in the field of youth work. It is during participation in the implementation of such projects that students actively interact with each other, with representatives of various social groups of society, build communication with social partners. This type of activity contributes to the development of constructive communication skills, the ability to collect, process and



broadcast information, use different types of communication, techniques and technologies to influence other people. All of the above are constituent elements of communicative competence.

In the studies of modern linguists, communicative competence is defined as an integrative personal resource that ensures the success of communicative activity. It includes both linguistic components and other components that can be measured using tests. They can be detected at a personal level, higher than just language, they include intelligence, a general outlook, a system of interpersonal relations, special professional knowledge and opportunities for personal development in the process of mastering language and communicative activity. The relevance of the problem from a theoretical point of view is determined by its state, which is characterized by insufficient scientific development of the theoretical foundations of the formation of communicative competence.

Analysis of recent research and publications. Problems of communicative competence of future specialists in the process of studying at a higher educational institution have been studied by many scientists (Aristova, 2017; Petrukh, 2017; Pidruchna, 2008; Cherevko, 2001; Cherezova, 2014; Alonso, 2019; Bauer, & Tsaryk, 2020; Schaeper, & Briedis, 2004). Scientific works of scientists devoted to substantiating the content and structure of communicative competence, in particular (Vitiuk, 2002; Hodlevska, 2007; Malykhin, & Hrytsenko, 2015; Kiefer, 2011) were important for the conducted research. In view of the available theoretical and practical work of the mentioned scientists, which prove that the possession of communicative competence is one of the important conditions for their successful professional activity, there is a natural need to search for effective forms of organization, methods, techniques and means of training for its formation in the educational process of institutions higher education.

AIM AND TASKS RESEARCH

The purpose of the article: analysis of the main methods and forms of development of communicative competence, study of the state of research of communicative competence as a basis for the successful implementation of international projects.

RESULTS OF THE RESEARCH

Since the concept of "communicative competence" is based on the category "competence", we consider it necessary to turn to its consideration as a priority. Based on the analysis of the scientific works of Ukrainian and foreign scientists, it can be stated that most scientists consider "competence" as a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, worldview and public qualities, moral and ethical values, which determines the ability of a person to successfully implement professional and further educational activities and is the result of learning at a certain level of education (Zakon Ukrainy «Pro vyshchu osvitu»). In the modern world, the process of competence formation contributes to the development of personal qualities of future specialists, which are manifested in the ability to work independently, take responsibility, learn the necessary knowledge on one's own initiative, the readiness to identify problems and find ways to solve them, as well as the ability to work with others people (Aristova, 2017, p.9).

The concept of "communicative competence" means a system of knowledge, abilities and skills, values and value orientations, personal qualities, the degree of their readiness and ability to communicate in native and foreign languages depends on the level of formation of which depends on the specific situation. As well as the ability to organize professional communication with other participants in the communication process effectively, work in a team, resolve conflicts, adequately perceive oneself in communication during interaction, encourage communication partners to work together fruitfully to achieve the set goal, as well as quickly learn new and more effective forms of communicative behavior (Aristova, 2017, p.11).

The analysis of the requirements for professional education also reveals the need for the formation of a "communicative personality" for future specialists. Thus, general cultural competences include: fluency in a foreign language as a means of professional communication, as well as mastery of public business and scientific communication skills. General cultural competences and professional competences include: the ability to use one's native and foreign languages as a means of business communication freely, the ability to carry out one's professional activities in interaction with representatives of other state bodies, with the team, citizens, with mass media.

Communicative competence includes: 1) a set of knowledge, abilities and skills that ensure the successful course of the communicative process; 2) a certain system of internal resources that are necessary to build an effective communicative interaction based on the ability to understand oneself and others. Communicative knowledge is the experience of humanity, which allows one to reflect communicative situations in their cause-and-effect relationships in a person's mind. Communicative skills are a complex of actions, which is based on a person's high theoretical and practical training and allows him to correctly use communicative knowledge. Communicative skills are components of conscious actions that are fully automated and contribute to the accurate and rapid reflection of communicative situations. The basis of communicative competence is not only language and other communication codes, but also personal characteristics of a person, which are a unity of feelings, thoughts and actions unfolding in a specific social context. A person acquires communicative competence as a result of life experience, by means of art, with the help of general erudition and special scientific methods. Communicative experience is improved in the process of a person's awareness of his behavior in various situations and the use of all relevant personal resources. When a person optimizes his experience, he should concentrate on the advantages and not think about the disadvantages, because only the awareness of one's own advantages represents the only real power that helps to solve life problems (Kiefer, 2011).

