

INTEGRATIVE APPROACH TO THE DEVELOPMENT OF PROFESSIONAL FOREIGN LANGUAGE COMPETENCE FOR NON-LANGUAGE SPECIALITIES STUDENTS

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Summary

In the course of the study, the author conducted a theoretical analysis of the problem of developing professional foreign language competence among students of non-language specialities in the context of modern higher education. The relevance of the study is determined by the processes of globalisation, internationalisation of the educational space and the growing role of foreign languages as a tool for professional activity, intercultural communication and academic mobility of future specialists. The purpose of the article is to justify the feasibility of introducing an integrative approach as an effective methodological and methodical means of forming professional foreign language competence among students of non-linguistic specialities. The research methodology is based on the provisions of competence-based, integrative, activity-based and personality-oriented approaches. The work uses methods of theoretical analysis, synthesis, generalisation of scientific sources, pedagogical observation and self-reflection of professional experience.

The analysis of scientific sources has established that the integrative approach ensures the integrity of foreign language training by combining linguistic, professional, sociocultural and personal components of professional education. It was determined that the implementation of this approach contributes to increasing the practical orientation of training, the formation of professionally oriented foreign language skills, the development of motivation and the ability for effective intercultural interaction. The pedagogical conditions under which the integrative approach ensures the effective development of professional foreign language competence were substantiated.

Key words: educational process, non-linguistic specialities, competence, foreign language competence, digitalisation.

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1. Introduction

The current stage of higher education development is characterised by intensive processes of globalisation, internationalisation of the educational space, digitalisation and increased mobility of specialists. In these conditions, foreign languages cease to be merely a general educational discipline and acquire the status of a key tool for professional activity, academic mobility, intercultural communication and continuous professional development (Bondarchuk, 2024). The problem of developing professional foreign language competence among students of non-linguistic specialities, for whom foreign languages are not an end in themselves but a means of performing professional functions in an international and intercultural environment, is becoming particularly relevant. In the context of the competence-based

paradigm of education, professional foreign language competence is seen as an integrative formation that combines language knowledge, communication skills, professionally oriented skills, sociocultural awareness, and personal qualities necessary for effective foreign language professional interaction. The shift in educational priorities from the transmission of knowledge to the development of the ability to act in complex professional situations necessitates a theoretical understanding of the essence and structure of professional foreign language competence as a component of the overall professional competence of future specialists.

Focusing on the provisions of the Common European Framework of Reference for Languages is of fundamental importance, since, according to this document, language acquisition involves the formation of a whole range of competences, among which foreign language communicative competence is of particular importance. Only with in-depth, systematic and well-organised foreign language training can students effectively operate in a globalised environment, where knowledge of foreign languages is moving from being an additional advantage to a necessary component of professional and social self-realisation.

The purpose of the article is to justify the feasibility of introducing an integrative approach as an effective methodological and methodical means of developing the professional foreign language competence of students of non-linguistic specialities.

2. Theoretical and methodological foundations for developing professional foreign language competence in non-language majors

In modern scientific and pedagogical research, the concept of ‘professional foreign language competence’ is interpreted from the perspective of various scientific approaches: competence-based, activity-based, communicative, systemic, personality-oriented, and integrative.

An analysis of scientific research allows us to identify the following methodological approaches:

- The competence-based approach defines foreign language competence as the ability of an individual to effectively apply language knowledge, skills and abilities in professionally significant situations. The emphasis is shifted from the amount of information acquired to readiness for practical activity and solving professional tasks.

- From the perspective of the activity-based approach, professional foreign language competence is seen as the result of mastering types of speech activity integrated into the professional activity of a specialist. In this context, a foreign language is seen as a tool for performing professional activities: analysing information, conducting negotiations, preparing documentation, participating in international projects, and communicating professionally in a multicultural environment.

- The communicative approach emphasises the social nature of foreign language competence, defining it as the ability to communicate effectively, taking into account linguistic norms, communicative strategies, the socio-cultural context and the professional roles of the participants in communication. Within this approach, professional foreign language competence is linked to the ability to achieve communicative goals in typical and atypical professional situations.

- The integrative approach allows professional foreign language competence to be viewed as a holistic, multidimensional construct that combines cognitive, activity-based, motivational, value-based and personal components. It is this approach that most fully reflects the complexity and multifunctionality of foreign language training in modern higher education.

- The essence of professional foreign language competence lies in the ability of future specialists to carry out professional activities using a foreign language in conditions of

intercultural and professional interaction. It involves not only mastery of the language system, but also the ability to adapt speech behaviour to specific professional tasks, communication situations and cultural contexts (*Viakhk, 2013*).

