

MODERN APPROACHES AND INNOVATIVE TECHNOLOGIES IN THE FORMATION OF TECH STUDENTS' ENGLISH COMMUNICATIVE COMPETENCE IN THE PROCESS OF DISTANCE EDUCATION

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Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or socio-cultural competence, and what might be called textual competence. It deals with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. It is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.

Foreign language communicative competence is the knowledge of the language that provides the possibility for an individual to perform functionally directed speech communication to achieve success in communication in the surroundings of foreign language culture.

Thus, communicative competence is an essential language skill, the ability to adjust language use according to specific contexts and to employ knowledge and strategies for successful communication. In other words, communicative competence should be developed through classroom learning activities that focus on meaningful uses of the language and on language in context. Tasks should be chosen based on the needs, interests, and experiences of students. The vocabulary, grammatical structures, text forms, and social conventions necessary to carry out each task should be taught, practiced, and assessed as students are involved in various aspects of the task via innovative tools.

The in-class teaching and evaluation methods, as well as scientifically obtained and proven ways approaches and innovative technologies applied during the offline classes to form language communicative competence in students of technical higher educational institutions, faced a huge problem in the early 2020-ies. Distance learning, which was initiated initially because of the worldwide epidemic of covid-19 that made everybody stay inside their homes, and could have finished in two years was prolonged in Ukraine since February 24th due to the whole-scale offensive of the Russian Federation.

Distance learning is an educational process where students receive instruction through online classes, video recordings, video conferencing, or any other audio/visual technology medium. It enables people to receive an education without having to be physically present in a classroom.

Distance education which everyone had to get adjusted and adapted to during the pandemic turned into a must-have for all Ukrainian educational establishments from nurseries to institutes and universities.

Thus, the national educational system is trying to get used to digital technologies in the everyday life of students and teachers because distance learning and education are now, unfortunately, interchangeable terms in Ukraine.

To meet the challenge of distance learning, internet technology is used. It is based on the use of the Internet to provide students with teaching materials for training (Google Classroom, Moodle, Zoom, and others). It is one of the most

advanced and effective technologies in distance education since most of the innovations in the field of storage and processing of materials are focused on the Internet.

One of the problems that English language educators face is the application of modern approaches and innovative technologies targeted at the development of students' communicative competence in the process of distance learning.

Innovative technologies in the educational process are designed to develop the cognitive and creative activity of students, to contribute to the improvement of the quality of education and study time spent by students on reproductive activities. It is evident that the application of modern technologies to form foreign language competence provides significant diversification of the content, methods, and forms of education, a never-ending source of information that can be effectively used during independent students' work, which is an important component of the distance learning process.

The use of innovative technologies when learning a foreign language is especially topical, since ensuring the readiness of higher education students for productive communication with foreign partners is one of the primary tasks. The task of an educator is to form an appropriate level of foreign language proficiency, which includes the development of sufficient communicative knowledge and skills, thanks to which they acquire the opportunity to participate in direct foreign language communication.

The purpose of the research is to focus on and study the characteristics of the application of innovative foreign language learning technologies aimed at the formation of communicative competence in students of higher technical education in the distance learning process.

Ukrainian scientists have considered several aspects of the problem related to the topic of the article. A. Potseluko, A. Artemenko, and T. Shargun devoted their scientific papers to the competence approach. Z. Osada, O. Gural, and O. Matveenko studied the application of innovative technologies in foreign language learning, while V. Kuharenko, A. Nedelyuk, S. Mazurenko, and V. Radkevich researched distance learning methods used in foreign language learning. Their studies are valuable, yet insufficient because they do not fully encompass the problem of using innovative technologies for the formation of communicative competence in English among students of technical higher education institutions using distance learning methods.

The novelty of the research lies in the disclosure of the specifics of the use of information technologies in the work of students during distance learning with the aim of the formation of their English language communicative competence.

