

**CONDITIONS AND APPROACHES TO THE FORMATION OF PROFESSIONALLY-ORIENTED  
FOREIGN LANGUAGE COMPETENCE OF FUTURE PROFESSIONALS OF THE FIELD OF  
SERVICE**

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**Abstract.** The driving force behind the professional development of a specialist is the internal contradictions between the growing needs and opportunities to meet them, ie motivation that affects a person and his activities. Motivation is the driving force of human behaviour. It is based on motives, i.e. specific aspirations, motivations, and causes of the individual's actions, which determine his attitude to activity and determine its direction. Firstly, the author highlighted the optimal pedagogical conditions for professionally-oriented foreign language training of future specialists in the Field of Service. Then, the author determined the interpretation of the term «pedagogical condition» following the formation of professionally-oriented foreign language competence. Finally, the author described the specifics of different approaches in language teaching, which should help to optimize the learning process of future specialists, formation of professionally-oriented foreign language competence.

**Keywords:** field of service, professionally-oriented foreign language competence, pedagogical conditions, pedagogical technologies, pedagogical approaches.

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## INTRODUCTION

The role and importance of professionally-oriented foreign language communication changes in specialists' activity, which directly affects the work results of specialists in the service field, and professionally-oriented foreign language competence is a significant component for future specialists. Knowledge of one or two foreign languages significantly increases the competitiveness of graduates of educational institutions in the labour market. Students feel the need to use a foreign language in the educational process, which is necessary for studying in Ukraine, mainly to obtain information from foreign sources and oral and written communication in foreign languages in the case of internships or study abroad.

To determine the optimal pedagogical conditions for professionally-oriented foreign language training of future specialists in the Field of Service, an expert assessment of several conditions was used:

- formation of positive motivation for learning;
- organization of the educational environment that adjusts to productive activities;
- providing a creative atmosphere to involve students in extracurricular activities;
- formation of the content of foreign language training of professional orientation;
- study in the process of foreign language training of national features of different cultures;
- actualization of self-development of professionally-oriented foreign language competence of junior specialists in the Field of Service;
- awareness of students of self-regulation of their own trajectory of formation of professionally-oriented foreign language competence;
- involvement of students in extracurricular foreign language activities;
- application of innovative pedagogical technologies related to the development of foreign language competence of students.

As I. Drozdova rightly notes, in the process of professional growth of future specialists in the Field of Service there is not only purely professional training. However, the formation of needs and high motivation of students to master the profession, the desire to acquire professional skills, the culture of a specialist are united by the general concept of professional competence.

Thus, the subject of education and training activities, in our case the future specialist in the field of service, is influenced by external and internal pedagogical conditions that can promote or, conversely, inhibit educational activities. Based on the definitions of the above concept, we can offer our interpretation of the term «pedagogical condition» in accordance with the formation of professionally-oriented foreign language competence - it is a certain set of elements of the educational environment - factors that contribute to effective optimization of the learning process.

Based on the study of scientific papers, we can identify the following pedagogical conditions that contribute to the successful formation of professionally-oriented foreign language competence of the future specialist in the field of service:

- development of motivation to learn foreign languages by students;
- modeling in the educational process of real professional communicative situations;
- inclusion of information and communication technologies in the educational process;

- integration of foreign language teaching with teaching special disciplines.

This article aims at considering each of these conditions.

## RESULTS

### ***1. Development of motivation to learn foreign languages by future specialists in the Field of Service***

The driving force behind the professional development of a specialist are the internal contradictions between the growing needs and opportunities to meet them, i.e. motivation that affects a person and his activities. Motivation is the driving force of human behaviour. It is based on motives, i.e. specific aspirations, motivations, and causes of the individual's actions, which determine his attitude to activity and determine its direction. There are external and internal motives. L. Friedman characterizes their differences as follows: if the motives that motivate this activity are not related to it, then they are called external to this activity; if the motives are directly related to the activity itself, they are called internal (Honcharova 2009). Internal motives are related to the cognitive needs of the subject, with the satisfaction of the process of cognition. The dominance of intrinsic motivation is manifested in the subject's activity in the process of his educational activities. The external motive of activity is not the purpose of learning but a means to achieve another goal. According to Erks-Dodson's law, the effectiveness of any activity, including education, depends on the strength of motivation (Yachina 2016). Analyzing the above, we can say that the formation of motivation is under the influence of external and internal conditions. External conditions should include the content of training, teaching methods, logistics, the psychological climate in the learning process, and so on. Among the internal conditions of motivation are different forms of interaction and communication, the

position of the subject in different activities, the orientation of the individual. In solving the problem of motivation in teaching communication, the teacher must consider two main aspects: the creation of students' needs and interests that ensure the activity of their cognitive activity and the influence of motives on the mechanisms of foreign language speakers. To increase students' interest in learning a foreign language, we considered such factors as the novelty of the study material; the teacher's personality and methods used by their; students' awareness of the practical need for knowledge of a foreign language, the form of education.

