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SKILLS FOR HIGHLY RESULT-ORIENTED ENGLISH LEARNERS

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Introduction. The needs of modern society and the level of development of linguistic, psycho-pedagogical and related sciences determine the overall strategy of teaching foreign languages, namely: mastering foreign language intercultural communication, its focus on professional business language and professional terminology, ability to solve the tasks of a professional profile by means of foreign language communicative competences, which are components of a foreign language communicative professional competence.

Methods. Theoretical methods (analysis and synthesis of psychological, educational, methodical literature on the research problem), empirical methods (questionnaires, observation), experimental and statistical methods (experimental data processing method, analysis of students' performance and interpretation of the results) were used in the study.

Results and discussion. According to foreign and Ukrainian linguists, the main components of the foreign language education are three types of competences, branched out from the generic concept of “foreign language communicative competence” (Razenkova, 2010), namely:

- speech competence;
- language competence;
- socio-cultural competence.

However, these types of competences, in turn, also include a number of competences. Speech competence implies the ability to perceive and produce foreign language texts according to a communicative task that has been arisen or set, which involves a communicative situation and a communicative intention. It is based on four types of competences: listening, speaking, reading and writing. Therefore, in order to develop speech competence four language skills must be developed.

As you know, language (linguistic) competence requires knowledge of the language system and its rules of operation in foreign language communication. Linguistic competence is also integrative and includes a range of competences: lexical, grammatical, phonological ones and spelling.

Socio-cultural competence covers such types of competences as regional and linguistic regional ones. Regional competence is knowledge of history, geography, economics, government, culture of the country which language is being studied. Linguistic regional competence includes knowledge about the main features of socio-cultural development of the country which language is being studied at the present stage; and the ability to subordinate one's speech behavior according to these characteristics.

Students must acquire curriculum language material as a means of designing or understanding utterances in the communication process at the level defined by

the standard. In connection with this, students need to understand and learn the communicative functions of communication tools to use them correctly in appropriate speech situations. In addition, it is necessary to be able to independently select the language and speech means that are optimal for the realization of a foreign language communicative intention and adequate in social and functional terms of communication.

Modern changing world also requires the active involvement of different types of thinking in the process of learning a foreign language. The variety of types of thinking tasks causes a variety not only of mechanisms, methods, but also types of thinking (Moiseienko, 2019).

In psychology it is distinguished thinking by functions:

- critical;
- creative;
- cooperative.

Consider each type of thinking in more detail.

Critical thinking aims to identify deficiencies in other people's thoughts. The critical thinking in the modern society is manifested in the ability of a person not to fall under the influence of others' thoughts, to objectively evaluate the positive and negative aspects of a phenomenon or fact, revealing valuable and false ones in them. A person with a critical mind is capable of demanding assessment of his own thoughts, carefully reviewing decisions, considering all arguments, thereby revealing self-critical attitude to his own actions. Critical thinking depends to a great extent on a person's life experience, wealth and depth of knowledge.

Creative thinking is connected with the discovery of fundamentally new knowledge, with the generation of its own original ideas, not with the evaluation of others' thoughts. This is the main tool of creativity, a way to solve the original and complex tasks. After all, it is thinking, the product of which is a fundamentally new or improved image of a particular aspect of reality. Ukrainian and foreign psychologists (G.S. Kostyuk, J. Guilford) concluded that creative thinking is a set of those features of the psyche that provide productive transformations in the activity of the individual. In creative thinking, four features prevail, including the originality of problem solving, semantic flexibility, which enables you to see the object from a new perspective, imaginative adaptive flexibility that allows the object to change with the need for its cognition, semantic spontaneous flexibility as producing different ideas for uncertain situations.

Cooperative thinking is thinking that is produced in small groups when it is possible to discuss each problem, prove it, and argue its own view. The members of a large group are divided into several small groups and follow the instructions specially designed for them by the teacher. Each student works on his or her task, his or her part of the material to fully understand and complete the subject under study. Then students exchange findings in such a way that everyone's work is very important and essential for the work of others, since without it the task will not be accomplished (some important information will be lost, other students of the group will not receive it).

Cooperative thinking involves the combined efforts of students and teachers to achieve the goals quickly and efficiently. Goals are individual and shared for everyone. In order to achieve a common goal students cooperate with one another and combine their efforts, which ultimately leads to accelerated learning facilitation.

Cooperative thinking is formed in specially created subgroups that are allocated within a group. The basis for the selection of subgroups is the same vision and understanding of purpose. They also take into account the level of preparedness, ability to interact, personal sympathy and shared interests. The main focus should be on collaboration, not competition, as this will help to get the best results for all students.

The functions of a teacher in the process of forming cooperative thinking acquire some new features. His main task is to instil faith in students in the ability to successfully achieve the goal and to encourage students to search independently. Then the teacher acts as an assistant facilitator, an equal member of the group. The burden on the teacher increases. All in all, he should additionally be involved in the formation of students' abilities:

- coordinate with partners;
- take the position of others and change their position;
- reflect their actions and those of other group members;
- build interpersonal relationships with partners;
- give the highest priority in order to achieve a collective goal;
- prevent from growing conflicts of interest.

Conclusion. All these types of thinking coexist in a person; can be represented in the same activity. However, depending on his/her nature and end goals, one or another type of thinking prevails. On this basis, they are all different. In terms of their complexity, according to the requirements they impose on the intellectual and other abilities of man, all these types of thinking are not inferior to each other.

To sum up, new information technologies in the English language study help to increase the level of language education, improve the quality of language learning through the intensification and individualization of the educational process through better use of available information; development of promising methods, tools and forms of language teaching with a focus on communicative, developing, active and personally oriented education; synthesis of different types of educational activities; formation of information outlook of the student.

References

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