The analysis of the research shows that due to the insufficient development of the method of applying information technologies in the practice of forming foreign language communicative competence in the process of distance learning, a number of inconsistencies arise between:

- society's need for modern specialists with a level of foreign language proficiency high enough to allow them to participate in professional intercultural communication vs the lack of a sufficiently effective program for the formation of foreign language communicative competence among students of higher technical education in distance learning conditions;

- the opportunities of information technologies that can be applied to the formation of foreign language communicative competence vs the lack of informational and educational methodological support for this process for foreign language distance learning;

– the opportunities and importance of independent work in the development of students' foreign language communicative competence vs insufficient development of educational information resources focused on the professionalization of learning, and the identification of equivalent language training under distance learning.

These contradictions determined the need to research the methodology of using information technologies in the organization of educational work of students of technical higher education institutions to form communicative competence in English during distance learning.

Communicative competence development takes place in the context of existing trends in professional education development. Analyzing the current condition of this development, V. Radkevich singles out the following trends: digitalization of professional education; technologizing of professional education; standardization of professional education [8].

These trends are interconnected and influence each other, forming, in fact, a certain structure. Within the framework of the research, we are primarily interested in the digitalization of professional education, which, in turn, is associated with the use of new technological tools and information resources in the educational process, in particular multimedia programs.

It should be noted that not every use of the multimedia program can lead to successful learning results. That is why it is necessary to consider innovative educational technologies as carefully as possible, to take into account the internal motivation of students to study. According to A. K. Nedeliuk and S. G. Mazurenko, internal motivation requires awareness, a proactive position, self-confidence, independence from external factors, the desire for mastery, and the desire to be better. Therefore, internal motivation is a necessary condition for productive learning [6, 381].

Thus, at the current stage, students of technical specialties can be offered various innovative technologies to motivate the improvement of their speaking skills and abilities. Among other things, it is proposed to allow them to prepare various presentations or reports on topics of professional interest. At the same time, project work, presentations, or reports can be conducted both in pairs and in groups. Students can also role-play dialogues in English to practice real situations of business communication.

Recording dialogues or videos will provide them with an opportunity to see and hear themselves, and analyze their answers independently which ensures subject-subject relations when students and teachers are equal partners in the educational process where a teacher assists a student to improve speaking [7, 99].

During the educational process, an electronic portfolio can be effectively used as one of the means of learning [5, 113]. An electronic portfolio is a collection of a student's works selected by the student or a teacher to visualize a student's personal progress in learning which allows for individual assessment of a student. It includes audio and video materials as well. The creation of electronic portfolios must also comply with certain rules and requires fulfilling the following tasks [8]:

1. Define the goal of the portfolio aimed at meeting the most important educational needs of students.

2. Determine how the information contained in the student's electronic portfolios will be used.

3. Choose the type of electronic portfolio:

- a portfolio collection that consists of all the student's works with comments and observations from the teacher;

- a portfolio presentation that includes only the best works;
- an evaluation portfolio consisting of systematically selected works with comments and observations from the teacher.

4. Correlate the entries in the portfolio with the activities in the lesson, that is, think about how the activities familiar to students can be used to enrich their portfolios.

5. Introduce portfolio management into a mandatory activity for students, gradually replenishing it during the semester and academic year, and making tasks more complicated.

6. Plan how students' progress will be monitored and evaluated. In this case, a formal assessment is not an effective means of assessment. It's recommended to use checklists, detailed information sections, and teachers' comments.

7. Involve students in the process of working on the design of their own portfolios by certain criteria and recommendations.

8. Use creative ways of monitoring and evaluating the portfolio, for example:

- choose several portfolios every week or month and discuss them with all students;
- give students time to evaluate each other's portfolios or ask them to evaluate their own.

Therefore, we consider that the effective study of English by students of a technical higher educational institution is possible only in case there is an application of a communicative approach and the wide use of modern information technologies and Internet resources [2].

Speaking about the internet resources for learning English using a communicative approach one should mention the following websites which facilitate and make learning more exciting, thus motivating and productive. The most efficient are <https://kahoot.com/> and <https://quizlet.com/> for quizzes; <https://nearpod.com/> for interactive classes; <https://screencast-o-matic.com/>; <https://info.flipgrid.com/> to create a free video recording; <https://wordwall.net/>.