Improvement of communicative competence cannot be separated from personality development. The regulation of communication skills is a part of human culture and their improvement occurs according to the same laws that increase the cultural heritage as a whole. The form and content of communicative competence directly depends on the social roles



performed by him. Communicative competence in general terms is the ability of a person to communicate with regard to one, several or all types of language activity; acquired in the process of natural communication or specially organized training; a special property of the linguistic person (Aristova, 2017; Balanaieva, & Dzevytska, 2021).

The development of communicative abilities should be improved through the formation of communicative skills, which are necessary for professional activity (Alonso, 2019; Cherevko, 2001). The spontaneous formation of communication skills often leads to an authoritarian style of behavior, the emergence of private conflict situations, tension in relations between subjects, reluctance to learn, mental injuries and irreparable losses in moral education, and often also to antisocial behavior of young people. Techniques for the formation of personal communicative competence should combine the most important conditions for improving communication competence, to be precise: ensure the development of non-verbal and verbal communication skills, form a system of skills and knowledge to effectively overcome communication barriers, rely on socionormative rules of folk culture. The listed conditions are implemented in the system of receptions, the selection and organization of which make the process of developing communicative competence effective. The development of students' communicative competence can be carried out using various forms and methods of work, let's consider the main ones.

Discussion is an exchange of opinions on a specific problem. During the discussion, students acquire new knowledge, form an adequate opinion about their abilities, assert themselves in their own opinion, acquire the ability to defend it.

Conversation is the main function of this form of motivation, but it also performs many other functions. The conversation method is used when solving complex tasks of assimilating new knowledge, consolidating material, for the development of creative abilities, the formation of universal skills, all this gives young people the opportunity to see a problem from different points of view.

Brain storm. Criticism is prohibited during brainstorming, but any idea is encouraged, including humorous or even silly ideas. All expressed ideas are recorded for further study by a group of experts. After the decision is made, the "idea generators" are divided into opponents and supporters of identifying weak points in order to correct them.

Seminars-conferences. Seminars are a form of activity organization in which the preparation stage is dominated by independent work with educational or special literature and other didactic tools on a series of questions, problems and tasks, and active discussion, discussions and presentations take place during the seminar. The implementation of the conditions for providing intensive language practice in a free creative atmosphere is facilitated by the use of a role-playing game. Role-playing communication has great opportunities for improving knowledge by forming and activating the abilities and skills of creative mental, cognitive and communicative activities in the participants.

Business games are specially created situations that simulate reality, in which participants are asked to find a way out. They assume the organization of language communication in artificially reproduced situations of various nature. Their goal is the formation of young people's professional communication skills and abilities, the development of creative independence and initiative and the desire for self-improvement based on joint collective activity.

A prominent place among the methods identified in the arsenal of pedagogical practice and aimed at the formation of communicative competence belongs today to the project method (Aristova, 2020; Balanaieva, & Dzevytska, 2021). The project is distinguished by the fact that each participant shows a real interest in the materialized product obtained during its implementation, but also in the process of its implementation, which is accompanied by the construction of a complex system of communication relations, behavioral aspects, the project activity itself, that is, through a holistic and at the same time multifaceted interaction with another person. Interaction in project activities is always an active process that involves improving communication skills. International projects play a special role in project activities, as they are aimed at analyzing and solving problems and tasks relevant to society. In this case, only a team or group is able to make positive changes to the existing problematic situation. Due to their age and psychological characteristics, young people are already ready for effective teamwork, and properly organized interaction and communication situations during the implementation of the project best contribute to the development of communicative competence. These techniques and forms are effective when using types of interaction adequate to the conditions of real communication – group and pair work, when participants perform joint activities to solve the assigned task.

The development of communicative competence is a step-by-step process (Kiefer, 2011). It includes the organization of communication, the development of communication skills and the formation of communication skills. The intended result is the formation of a certain level of communicative competence. At the communicative-diagnostic stage, diagnosis of the actual level of development of the necessary skills, achievement of internal motivation for understanding difficulties and contradictions in the implementation of communicative functions, planning of the future level of development of the necessary skills in communication is envisaged (Hodlevska, 2007; Petrukh, 2017).

The communicative-activity stage involves controlled changes in students' communicative competence. The development of communication skills can be carried out both in a group and individually. Three circles of problems can be distinguished in the group: theoretical problems of communication: the structure of communication, communication barriers, personal, socio-psychological, social, regularities of intragroup interaction; specific ways of behaving in difficult situations of interaction, conflict situations, overcoming criticism, speaking in public, contacts with strangers, the need to deal with hostile people, contacts with people in authority, etc.; self-awareness of one's personality in the process of communication: "how others perceive me", "how I influence others in communication", "what are the difficulties of my communication", etc.

