

# Communicative Competence Development in Teaching Professional Discourse in Educational Establishments

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**Abstract:** The article is devoted to the question of communicative competence formation, represented in all spheres of professional application in higher education and states that the degree of its formation depends on a person's approach to behave in different social situations. This study examines the essence and structure of communicative competence, as well as the system of its formation while teaching a foreign language to higher education students of economics. Evaluation of the characteristics of developing communicative competence when working with economic texts is carried out as the main communicative unit on the example of the use of specific material in speech. The methodology of the formation of communicative competence among future economists is theoretically determined and experimentally tested through interaction with economic texts in English for professional purposes (49 students aged 17–20 years participated in the research). Analysis of linguistic, psychological, psycholinguistic and methodological bases of communicative competence formation, questionnaires of students and survey results gave grounds for the development of experimental methods of these competences formation by future economists in the process of studying modern foreign language.

The interactive methods of learning from economic texts were developed under a new concept of teaching foreign language for the formation of communicative competence and introduced in experimental groups of learners. The data indicated a significant increase in intermediate and high levels of future economists' communicative competences formation in groups with interactive classes.

**Index Terms:** Communicative competence, Economic discourse, Foreign language teaching, Higher education learning.

## 1. Introduction

The processes of European integration of higher education in Ukraine, including the Bologna process, have made it important to study a foreign language by future specialists from different fields. In addition, teaching foreign languages to students of non-language specialties has contributed to the transformation of foreign language study into one of the most sufficient components of Ukrainian higher education. Successful communication in foreign languages is among eight key competences considered by members of the European Commission, the Council of Europe and the European Parliament as the emerging in the learning process [1, 2]. Due to the needs for qualitative changes in teaching foreign languages to students of non-linguistic specialties, the level of knowledge of a foreign language, as well as the possibilities of its practical application in future professional activities should be improved significantly. Special attention to the challenge of developing the communicative competence is the consequence of the increasing demands of the labour market and, despite its heterogeneity, the demand for specialists with knowledge of foreign languages is constantly increasing. The analysis of the normative base has indicated that, in accordance with the requirements of current programs for teaching a foreign language (FL) at non-English higher education institutions, students should acquire a foreign language to the level that enables them to receive and communicate professional information [3, 4].

According to the German Institute for Economic Research, every fifth employee in Europe uses the knowledge of a foreign language in professional activities. As the organizer of the international conference on foreign languages and business communication in the international economy states, Workshops and Exhibitions (ICWE), held under the slogan "Languages and Profession", "intercultural knowledge in the economy has not been just a competitive advantage, but turned into a social necessity" [5, 6].

The purpose of the our pedagogical experiment was to create a methodology and experimental program for the formation of communicative competence of students of economic specialties in working with economic texts in a foreign language, which involved identifying levels of formation of all its components, conditions for successful mastering of knowledge, abilities and skills to operate with terminological material by students of economic specialties needed for future professional activity; to select methods and techniques that best promote the ability of students of economics to use the acquired knowledge depending on the conditions and purpose of communicative activities; identifying the effectiveness of the methodology.

## 2. Literature Review

The method of teaching a foreign language in the post-Soviet area has its own specific. The purpose of the experiment, which is reflected in the article, is to generalize opinions of domestic and foreign scientists on approaches to the process of formation and development of the future highly skilled economist. Analysis of the existing literature connected with teaching has shown the importance of introducing constructive communicative competence when discussing the level of proficiency in a second (foreign) language [7]. Currently, the prevailing approach is in which the quality of education is characterized through the concept of "competence", and the competence-based approach is key in the analysis of education problems [8, 9].

A great number of scientific works are devoted to the problem of developing communicative competence as the main component of the professional qualification in education nowadays [10, 11, 12, 13]. The studies show the types of assessment items, assessment criteria, tools, and procedures for communicative competence [14, 15], organizational aspects of improving the process of teaching foreign languages to economics students [16], functional and pragmatic characteristics of communication strategies used in intercultural business communication [17].

The features of academic discourse in a special area, in this case in economics, are determined, among other things, by the level of foreign language professional competence, which necessitates assessing the degree of development of communicative competence [18]. The study of the composition and organization of economic discourse in modern society makes it possible to assess the qualitative originality of various types of linguistic personalities and contributes to its unity.

The purpose of the article is the communicative competence development in teaching economic discourse in educational establishments.