– The concept of communicative competence has a long history of development, originating from the conceptual work of N. Chomsky and D. Hymes and culminating in its current interpretation in the Common European Framework of Reference for Languages. The primary basis for the formation of this idea was N. Chomsky's views on the nature of linguistic competence. The scientist argued that language acquisition is determined primarily by innate mechanisms, which include natural language ability and corresponding neuropsychological structures that enable a person to comprehend grammatical patterns and form internal strategies for language acquisition. Accordingly, linguistic competence, according to Chomsky, does not depend on the sociocultural context of language functioning.

Based on an analysis of scientific sources and pedagogical observations, we have established that professional foreign language competence performs a number of important functions in modern higher education. First, it ensures the academic mobility of students and their participation in international educational and scientific programmes. Second, it contributes to the competitiveness of graduates in the labour market and expands opportunities for professional growth and career development. Third, it serves as a means of integrating the national higher education system into the European and global educational space (*Kaniuk, 2013; Kovtun, 2019*). In the context of modern higher education, professional foreign language competence is seen not as a static result of learning, but as a dynamic process of continuous development that continues throughout a specialist's professional life. This necessitates the formation of students' ability to self-learn, self-reflect and self-develop in the foreign language sphere.

The structure of professional foreign language competence is multi-component and reflects various aspects of an individual's readiness for professional activity in a foreign language. Various models of its structure are proposed in the scientific literature, but most researchers agree on the advisability of distinguishing the following main components: cognitive, communicative-activity, sociocultural, motivational-value and personal-reflective (*Viakhk, 2013; Tarnopolskyi, 2006*). The cognitive component covers the system of knowledge about a foreign language as a means of professional communication, including lexical, grammatical, stylistic and terminological knowledge, as well as an understanding of professional discourse, genres and typical communicative situations. This component provides the intellectual basis for foreign language activity and is a necessary prerequisite for the formation of speech skills. The communicative-activity component reflects the ability to apply language knowledge in the process of real professional communication. It includes the ability to perceive, interpret and produce foreign language utterances in professionally significant situations, use communicative strategies and tactics, and achieve professional goals through the use of a foreign language. The sociocultural component involves knowledge of the norms, values, traditions and behaviour patterns of native speakers, as well as the ability to take cultural differences into account in professional communication. In today's globalised world, this component is particularly important, as the effectiveness of professional communication largely depends on the specialist's ability to engage in intercultural dialogue and tolerant interaction. The motivational and value component reflects an individual's inner readiness for professional activity in a foreign language, their interests, needs, professional orientations and values. It determines the level of awareness of the importance of a foreign language for professional development and the readiness for continuous improvement of foreign language competence. The personal-reflective component is related to the ability to self-control, self-assess and reflect on one's own foreign language

activities. It ensures awareness of one's own achievements and difficulties, contributes to the correction of educational and professional activities, and forms responsibility for the results of foreign language communication.

3. Methodological foundations for implementing an integrative approach in the formation of professional foreign language competence

The integrative approach in pedagogy is based on the idea of the integrity of the educational process and the interconnection of various components of educational content. In the context of foreign language training, it involves the integration of language knowledge, professional content, sociocultural aspects and personal development of learners. The methodological basis of the integrative approach is formed by systemic, competence-based, activity-based and personality-oriented approaches, which together ensure the comprehensive nature of learning.

The systemic approach allows us to consider the process of forming professional foreign language competence as a holistic pedagogical system in which the goals, content, methods, forms and results of learning interact. The competence-based approach focuses the educational process on developing the ability to apply foreign language knowledge and skills in professional situations. The activity-based approach focuses on the active participation of learners in the learning process and the modelling of professionally oriented activities in a foreign language. The personality-oriented approach ensures that the individual needs, motivations and capabilities of learners are taken into account. The integrative approach serves as the methodological basis for the development of foreign language training aimed at the formation of professional foreign language competence as an integrative personal and professional education.

It should be noted that the methodological implementation of the integrative approach in the formation of professional foreign language competence is based on a number of principles that determine the logic and content of the educational process. The key principles include the principle of interdisciplinary integration, professional orientation, communicative expediency, variability and reflexivity:

- The principle of interdisciplinary integration involves coordinating the content of foreign language training with professional disciplines, using professionally relevant material, terminology and typical communicative situations. This ensures the practical relevance of foreign language teaching and increases the motivation of students.

- The principle of professional orientation focuses the learning process on developing the foreign language skills necessary for performing future professional functions. A foreign language is viewed as a tool for professional activity, and learning tasks simulate real or realistic professional situations.

- The principle of communicative expediency involves the selection of language material and learning tasks based on their communicative value and relevance to the professional needs of learners.