### ***2. Modeling of real professional communicative situations in the educational process***

Considering a foreign language as a means of forming the professional orientation of the future specialist, E. Roshchina notes that during the study of professionally oriented foreign language material a two-way relationship is established between the student's desire to acquire specialized knowledge and success in language acquisition (Isaeva 2008). Thus, the prospective professional must respond to the main ideas and recognize essential information during detailed discussions, debates, formal negotiations, lectures, conversations related to education and profession; to speak clearly on topical issues in domestic and professional situations; respond to the position/view of the interlocutor; to adapt to the changes that usually occur during the conversation and relate to its direction; perform a number of speech functions and respond to them, flexibly using common phrases (Bakaeva 2005).

By dividing communicative situations into standard (stable) and non-standard (variable), Yu. Passov believes that in standard communicative situations, the speech behaviour of communicators is clearly defined and regulated (Passov 1991). Such communicative situations, of course, clearly

determine the speech activity and behaviour of communicators and are «typical, repeated in many cases of intercultural communication, characterized by the use of standard speech in standard situations (acquaintance, greeting, forgiveness, sympathy, consolation, filling in the questionnaire, etc.)» (Batsevich 2007). In contrast, non-standard communicative situations are atypical and isolated. They are not repeated many times and are characterized by a creative approach, the use of non-standard speech means (Batsevich 2007). The peculiarity of modeling communicative situations during professionally oriented learning is that the teacher must create such learning situations that, on the one hand, have professional significance for students, and on the other - allow to discover and implement foreign language communication skills needed in the activities of specialists industry. That is, in view of the above, it can be argued that communicative situations should be standard and non-standard, thereby bringing the classroom act of dialogic speech as close as possible to the natural process of communication. In order to encourage students to engage in professionally oriented speech activities and to use the necessary foreign language learning material during such activities, they need to create and offer such speech and non-speech circumstances and conditions in which they could actually find themselves and act one way or another. Examples of such circumstances are: «The Questionable Aspects of the Slow Food Movement», «Being a vegetarian. Pros and Cons», etc.

Prospects for taking into account the peculiarities of constructing professionally-oriented learning situations in the teaching of professionally-oriented foreign language activities: first, it requires the integration of the discipline «foreign language for professional purposes» with the profile disciplines; secondly, the task of a foreign language teacher is to teach a future specialist to use a foreign language on the basis of interdisciplinary links as a means of systematic replenishment of their professional knowledge, as well as a means of developing professional skills and abilities; thirdly, it

involves the use of forms and methods of training that are able to ensure the formation of the necessary professional skills and abilities of the future specialist (Isaeva 2008). Therefore, the problem that will motivate the student to professionally-oriented speech lies in the creation of situational tasks that will be focused on solving professional ones.

### ***3. Inclusion of information and communication technologies in the educational process***

Information and communication technologies (ICT) are a system information phenomenon, which combines unified technologies, software, storage and audiovisual systems, telecommunications, network and digital methods of transmission, accumulation, exchange, storage, modification of information (Haletsky 2019).

The software tools for training future professionals in the food industry include (Sorokina 2017):

- online testing, which provides quality control of educational achievements;
- virtual dialogue systems that allow future food industry professionals to communicate with the virtual interlocutor;
- computer simulators, which are used to develop practical skills and abilities to speak and listening in a foreign language;
- interactive whiteboard - frees students from the need to record a lecture due to the ability to save and print everything that appears on the board;
- electronic textbooks, with the possibility of installation on any convenient media;
- cloud-based learning environment, the use of which ensures maximum mobility of students in accessing and processing educational information.

Unlike conventional technical means of teaching, ICT allow not only to provide students with a large amount of ready-made, high-quality, appropriately organized knowledge and materials but also to develop their intellectual, creative abilities, as well as

the ability to acquire new knowledge work with different sources.

We consider the interactive whiteboard and the SMART Notebook program to be the perfect technical tool for classroom work (Hryniaieva 2021). The interactive whiteboard in the classroom is often used as a means of frontal work with students and involves careful preparation and development of the necessary set of slides with learning materials and tasks. At the stage of designing slides in the SMART Notebook program, it is important to anticipate the methods of working with the interactive whiteboard at different stages of the lesson. Among the methods of working with an interactive whiteboard, we note the following: «Write by hand» - with the help of the Magic Pen tool, you can make marks on slides, make graphic comments, insert missing symbols and words, sign, underline, circle, connect, etc. This allows the teacher to make temporary marks on the slide to draw students' attention to the desired fragment of the page. You can also use this tool when performing the same task on an interactive whiteboard by several students in turn. «Drag and Drop» technique - allows you to move an object on the board from one place to another, match objects, group, sort, restore the correct sequence, arrange items in ascending or descending order constructing objects from a set of details (Ivanova 2012).