## 3. Methodology of Research

The basis of the training of students-economists for intercultural cooperation were the result of the humanistic philosophy of education, with humanistic and socially oriented approaches to the process of formation and incipience of a future specialist with the aim of both meeting the urgent needs of the state in the preparation of high-quality specialists and the self-realization of each individual. Teaching a foreign language for students of economic specialties has its own specificity, since according to the European Recommendations on language education, teaching a foreign language, based on general didactic principles, is distinguished by the fact that the main goal here is "mastering the activities in foreign language communication by the students" [19, 20]. Thanks to the research the peculiarities of

learning foreign languages in non-language universities are outlined and the most rational ways of communicative-competence-forming are named.

Non-linguistic Ukrainian higher education institutions are characterized with the following features of teaching foreign languages:

- *Pragmatic orientation of education*: students learn a foreign language as a means for obtaining additional professional information;
- *Continuing education in a non-linguistic university*: this course is based on the knowledge, abilities and skills received by a student at school;
- *High level of generalization*: the qualitative feature of studying in a non-philological higher education institution is that the knowledge obtained from language on the basis of generalizations is formed into a directed functional system;
- *Increasing the value of independent work*; to master a language - this means learning to use language tools in speech automatically, and skills can be formed only under the condition of vigorous student's educational activity;
- *Peculiarities of the correlation of speech activities*: taking into account the mutually positive influence of the development of the speaking and reading skills, the nature of the learning objectives and the peculiarities of the construction of the educational process point to the relevance to the course of teaching a foreign language in a non-linguistic university of incompatible parallel development of skills and abilities of oral speech and reading [21].

The educational goal of teaching a "Foreign language" course in a higher education institution is to form not only general competences, but also to enhance the development of students' abilities to study independently. According to the authors' personal experience and findings, higher education teachers have to determine the most rational ways of organizing both supervised and independent work of students in the process of forming foreign language professional communication skills, creating theoretical background and providing practical recommendations. Besides, the study of the second foreign language will be faster and easier in condition of relying on the similarity with the first foreign language, as well as to find support in the mother tongue; using a linguistic guess, based on the context, on the familiar part of the word; noticing differences in speech phenomena and ways of expressing thought; transferring the ability to work out at a new language; considering mastering the new language as a means of attraction to another culture. In the educational and methodical complexity, the culture of the country whose language is studied is to be adequately represented, but at the same time the features of the national culture are reflected.

One of the essential elements recognized in the authors' practice in the Ukrainian teaching method is the adoption of intensification of exercises: exercises that increase the intellectual activity of students; exercises of two linguistic elements in one exercise; exercises aimed at activating linguistic units in speech; distribution of work between classroom and independent classes; rational use of technical means of study and capabilities of telecommunication technologies. However, the teaching of a foreign language in Ukrainian universities to students of economic specialties is distinguished by a number of difficulties:

- 1) The level of foreign language proficiency in entrants is unequal, which creates a number of problems with further student learning;
- 2) The motivation to study foreign language by students is noticeably reduced, since in many non-language specialties it is not a profile subject;
- 3) The difficulties refer to the development of unified educational and methodological complexes for the process of teaching a foreign language at the economic faculties at universities, because often for objective reasons, not only students with different levels of knowledge, but also students with different specialties are united in one group.

At the same time, certain positive processes are taking place in Ukraine in developing the ideas of the Bologna Initiative. A convincing proof of a new word in the planning of the English language learning process is published in the English language program for professional communication, prepared by a team of Ukrainian scholars with the participation of the British Council in Ukraine and recommended by the Ministry of Education and Science of Ukraine as the National Program for Universities.

The authors claim that the components of the realization of the set tasks are qualitative indicators: readiness of the university entrants to achieve European levels of communicative competence; planning and organization of the educational process; teaching work; material and scientific-methodological support of the educational process.

The steady development of the new economic formation, one of the characteristics of which is a market economy[22], brings significant changes to the linguistic and conceptual picture of the world, multiplying specialized vocabulary in the dictionary warehouse of the language several times in order to provide linguistically this kind of activity. The rapid development of the economy, as a business system that meets the needs of people and society, and international integration in this area, has led to the intensive growth of economic and financial terminology and caused the need for its comprehensive study and research, in particular, its translation into Ukrainian. And in this regard, the main goal of teaching the foreign language to students-economists was determined, which involves the formation and

development of skills of foreign language communication in real situations, that is, the development of their foreign language communicative competence [23, 24].