- The principle of variability ensures that teaching methods and forms can be adapted to different educational contexts and the individual characteristics of learners.

- The principle of reflexivity contributes to the formation of the ability to self-assess and self-correct foreign language activities.

As researchers note (*Mukan, Horokhivska, 2023*): "One of the key methodological aspects of implementing an integrative approach is the integration of language and professional training content. This involves selecting teaching materials that combine language and

professional components, ensuring the formation of a professionally oriented foreign language experience for learners."

Content integration can be achieved through the use of authentic professional texts, case studies, scientific articles, technical documentation, and regulatory materials in a foreign language. This approach contributes to the formation of terminological competence, the development of skills in working with professional information, and an understanding of the specifics of foreign-language professional discourse. It should be noted that an important area of integration is the coordination of foreign language and professional discipline curricula, which avoids duplication of content and ensures logical consistency and systematicity of learning. Joint planning of the educational process by teachers of language and professional disciplines creates conditions for the holistic formation of professional foreign language competence.

The implementation of an integrative approach requires the use of teaching methods and forms that ensure active interaction between students and involve them in professionally oriented foreign language activities. Such methods include problem-solving, project-based, interactive and simulation teaching methods. Problem-solving methods are aimed at developing critical thinking and the ability to solve professional tasks using a foreign language. Project activities allow for the integration of language and professional training through the completion of complex tasks that involve the use of a foreign language to achieve a professionally significant result. At the same time, interactive methods, such as discussions, role-playing games, and business games, contribute to the formation of communication skills, the development of intercultural interaction skills, and professional communication. Simulation methods allow for the modelling of real professional situations and the creation of conditions for the practical application of foreign language knowledge and skills.

4. Pedagogical conditions for the effective development of professional foreign language competence

The effectiveness of developing professional foreign language competence largely depends on creating appropriate pedagogical conditions that ensure the integration of language and professional training, the activation of cognitive activity and the motivation of students. Let us highlight the main pedagogical conditions for the effective development of professional foreign language competence among students of non-language specialities in higher education:

1. Targeted integration of foreign language and professional training content, ensuring the consistency of educational goals, the professional orientation of language material, and the development of the ability to use a foreign language in the context of future professional activities.

2. Creation of a professionally oriented foreign language educational environment that models real communicative situations of professional interaction and promotes the development of practical foreign language communication skills.

3. Use of interactive, problem-solving and project-based teaching methods that stimulate the cognitive activity of students, develop critical thinking and ensure the use of a foreign language as a tool for solving professional tasks.

4. Application of interdisciplinary interaction between teachers of language and professional disciplines, aimed at coordinating the content of educational programmes, harmonising terminology and ensuring the systematic nature of foreign language professional training.

5. Introduction of digital and innovative educational technologies that expand access to authentic foreign language resources, support the individualisation of learning and promote the development of autonomy among learners.

6. Formation of sustainable motivation for professionally oriented foreign language learning based on an awareness of the importance of foreign languages for professional development, academic mobility and competitiveness in the labour market.

7. Ensuring reflective support for foreign language training, which involves developing the ability to self-assess, self-correct and recognise one's own achievements and difficulties in the process of professional communication in a foreign language.

8. Using a comprehensive system for assessing the level of professional foreign language competence, covering cognitive, activity-based, sociocultural and personal components and focused on achieving learning outcomes.

5. Conclusions

In the course of the study, the author conducted a theoretical analysis of the problem of developing professional foreign language competence among students of non-language specialities in the context of modern higher education. It is substantiated that in the context of globalisation, internationalisation of the educational space and growing demands for professional mobility of specialists, foreign languages are becoming an important tool for professional activity, intercultural interaction and continuous professional development. It has been determined that traditional approaches to foreign language training do not fully ensure the formation of the ability of students to effectively use a foreign language in a professional environment, which necessitates the introduction of an integrative approach.

As a result of the pedagogical discourse based on the analysis of scientific sources and self-reflection on experience, it has been established that an integrative approach ensures the integrity of the process of forming professional foreign language competence by combining linguistic, professional, sociocultural and personal components of training. It has been proven that the effectiveness of this process largely depends on the creation of appropriate pedagogical conditions, in particular the integration of the content of language and professional disciplines, the use of professionally oriented methods and forms of training, the application of digital educational technologies and the development of motivation among students for professional activities in a foreign language. It has been found that the implementation of an integrative approach contributes to increasing the practical orientation of foreign language teaching, the development of communication skills, critical thinking and the ability to engage in intercultural interaction. The results obtained confirm the feasibility of introducing an integrative approach into the system of foreign language training for students of non-linguistic specialities as an important condition for improving the quality of higher education and training competitive specialists.

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