Students must be independent, so it goes without saying that they should be given a chance to independently check their level of knowledge. It helps them to realize what they know and to compare their current level of knowledge with the previous one. Visualized results spur them to continue working to improve their skills and overall knowledge of the subject. The following websites are useful to provide students with a chance to find out more about their preparation level: <https://learnenglish.britishcouncil.org/online-english-level-test>; <https://ihworld.com/learn/ih-english-language-level-test/>; <https://www.cambridgeenglish.org/test-your-english/>.

There's no communication without interacting. There's no conversation without an interlocutor. In a conversation, you don't only speak but you listen as well. Listening skills should be paid special attention to because a sufficient level of comprehension of foreign speech opens up a possibility to communicate with natives, and understand podcasts, movies, or any video clips on social media in the original to be able to discuss them. Students can improve their listening skills and search for scientific information using the website <https://www.learningscientists.org/videos>. It is not necessary to have a high level of English to listen in English. If it goes about movies, one can guess a lot from the context. When listening to a program, one can lower the speed or use subtitles.

Among the effective means of learning business English are, certainly, podcasts containing dialogues and monologues, posted on the topic of business communication situations with texts and vocabulary [3, 9]. Moreover, podcasts are an endless source of up-to-date language that can help students enrich their English with set phrases and words used by their peers. One of the best can be found at <https://learnenglish.britishcouncil.org/> and <https://www.businessenglishpod.com/>.

It goes without saying that the use of information and computer technologies by students of higher technical education in the process of forming communicative competence in the English language during distance learning allows them to acquire and improve their professional competence including the ability to plan, control and regulate work activities, make logical and if necessary, creative solutions. Communicative competence may help them achieve their goals in real life, i.e. it is, in fact, an important resource for success.

Based on practical experience, it can be concluded that in technical institutions of higher education, especially during distance learning of foreign languages, insufficient attention is paid to stimulating the motivation of future specialists as a result of which students are not fully aware of the importance of their foreign language communicative competence for their further professional formation. Educators should do their utmost to help students accomplish communication goals using modern approaches and innovative technologies in the distance learning process so that students were able to use the language correctly and appropriately according to the communicative situation.

To solve this problem, we suggest paying more attention to the use of innovative tools in distance learning which are aimed at strengthening the motivation of students of technical institutions of higher education necessary for the formation of their communicative competence in the English language.

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MOTIVATION AND MOTIVATING IN A FOREIGN LANGUAGE CLASSROOM AT A TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENT

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In recent years, there have been many attempts to put into practice various methods of teaching foreign languages. However, each method has its own advantages and disadvantages. Efficiency is observed only if they are used in combination, based on the level of knowledge of the student and the specific situation. Regardless of which teaching method is used by the teacher, its goal is ultimately to stimulate students' motivation to learn the language. Only the student's personal desire to master the language can lead to high results. That is why motivation is the most important aspect of teaching foreign languages and plays a decisive role in the process of learning them. In this article, the author proposes to consider ways to enhance motivation to learn English in students of technical specialties of higher educational institutions.

Basic studies of the nature and methods of formation of motivation lie in the field of interests of pedagogy and psychology since motivation should be considered not only as a condition for the effective acquisition of knowledge but also as an important factor in the development of a specialist's personality. A lot of researchers studied the connection of motivation from different angles and in different spheres. Among them, there are N. Aristova, I. Lobachova, E. Thorndike who studied the process of the formation of cognitive motives at different stages of learning. The issue of enhancing the learning process was raised by A.I. Demin, V.A. Kozakov, V.I. Lozovaya. In recent years, motivation has become the topic of theses by V. Klymchuk, N. Bondarenko, I. Zaitseva, I. Krasnogolova, and other researchers.

At the same time, the ways of influencing the increase in the motivation for studying foreign languages by students of technical universities were not the subject of a separate scientific study of domestic educators, which determines the relevance of the chosen topic. The bulk of the material is concentrated in foreign scientific literature, in particular in the works of M. Downes, I. Lopez Corria, K. Rogers, E. Littlejohn and others. They focused mostly on the ability to stimulate