In connection with the intensive development of the economic activity, the growth of the volume of scientific and technical information on the importance of training the adequate translation of texts of economic subjects has increased. At the core of the language learning should be not only grammar and vocabulary knowledge, but also the knowledge of the meanings. One of the most important realities of translation is the situation of the relativity of the result of the translation process, the solution of the equivalence problem in relation to each specific text. The very vocabulary of economic texts is now in the stage of the most intense evolution. With the expansion of the boundaries of human knowledge, there is a growing need for new definitions of concepts, which is mainly due to new terms. In this regard, deserving of special attention are the studies aimed at studying the functioning of special terms in the texts of economic orientation and the study of their full use.

Analysis of linguistic, psychological, psycholinguistic and methodological bases of communicative competence formation, questionnaires of students and survey results gave grounds for development of experimental methods of these competences formation by future economists in the process of study modern foreign language.

During preparation of the program of the experiment it has been taken into account that the communicative competence formation of students during the study of a foreign language are required the following conditions: 1) the using of modern innovative technologies and teaching methods; 2) taking into account of the integrative nature of professional communicative competence, learning of vocabulary and grammar; 3) organization of independent work of students, which is an integral part of learning a foreign language; 4) complex work with texts in economic topics.

Tasks for independent study with economic texts were developed for each topic of the experimental program.

The basic principles of the program, which was developed in the research process were: a) compliance of continuity in the study of course modules; b) scientific nature of the material, taking into account modern trends in language learning; c) connection between theory and practice; d) interdependence of speaking and writing; d) practical speech orientation of training.

Experiential training was conducted in three stages.

The stage I of research is preparatory. It was in several directions: 1. Analysis of foreign language curricula and methodology complexes, recommended by the Ministry of Education and Science of Ukraine. 2. Conducting and analyzing a questionnaire survey of students of the Faculty of Economics. 3. Determining the levels of formation of the communicative competence of students. 4. Development of the program and special methods of communicative competence formation in the process of work with economic discourse.

The stage II - the main, provided for the implementation of a specially developed methodology for the communicative competence formation of students-economics, and its adjustment.

The stage III- the final one, was mean for the analysis of the pedagogical experiment, which made it possible to determine the efficiency of the proposed methodology.

The efficiency of the process of communicative competence formation in the experimental groups was provided by: implementation of communicative, cultural, text-centric approaches in teaching a foreign language; combination of traditional and innovative methods in forming a competent personality of a future economist, wide application of visual teaching aids (smart boards, computers, photos, audio and video); modeling of educational situations for improvement of professional speech and acquisition of professional skills and communication skills (role and business games, case study); systematic work with texts of different types; involvement of information resources (Internet); strengthening the role of independent work in the mastering of knowledge, the use of recommended scientific literature.

One of the main tasks of the forming stage of the research was the introduction of the program and experimental methods and determining its efficiency. In the control groups, the work with economic texts was carried out according to the traditional method, and in the experimental groups - according to specially developed program and methods aimed at communicative competence forming as systemic and integral.

In the experimental program, the implementation of a performed control section made it possible to determine the initial level of communicative competence formation of students of all groups of the Faculty of Economics.

The following tasks were solved during the creation of the experimental methodology: 1) to determine effective technologies for forming in communicative competence of future economists in the purposeful process of working with economic texts; to choose methods and means aimed at effective improvement of communicative culture of speech; to develop a system of exercises for the abilities forming in communicative competence; 2) to determine the criteria for selecting texts with specific lexis; 3) to develop an experimental program for the communicative competence formation; 4) to develop an research method of communicative competence formation and to check its effectiveness.

#### **4. Result Analysis and Discussion**

The effective block contains the criteria, levels of communicative competence formation and the result of the introduction of the methodology - the communicative competence formation in the process of learning to work with economic discourse. In addition, the model provided for the gradual formation of the communicative competence: cognitive, professional and evaluation stages.

1) possession of a system of knowledge of foreign language text creation; 2) the ability to work with information sources and select and analyze scientific information; 3) mastery of teaching methods; 4) possession of modern information and communication technologies; 5) mastery of communication strategies using the target language in general.

The success of communication largely depends on the competence of the sender and the addressee, that is, from the formed features of the communicative competence of the individual [25]. Therefore, in order to understand the foreign economic text and the problems of the translation of the term, it is also necessary to refer to the specifics of an adequate translation, while preserving the semantic features of the original.

