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## Foreign Language Communicative Competence in the Field of Professional Activity: Model and Method Development

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### Abstract

The article deals with the questions of formation of foreign language communicative competence in the field of professional activity and presents a model of learning a foreign language of high school students and methods of development of foreign language communicative competence based on the specifics of accounting sphere of professional communication.

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*Keywords:* Foreign language communicative competence; professional communication; methodological model

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### 1. Introduction

Currently, communication with foreign colleagues becomes commonplace in many areas of professional activity. However, in practice, language high school graduates do not speak a foreign language at the level required for a free professional communication in a foreign language. This is largely due to the fact that the current practice of foreign language teaching in higher education is oriented to the written forms of communication (reading, translation of texts, referencing, etc.). The need for the development of oral speech skills in the teaching of foreign languages suggests many researchers. However, the mass character is trained in the national high school has not yet received. Communicative orientation in learning a foreign language, which is realized in not language high school for nearly two decades, does not ensure the development of professional abilities of communication, if it is carried out on the general cultural or even of general material, excluding realities and specifics of a particular sphere of professional

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communication (Sergeeva & Bushmanova, 2013). In the presence of textbooks and teaching materials designed for students of different training areas and specialties are professionally oriented methods of teaching a foreign language while few in number. The tutorial gives foreign-language texts professional sphere, in Russian texts are recommended for transfer students who are united thematically. The latter does not cover the problems of professional spheres; does not prepare students for real communication in a foreign language with foreign colleagues.

## 2. Presentation of a model of learning a foreign language of high school students

The consequences of the observed trend of reducing the education community grid hours on discipline "Foreign Language", "Foreign Language in the professional sphere" can be neutralized only by specially developed methods of teaching. Along with the existing modern requirements to improve the quality of teaching of a foreign language as a means of foreign language professional communication should recognize undeveloped private methods of teaching foreign language in not language high school, taking into account the specificities and needs of the particular area of professional communication future bachelors / specialists. Try to present methodological model common to professionally-oriented foreign language teaching that gives effect to (Sergeeva, & Bushmanova, 2013):

- *scope of foreign language professional communication includes the following components*: subjects of communication; typical situation of foreign language professional communication; professional activity, the main elements of which are attributes, facilities and rules of operation, professional action officer, the characteristics of professional conduct; professional terminology as a specific linguistic means of professional communication and meaningful basis; verbal communication; professional communication;
- *matrix typical situations of foreign language professional communication* is the basis for methodological systematization of lexical material, developing a set of tasks for the development of abilities of the students professional communication language specialties in learning a foreign language;
- *development of professional communication abilities* of students' language specialties is a specially organized pedagogical process, implemented within the framework of professionally-oriented communicative foreign language teaching and directed the preparation of students for the real professional communication in a foreign language.

On the basis of the stated model is built technique. What is the specificity of the professional sphere of dialogue, which should be implemented in a private method of learning a foreign language? We believe that the answer to this question should be considered as described below adaptation techniques to a specific professional field, filling components techniques address specific professional field. Doctoral studies in recent years have demonstrated the success of the proposed path (Pokhodzei, & Sergeeva, 2013).

## 3. Presentation of methods of development of foreign language communicative competence

Technique aimed at efficiency of professional communication abilities of students in learning a foreign language includes:

- *principles of learning a foreign language*: - *general didactic* (student-centered orientation of training; consciousness, activity, visibility, accessibility and affordability, the construction of learning as a creative process, the nature of the activity of foreign language teaching; modularity - assuming of a separate phase of learning a foreign language as a finished module in a narrow professional area, orientation training on the formation of student autonomy in educational / extracurricular activities), *teaching* (professional-communicative orientation, communicative and practical expediency; dialogue between cultures; interdisciplinary integration, recreating the "phenomenon of protection" the target language, learning to communicate in a social context, the dominance of the problem and search jobs professional intercultural; terminological adequacy; cultural

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