The project methodology as a new pedagogical individually oriented technology reflects the main principles of the humanistic approach in education: special attention to the individuality of a person, his personality; clarity, focusing on the conscious development of critical thinking of young people. There are many approaches to the classification of projects,



but most take as a basis the classification of project types, which is based on the nature of the dominant activity in the project. Based on this classification, we can distinguish the following international projects.

A practically-oriented project, including a real work result. As a rule, the results of such projects have an applied nature and are focused on the interests of the participants themselves (newspaper, document, video, sound recording, performance, action program, draft law, reference materials, etc.). A practical-oriented project requires a well-thought-out action plan of all participants. Of great importance is good coordination during joint discussions, adjustment of joint and individual efforts, presentation of results and possible ways of their implementation in practice, as well as organization of external evaluation of the project.

Research project. Projects of this type involve the study of a current problem while observing all the rules of academic research. For such projects, it is important to correctly define the object, subject and research methods. Projects of this type require a carefully thought-out structure, developed goals, determining the relevance of the project for all participants, clear social significance, well-thought-out research methods, in particular experimental work, as well as methods for processing results. It can be said that such a project roughly coincides with scientific research, its implementation includes a mandatory justification of the topic, statement of the problem and research goal, hypothesis, search for sources of information and ways to solve the problem, development and discussion of the results.

Information project. At the heart of this type of project is the activity of collecting and processing information on any chosen problem. The practical result of the information project is the publication of materials, for example, the placement of an information review on websites or publication in mass media. The peculiarity of working on such projects is the need to justify the significance of the activity and a certain problem, the development of the structure and design of the final result. The final result can be presented in various forms: a written report, a public appearance in front of an audience, a lecture, publication in the mass media, etc.

Creative project. The implementation of a creative project includes innovations in problem solving, a free creative approach. A creative project, unlike other types of projects, can best meet the interests of participants, contribute to the development of their abilities, etc. In this regard, the results of project activities can be different: performances, magazines, albums, works of decorative and applied art, etc.

Role project. In practice, it is rarely used, and, as a rule, is of great interest to participants. Role-playing projects are primarily various role-playing games based on historical events, literary works, events, etc. Usually, the outcome of such projects is not planned, their possible outcome remains open. The use of role-playing projects requires significant time and material costs. At the same time, it should be noted that role-playing projects contribute to a better understanding of the character, logic of actions and features of the era of historical events and literature.

A telecommunications project is a special type of project. Such projects occupy an important place in project activity, and, as a rule, are regional and international. International projects on the study of literature, foreign language and cultural studies are of great interest, because with their help you can create a natural language environment and form the need for participants to communicate in a foreign language. On the other hand, real conditions for intercultural communication are created. As a rule, telecommunications projects are limited in scope, since their implementation requires a set of technical means and the ability to work with them.

Socially significant projects. These projects are aimed at solving specific social problems of the existing reality. This type of project is aimed at the self-realization of the participants of the selected form of socially significant events. Thanks to the implementation of such projects, students can participate in solving socially significant problems of their educational organization, city, village, district of homeland. During the implementation of this project, participants get a unique opportunity to improve communication skills, as it is usually related to the organization of social interaction and interpersonal communication. Today, a socially significant project stands out as a separate category of projects for a reason. Socially significant activity in a socially approved situation is the most promising field of design. Here, the richest opportunities are created for a young person to realize himself as a person. This is due to the fact that the basic skills and abilities of young people are the basic conditions (not so much the goal as the conditions) for productive work on social projects: consideration of the problem, its importance and relevance for oneself and for society; search for the best ways to solve it, which do not contradict the existing social norms; development of positive ways of communication and mutual assistance; objective assessment of one's personal contribution to collective work; understanding the importance and complementarity of each project participant; awareness of the importance of the project, its final product for society.

Foreign language communicative competence of future specialists is an integral component of professional training and is a complex personal resource that provides opportunities for effective interaction in the process of using a foreign language as a means of solving professional tasks.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Communicative competence in general terms is the ability of a person to communicate with regard to one, several or all types of language activity; acquired in the process of natural communication or specially organized training; a special property of a linguistic personality. The development of communicative competence occurs in all spheres of activity: everyday, professional, household, business. Such development is a synthesis of universal, general professional and special communicative competences. A prominent place among the methods found in the arsenal of global and domestic pedagogical practice and aimed at the formation of communicative competence belongs today to the project method. International projects play a special role in project activities, as they are aimed at analyzing and solving problems and tasks relevant to society. Properly organized interaction and communication situations during the implementation of an international project best contribute to the development of communicative competence.



Prospects for further investigations consist in the study of the teacher's tasks regarding the correct choice and combination of methods for the development of students' communicative competence.

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Received

21.02.2022 p.

Accepted

03.03.2022 p.