When working with economic texts the need to know the new terminology is inevitable. Comprehensive study of foreign professional economic terminology helps to adequately form the ability to solve problems related to the use of the terminology of the economic branch, optimizes the processes of normalization and unification of various economic terminology systems, facilitates the communication of specialists and searches for the absorption of relevant economic information.

Experimental work consisted of 3 stages: cognitive, professional and evaluation. The essence of the first stage was to master the future economists the system of relevant knowledge. At this stage, were implemented such areas of language and professional training as: mastering basic knowledge of a foreign language, mastering the terminology system, involvement of independent work with scientific and educational text and various sources of information.

One of the tasks of creating experimental methods was the selection of teaching methods aimed at effective improvement of the communicative competence of future economists. The communicative orientation of the educational process involves the use of the following methods in class: purposeful listening and reflection; method of dialogue, discussion, etc.

Multimedia tools that contain verbal and nonverbal components are considered to be expedient methodical support of classes. The following methods should be used in the process of conducting practical classes: case study, role-playing game, professional activities, communication skills training, discussions. Methods of independent work: work with dictionaries, reference books, electronic media; preparation of reports and abstracts; compilation of terminological dictionaries. Traditional methods (dictation, tests) were used in control classes.

Organizational forms of work were used during the cognitive stage of the experimental methodology: practical classes with problem-solving, enrichment of students' speech with professional vocabulary, independent work on developed complex tasks.

At the professional stage the purpose of the experiment was to create motivation for educational and professional-communicative activities of students in the implementation of language training: speech improvement, elaboration negotiation tactics, skills of working with economic material, practical training with new technologies, work with them and with various sources of information, formation of skills of independent work with the economic text. In addition, at this stage the main technological conditions for the introduction of experimental methods were implemented. They include technologies, methods, techniques and teaching aids, system of exercises, methods of complex work with texts, combination of various classroom and extracurricular forms of learning organization, adjustment of independent students' work. Interactive technologies are leading at this stage, situational modeling and dialogue learning. In addition, the implementation of these areas contributes to the use of active methods (search, conversations on economic topics, auditory). The use of methods depends on the type of lesson, topic, number of hours devoted to the topic, the stage of skills development.

Thus, an interactive whiteboard was used in the classes, which made the teacher's explanation and illustration of different types of texts more mobile. An experiment was conducted in the course of some classes, (reading of prepared and unfamiliar texts by students). An experiment was aimed to intensify the activities of students. Role-playing game was used in practical classes.

The formation of communicative competence of future economists involves knowledge of the specifics of translation and possession of various ways of translating the terminology in particular and economic texts in general [26]. Therefore, the study of the basics of translation studies is one of the prerequisites for the ability to perform literate language activities.

The study of the specific problems of the translation of terminology was reflected in the scientific works Garzone [27], Graddol [28], Tarnopolsky [29], Pernarivska [30]. There are many research works on the translation of terminology, but at the present stage, the problem of studying the ways of translating economic terminology is not yet sufficiently solved. And the tools that could help in the translation of specific economic terminology, and would provide guidance on the consistency of work on the text during translation are not developed in detail yet.

As a listener, a person has a higher level of linguistic competence than as a speaker [31]. This discrepancy reflects a more fundamental distinction between the two intellectual categories – knowledge and possession. Knowledge of the language – may be passive, while fluency in language requires the availability of certain active skills in the use of linguistic means.

The public order is aimed at a graduate who has acquired not only a certain amount of theoretical knowledge, skills and abilities during his studies, but also their practical use, that is, to implement them. And without knowledge of the terminology of different branches it is impossible to communicate properly in a foreign language within certain topics.



In practical study of a foreign language, in addition to theoretical knowledge of grammar and mastering a certain amount of vocabulary, one must have an idea of the functioning of the terms in the scientific text.

There is a scientific interest in the content and structure of discursive competence, which is considered as one of the components of communicative competence (in the integrative approach to foreign language learning, related to the development of modern discourse theory in the humanities) [32]. Over the past decades, numerous works have been published in linguistics devoted to certain types of discourse, such as age, conflict, political, journalistic, advertising, religious, family communication, court, theatre and others [33]. For our work, research in the field of business and business discourse is relevant.

To highlight the general morphological features of a discourse is quite difficult, because the level of development of morphology in languages is different and depends on the typological composition of language. This can be demonstrated on examples of languages that are matched in this study. The syntax of economic discourse in English, German, and Ukrainian has its own distinctive differences, which depend on their typological composition.