The capabilities of SMART Notebook software allow you to quickly, without much effort and specialized knowledge to create the highest quality and visually enjoyable lesson. The teacher has the opportunity to use a gallery of images and multimedia files, which is already embedded in the software and contains more than 6,000 objects, interactive tasks, page templates and themes. In addition, the SMART Board interactive whiteboard allows implementation in practice the most popular today concept of blended learning (Blended Education) (Interaktivnaja doska SMART Board, n.d.).

#### ***4. Integration of foreign language teaching with teaching special disciplines***

In pedagogy, integration is interpreted as an appropriate combination of subjects or knowledge in the pedagogical system of purpose (Yachina 2016). Learning based on a combination of knowledge from different subjects is defined in the scientific literature as integrated learning (Yachina 2016). P. Obratsov substantiated the principle of professional orientation of educational material in teaching a foreign language in a non-language educational institution. The author stressed that learning a foreign language should be a means to improve education in their speciality. In his opinion, taking into account the specifics of the profile disciplines should be carried out in the following areas: work on special texts, the study of special topics for oral development, study the vocabulary-minimum to the speciality, teachers create manuals to activate grammatical and lexical material (Kaniuk 2015). This means that vocational foreign language learning is based on the use of developed systems of exercises that apply to each type of speech activity: listening, speaking, reading, writing. The formation of foreign language professional-oriented competence of students is following the topics covered in the work program of each speciality.

As part of our study, integration is based on a harmonious combination of educational and speech, communication and information activities in the pedagogical system in order to form a professionally-oriented foreign language competence of students in the field of service. The implementation of this condition took place at the stage of selection of educational material, the tasks of which were selected according to the principles of speech orientation, communicativeness, professional orientation, didactic expediency. Thus, for example, when teaching a foreign language course in a professional field for the speciality 181 «Food Technology», the foreign language discipline consists of the following blocks, which are studied for two years: «Production», «Introduction to

nutrition», «World cuisine», «Cooking and service», «Rational food», «World cuisine and food».

An integrative approach to learning-speaking, communicative and professionally-oriented activities of students creates such a learning environment that will contribute to the formation of professionally-oriented foreign language competence.

The study of basic scientific ideas laid down in the development of an approach shows that the competency-based, methodological approach to education corresponds to the cognitive-communicative approach to teaching foreign, in our case English, language in institutions of professional higher and higher education, which can be considered as a meta-approach, an integrative approach. It allows to theoretically substantiate the problems of the whole, the selection of the content of education, focused on the formation of different types of competencies (communicative, socio-cultural, etc.), to solve problems of organization of the selected content and sequence of its study; to substantiate the question of finding ways to practice the educational material intended for assimilation by students, taking into account the professional-communicative and cognitive needs of students of different courses in terms of educational conditions (Drozdova 2010).

The success of professionally-oriented foreign language communication depends on the speaker as a person, his acquisition of professional foreign language competence as the basis of professional communication with foreign partners, the ability to embody information in the text and professional discourse depending on the purpose, language situation and more. Thus, the components of professional communication are a personal factor in professional communication; text or discourse as a linguistic embodiment of information during professional foreign language communication. «Foreign language

text is an important component of the content of foreign language teaching because in the process of working with authentic sources are formed not only lexical, phonetic and grammatical skills and communication skills but also language, speech, intercultural and other competencies» (Zadorozhnaya 2002). Thus, certain forms, methods, and techniques of experimental training effectively solve future service professionals' problems in professional foreign language activities, which provided a professionally-oriented approach.

### CONCLUSIONS

Modern pedagogical technologies, such as collaborative learning, project methodology, use of new information technologies, and Internet resources, help implement a person-centred approach to learning and provide individualization and differentiation of learning based on students' abilities, level of education, and aptitudes and more. The personality-oriented approach involves considering the student's personality, abilities, professional interests and directions, and cognitive activity, which was provided through individual forms of work, both traditional and innovative. The combination of different types of activities of the future specialist in the field of service is the integration of such activities as educational and speech, communication and professional, which complement each other and thus create conditions for the formation of professional competence. Having studied the specifics of competence-activity, cognitive-communicative, professionally and personally oriented, integrative approaches in language teaching, we found that their combination with Internet technologies will help optimize the learning process of future foreign language specialists, formation of professionally oriented foreign language competence.

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