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**DEVELOPMENT OF DISCUSSION SKILLS AS A COMPONENT OF  
INTERACTIVE COMPETENCE AMONG STUDENTS OF NON-  
LINGUISTIC UNIVERSITIES**

The specifics of future professional activity determines the features of practical language acquisition by students of non-linguistic universities. State requirements put forward for the content and level of training of graduates of non-philological specialties imply a high level of formed interactive competence and foreign-language discussion skills, which are an integral part of this competency. Mastery of foreign language discussion skills and abilities allows specialists to successfully participate in various professional discussions, meetings, conferences, etc. This determines the relevance of teaching foreign language professional communication and, in particular, the formation and the development of discussion skills.

Teaching interactive skills is the most effective way to consider the framework of the interactive approach to teaching foreign languages, developed by Western linguodidactics as a kind of communicative one (E. Hatch, L.V. Lier, W.M. Rivers). An interactive approach involves the active interaction of all participants in the educational process, in which there is a mutually enriching exchange of authentic information in a foreign language and the acquisition of successful communication skills to solve professional problems.

The communicative competence of non-philological students includes encyclopedic (cognitive), linguistic and interactive components with the leading role of an interactive one (T.N. Astafurova, V.V. Bogdanov, E. Hatch).

The study of the features of professionally oriented teaching of a foreign language as part of an interactive approach allows us to conclude that it has specific methodological principles that reveal its essence:

- professional communicative orientation;
- professional intercultural orientation;
- training interactivity.

A distinctive feature of teaching interactive communication is the formation of skills and the development of skills aimed at organizing mutual activities of people, developing tactics and strategies for interaction and cooperation. The ability to discuss in a foreign language plays an important role in this process.

An analysis of the theoretical works on the problem of communicative competence allowed us to conclude that the generation of socially acceptable expressions implies that students have communicative competence, which is a whole complex of competencies, among which, with an interactive approach, the leading role is played by interactive competence, which involves the formation of a secondary language personality of behavioral frames and scenarios of effective professional communication to achieve mutual understanding and interactions necessary for an adequate interpretation of the situational model and communication intentions.

A study of theoretical and practical works examining the phenomenon of metacommunication made it possible to define it as one of the most important components of the interactive competence of a secondary language personality, which is a verbal means that signal the speaker's intention and the type of communicative act in which they are used. Knowledge of the metacommunication tools used in the discussion facilitates the decoding process of discussion intentions.

An analysis of the thesis of the theory of speech acts and communicative linguistics led to the conclusion that, when developing skills in foreign language

interaction, one can rely on a communicative act as a basic methodological unit, taking into account the peculiarities of the types of communicative acts used in the discussion.

### **References:**

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