Typological peculiarities of the English and German languages, for example, are reflected in widely used sentences with a compound nominative predicate. *One of the striking features of modern economics is the rapidity of innovations in virtually every sector / München ist die teuerste Stadt Deutschlands.* The use of a compound nominative predicate also occurs in the negative form of the nominal part, in these cases, preceded by the denial of *non / kein*. For English scientific discourse, numerous attributive groups, which indicate various features of an object or phenomenon, are particularly characteristic: *tax office, tax return*, while in German it is a complex word: *Finanzamt, Steuererklärung*. The characteristic of the English scientific statement is the widespread use of structures with the preposition *of* for the transfer of generic relationships – *one of the most influential economic innovations of the last few years involves the measurement of consumer prices*. In the German language, in such cases, not only the preposition *von*, but also a noun in the generic case, is often used: *Eine der einflussreichsten wirtschaftlichen Innovationen der letzten Jahre ist die Messung der Verbraucherpreise*. Also, attributive combinations with the words *type, pattern, design, grad / genau, design, Grad* are common in both languages.

In English economic texts, the description of processes and actions is nominalized – *Economic life is an enormously complicated hive of activity, with people buying, selling, bargaining, investing, persuading, and threatening / Das Wirtschaftsleben ist ein äußerst komplexer Bienenstock, in dem Menschen kaufen, verkaufen, handeln, investieren, überzeugen und bedrohen.* / *Економічне життя - надзвичайно складне переплітіння діяльності, люди купують, продають, торгуються, інвестують, переконують і загрожують.* In the Ukrainian and German languages, the description of actions is transmitted by verbs.

The function of the actual description of the action in English is transmitted to the noun, the predicate becomes the general notation procedurality, the "operator" for the noun. Verbs (*effect, perform, get, give, to be, imply, lead to*), which meaning entirely depends on the nouns that convey the basic semantic load in the sentence, are used.

Sentences of business discourse are built in strict logical sequence. Scientific teaching is, as a rule, a monologue language. Proposals are used to formulate a problem that is solved after the resolution of the question.

The expression of semantic relations, evidence and argumentation of teaching, in particular, are related to the use of complex sentences with expanded prepositional communication. In economic discourse, long complex sentences, which contribute to high informativeness, are possible: sufficiently complete and detailed information transfer. Sentences often consist of several predicate structures. Often, sentences are complicated by adjectives, introductory structures, etc., which increase their capacity. Significant role is played by connected elements. Due to the consistency and proof of scientific presentation in English, German and Ukrainian there are widely used prepositions for the logical connection *since, therefore, it follows / so, also / так, таким чином, etc.*

A well-known syntax feature of economic text is the widely used passive construction. The manifestation of this syntax feature of a scientific style depends on the properties of the system of a particular language [34].

Among the linguistic characteristics that distinguish the language of business and economics from other terminology systems, most authors refer to the following: the complexity of syntax constructions, lexical, syntax and compositional stereotyping; regulated nature of the use of emotional opportunities; use syntax and lexical stamps; widespread use of symbols of formulas, tables, etc.

All these features are observed in Ukrainian and foreign scientific texts. As the authors note, the most typical features of the English-language scientific text, which have received sufficiently detailed coverage in the linguistic literature, and are recorded by us in the analysis of the research material, are as follows:

- 1) complex syntax constructions are presented in scientific texts mainly by complex sentences;
- 2) the complication of the syntax sentence structure can also occur due to the use of gerundial, participle and infinitive structures;
- 3) in the English text passive constructions dominate among the grammatical constructions;
- 4) the scientific texts also emphasize the use of syntax and lexical collocations, special stable utterance, which create logical statements that ensure the connectivity of the text (for example, *on the one hand / einerseits / з одного боку; on the other hand / auf der anderen Seite / з іншого боку; for example / zum Beispiel / наприклад; as we have seen / wie wir gesehen haben / як ми бачили*).

The specifics of the English language of business and economics are in the substitution of subordinate sentences by adjectives in *the materials available* and in the use of forms of infinitive in the function of the Attribute *the maximum amount that can be produced with existing technologies and resources* (compare the German example *die maximale Menge, die mit der vorhandenen Technologie und den vorhandenen Ressourcen produziert werden kann* and the Ukrainian example *максимальна кількість, яка може бути вироблена за допомогою існуючих технологій і ресурсів*) where the Attribute is transmitted by a complex sentence.

Also, the more frequent use of linguistic means, in particular comparisons and metaphors, is noted: *No period of peacetime history saw such sustained declines in output as the "real business cycles" of the postsocialist economies / In keinem Zeitraum der Friedensgeschichte war ein derart anhaltender Produktionsrückgang zu verzeichnen wie in den "realen Geschäftszyklen" der postsozialistischen Volkswirtschaften / Жодного періоду історії мирного часу не спостерігалось такого стійкого зниження обсягів виробництва, як «реальні бізнес-цикли» постсоціалістичних економік.*

The specifics of the Ukrainian "specialty language" (SL), or "the language of science and the language of professions" (German terms *Fachsprachen und Wissenschaftssprachen*) are wider use of abstract and general concepts - development, movement, change, phenomenon; logical means of communication are used more often. The manner of presentation is characterized by the prevalence of phrases, the centre of which is the noun: *номінальна вартість / Nennwert*. In the scientific style of the Ukrainian language, homogeneous members of the sentence, the Participle and Adverb phrases are widely used. Often, chains of several nouns are used in the Possessive Case.

The Ukrainian language for special purposes is characterized by a higher logic and strict sequence of scientific presentation. Special introductory words, reversals and clarifications that emphasize the logic of presentation are used in the sentences: *Так як це змішаний тип економічної системи, то, звичайно, зазнали змін її основні положення вільного ринку. / Da es sich um ein gemischtes Wirtschaftssystem handelt, hat es natürlich Änderungen und die wichtigsten Bestimmungen des freien Marktes gegeben. / Since this is a mixed type of economic system, then, of course, there have been changes and the main provisions of the free market.*

The text is the carrier of information, the main communicative unit, on the example of what the use of specific material in speech is being studied. However, in the communication not only the content of the message is important, but also the expression and achievement of communication goals of partners. It is the foreign-language discourse that results from the implementation of certain communicative intentions in the context of a concrete communicative situation with a partner, a representative of another culture, expressed by certain linguistic and non-spoken means.

Work towards the formation of communicative competence is an integral process, which includes several components, namely:

- a) the target, aimed at the participation of all students in the execution of tasks;
- b) informative, based on the selection of tasks that contribute to the successful formation of communicative competence (in our case, work with economic terms);
- c) technological, defining the conditions, methods and means of training;
- d) evaluative-productive, based on designing methods for determining the formation of communicative competence.

On the basis of certain components, methods of forming the communicative competence of students of economic specialties have been developed. The purpose of the developed practical course of English for students-economists is the formation of communicative competence in English-speaking communication, that is, practical professional-oriented mastering of English in students. Particular attention should be paid to the use of the professional component (development of reading skills, referencing and annotation of texts by specialty), that is, students must:

- 1) read authentic English literature on the specialty for obtaining information and use it in further professional activities;
- 2) be able to retell briefly the contents of the text read or listened in English (Ukrainian), as well as make abstracts and short abstracts;
- 3) phonetics and grammar are not presented as a set of rules for study, but as a linguistic material, in the process of working on which students develop language skills and abilities; 4) mastering lexical material takes place in the process of working on texts of textbooks, manuals, original literature on the specialty.

The grammatical minimum includes normative grammar, as well as grammatical phenomena, characteristic of the subject of the study of science, and grammatical phenomena, which constitute some difficulties in learning the language; at the initial stage, the basics of listening to the English text are laid and the skills of reading literature in the specialty are formed.

Experimental research was held at the Odessa Institute of Trade and Economics in September – December 2019. The experiment was attended by students – economists (specialty Accounting & Auditing – Ukrainian abbreviation: AA; and specialty Finance & Credit – Ukrainian abbreviation: FC) in the third year of study, numbering 49 students. The

analysis of the results of our experiment showed that out of 49 students of two groups, 69% (34 persons) of students-economists were interested in the proposed interactive work with economic texts; 59% (29 people) of students noted that they discovered new opportunities in using the computer's capabilities for future professional activities. During the experiment, conditions and a complex of didactic-methodical means of formation of communicative competence of students-economists were revealed.

Experimental work consisted of 3 stages: cognitive, professional and evaluation. The essence of the first stage was to master the future economists the system of relevant knowledge. At this stage, were implemented such areas of language and professional training as: mastering basic knowledge of a foreign language, mastering the terminology system, involvement of independent work with scientific and educational text and various sources of information.

One of the tasks of creating experimental methods was the selection of teaching methods aimed at effective improvement of the communicative competence of future economists. The communicative orientation of the educational process involves the use of the following methods in class: purposeful listening and reflection; method of dialogue, discussion, etc.

Multimedia tools that contain verbal and nonverbal components are considered to be expedient methodical support of classes. The following methods should be used in the process of conducting practical classes: case study, role-playing game, professional activities, communication skills training, discussions. Methods of independent work: work with dictionaries, reference books, electronic media; preparation of reports and abstracts; compilation of terminological dictionaries. Traditional methods (dictation, tests) were used in control classes.

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Thus, an interactive whiteboard was used in the classes, which made the teacher's explanation and illustration of different types of texts more mobile. An experiment was conducted in the course of some classes, (reading of prepared and unfamiliar texts by students). An experiment was aimed to intensify the activities of students. Role-playing game was used in practical classes.

Table 1. Results of the preliminary analysis and the experimental cut to check the formation of communicative competence on average for each student's group.

Group number/ levels of communicative competence		Preliminary analysis (students)	Classical techniques (hours)	Interactive work with economic texts (hours)	Averaged result after the experiment (students)
<b>Specialty Accounting &amp; Auditing (AA) 2015</b>	<i>elementary</i>	3	12	12	1
	<i>intermediate</i>	9	12	12	2
	<i>upper intermediate</i>	9	12	12	13
	<i>advanced</i>	4	12	12	9
<b>Specialty Finance &amp; Credit (FC) 1115</b>	<i>elementary</i>	2	20	4	2
	<i>intermediate</i>	5	20	4	2
	<i>upper intermediate</i>	14	20	4	16
	<i>advanced</i>	3	20	4	4

Table 2. Comparative results of the preliminary analysis and the experimental cut to verify the development of communicative competence on average for each group.

Group number	Preliminary analysis (students with upper intermediate and advanced level)	Experimental cut (students with upper intermediate and advanced level)	Growth (%)
<b>Group AA – 2015</b>	13 (52%)	22 (88%)	36%
<b>Group FC – 1115</b>	17 (70%)	20 (83%)	13%



The conditions for motivating students to study a foreign language, which may be internal and external, were also determined. It was found out, that internal conditions are determined by the presence of internal motivation of students to learn a foreign language, their desire to use the media, the Internet, as well as classroom role interactive training in the learning process.

The external conditions are the availability of a computer class, didactic help, teaching materials, computer programs and test cases. The tasks and exercises used at this stage were aimed at the development of positive motivation through the excitement of the primary interest in the subject. The interest was not only caused by classroom activities, but also more often by lessons related to the use of computer capabilities and the use of tasks selected in the "Business English" multimedia or Internet capabilities.

At the final stage of the experiment, students received a long-term task: to prepare a presentation about the completed independent work. During classes, students had the opportunity to supplement their personal file with terminological dictionaries; creative works; economic texts; reports, abstracts, annotations, bibliographic lists; illustrative material: tables, economic crossword puzzles, etc.

Case study has a professional orientation, which is based on the understanding of situations, the description of which simultaneously reflects the practical problem and actualizes the set of knowledge that must be mastered in solving this problem. The analysis of economic situations was widely used in experimental research in practical classes and in the process of independent work.

Business games are effective forms of learning. In our research and experimental training, we used interactive games mainly at the stage of systematization of material on the topic. During the game we used material selected from words in the use of which students make mistakes.

In the experimental groups was used the situational modeling, which involved the development of communication skills with colleagues, in modeling situations were used the circumstances that may arise during the work. Such modeling tasks contribute to the formation of analytical thinking, to the ability to make independent decisions, to the stimulation of student activity in the learning process and beyond. And this is a component of students' professional competence and one of the technological conditions for the communication competence formation.

Another condition outlined by us at the beginning of the experiment is to give priority to comprehensive work with texts. Methods of working with texts are constantly enriched with new scientific developments that reflect various aspects of the use of texts in a foreign language course. It is important to take them into account for the full use of texts in the classroom: extralinguistic - the text is a direct reaction to a situation, one of the components of which is reality; cognitive - selection of appropriate tools in the process of creating texts and their understanding; semantic - the context influences the selection of language tools and the text construction, as well as determines its adequate perception; linguistic - a set of linguistic means that form the text, constitute its specific features.

The main criteria for the selection of texts - thematic diversity and reliability of information. In addition, the text should be rich in vocabulary on relevant topics to enrich students' vocabulary. The text should be easy to perceive visually or audibly to develop skills in receptive speech activities. On the other hand, the selected text should be easy to retell, stimulate the composition of dialogues and monologues.

Texts of different styles were used in the experimental method. For example, the text of scientific style for complex work in practical classes and in extracurricular time can be used as material for dictation. The first option involves the presence of text on each desk or the use of computers, which facilitates the process of perceiving the material.

In working with the text was used a system of tasks, which aimed at comprehensive improvement of all components of professional communicative competence. The first was a pre-text task, the implementation of which was to prepare students for the text perception.

After that, students fulfilled text-based tasks, the purpose of which was in-depth work with the content, for example: reading the text, determining its style, theme; writing keywords; formation of a terminological dictionary based on the text; asking questions using terms; reading the passage correctly.

At the final stage of text processing, post-text tasks were used: to advice using information from the text; to find additional material on the topic; to make a list of sites where you can find information; to write an abstract. These tasks are aimed at building students' own statements. In total, 50 texts of different styles were used in the experimental study of the section.

Thus, the created experimental method of communicative competence formation of students-economists in the process of working with economic texts of a foreign language is consistent with the objective and tasks of pedagogical experiment, the main directions of language and professional training of future economists of international level.

During the experiment, we relied on a comprehensive approach to the intensification and informatization of professional training for students-economists [35, 36, 37]. There was marked a change in the ratio of goals and content of the discipline "Foreign Language":

1) The transition to the introduction of interactive lessons not only within the selective use of computer programs, but also classroom activities;

2) The increasing attention to the use of information technology within the classroom (conducting a series of classes in the computer class in the search for information on economic topics on the Internet, selective application of the possibilities of multimedia teaching aids). Thus, the formation of communicative competence in students of the economic faculties will allow them to compose an annotation of the professional text, to refer to the proposed material of a professional and business nature, to make a monologue message of a professional nature with defined terms.

## 5. Conclusion

It is necessary to make qualitative changes in the approaches to teaching foreign languages to students of non-linguistic specialties, in order to improve the level of knowledge of a foreign language, as well as the possibility of its practical application in future professional activity. The main principles of teaching students-economists for communicative competence, as well as for intercultural cooperation were the result of the education philosophy, with approaches to the process of formation and incipience of high-quality specialists. Educational goal of teaching a "Foreign language" course in a higher education institution is to form not only general competences, but also to enhance the development of students' abilities to study independently.

In Ukraine, students-economists do not always have sufficient linguistic experience and, despite good knowledge of grammar, grammatical constructions and language formulas are not always appropriately chosen. Significant difficulties also arise in the choice of stylistically marked lexis, since the idea of a systematic organization of vocabulary is almost unfamiliar to students. Consequently, the task for a teacher of a foreign language for special purposes is to facilitate to build economic discourse properly regarding its form and content. Students should not be limited to reading and translating texts that are examples of language implementation of a particular topic. Instead, they should be taught to perceive discourses, taking into account the communicative purpose and the situation of communication. Of course, the language skills, which are necessary to act, are quite complex, therefore their formation requires continuous, purposeful, systematic training, which in turn requires the teacher to create teaching and methodological support that would correspond to particular communicative tasks within the given course of a foreign language.

Further study of features of the introduction of innovative teaching technologies in the process of forming the communicative competence of future economists is necessary. The specifics of the course of a foreign language of professional orientation require the teacher to be in a permanent didactic, linguistic and methodological search for creating effective conditions for the formation of professional communication skills of higher education students.

The teacher constantly improves the learning process in order to create conditions for effective foreign language mastering. The communicative approach allows to re-establish efficiently the appropriate lexical material to obtain professional reading and listening skills. When a student feels a real opportunity to use the knowledge gained from a foreign language in specific professional and life situations, his motivation is growing dramatically. In addition, the modern world shows graduates how the skills of professionals with knowledge of a professional foreign language are demanded on the labour market. An approach to teaching professional discourse for the implementation of professionally oriented teaching has been developed, the effectiveness of which was tested in the course of a formative experiment. As a result of comparing the results of the pre-experimental and post-experimental sections, a significant increase in the indicators of the level of competence formed was revealed - from 13% to 36%. Thus, the proposed methodological model ensures the formation of communicative competence in teaching professional discourse in educational establishments.

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