

## ТЕОРЕТИЧНІ ОСНОВИ СУЧАСНОЇ ПЕДАГОГІКИ ТА ОСВІТИ

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### IMPROVING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN POSTGRADUATE EDUCATION MODELS

*The article examines the acute problem of the modern postgraduate education system, i.e. ensuring the systematic improvement of specialists' qualifications in technical fields, which is directly related to the development of their foreign language communicative competence. The processes improving foreign language skills of specialists in most typical postgraduate education models have been studied. The educational goals and peculiarities of the organization in postgraduate educational models are highlighted; the possibilities of specialized, virtual and corporate education models for improving the foreign language communicative competence of modern engineers are considered; the most effective models for postgraduate education are recommended.*

*The main attention is focused on the analysis of the effectiveness of professional training of specialists in various models of postgraduate education. Based on the analysis of pedagogical and methodical literature, the possibilities of the most typical post-graduate education models for the systematic improvement of engineers' qualifications, in particular the improvement of their professional foreign language communicative competence, are substantiated*

*Another promising way to increase the effectiveness of postgraduate education is a virtual learning model, which is implemented with the help of computer and information technologies and takes into account the personal educational needs of a specific person as much as possible. According to the results of the analysis, these characteristics are most fully met by corporate educational systems, where foreign language learning is carried out in a clear professionally oriented context.*

*It is well-founded that corporate training prevails over specialized educational systems, since the latter are not able to meet the needs of each specialist in accordance with the specific requirements that exist at his workplace. It is also advantageously different from virtual learning models, as it provides direct contact of the teacher with each student, which makes it possible to provide effective feedback, correct mistakes, explain their reasons, etc.*

**Key words:** *postgraduate education system, specialized model, virtual model, corporate model, professionally oriented foreign language, professional foreign language communicative competence.*

The acuteness of problems in the modern postgraduate education system is connected with its high potential, its particular importance for meeting urgent social and economic challenges in the state policy. More and more specialists in the field of higher education pedagogy and philosophy of education become aware of the traditional system's potential limitations in professional training of engineers from the point of view of providing them with foreign language communicative competence [2; 6; 7]. Employers note that typical modern graduates of higher education institutions are not able to communicate in foreign languages in their professional spheres [5].

The rapid technological development and the information base that ensures the professional activ-

ity of modern specialists, in particular in the technical branches of production, requires systematical improvement of their qualifications and constant development of their foreign language communicative competence. Taking into account the pace of development of modern technologies, it seems appropriate that the process of professional-oriented improvement of specialists' foreign language skills in the most typical models of postgraduate educational systems (specialized, virtual and corporate) should take place without separation from the main professional activity [3; 4].

The purpose of these article is to analyze the existing models of educational systems and their ability to ensure the constant development of pro-

professionally oriented foreign language communicative competence.

Today the post-graduate education system faces the need to increase the efficiency of the process for forming professionally oriented foreign language communicative competence. An attempt to find the solution is made within the framework of post-graduate education models, the content of which is discussed below. In real practice, the mentioned models exist in parallel and interact, reinforcing each other. Their general description is given in the Table 1.

Taking into account the purpose of this article, we will consider the models of educational systems presented in Table 1 from the point of view of their ability to provide postgraduate improvement of communication skills in a professionally oriented foreign language. Today, the most widespread and systematic model of post-graduate foreign language education is a specialized system for improving the qualifications of specialists, which operates on the basis of higher educational institutions, where specialists are trained for the relevant branch of the national economy. Specialized educational systems conduct foreign language training according to the traditions of classical training process and in fact only update the baggage of knowledge, abilities and skills that specialists have mastered during their studies at a higher educational institution. Such models of post-graduate education do not take into account (and, in the most typical cases, fundamentally cannot take into account) the specific needs of specialists in professionally oriented communication in a foreign language, which are determined by the specifics of their professional activity at a specific workplace. The specialized model of postgraduate education actually preserves the direction of foreign language learning that exists at the bachelor's level, repeating its content and only (at best) deepening the latter, instead of offering a qualitatively new course that would take

into account the communicative needs of each specific specialist. Taking into account the insufficient flexibility of specialized education systems, associated with the material lack of interest of the relevant structures of higher education institutions to create separate training programs for small groups or even individual professional needs, it must be stated that such a model in its current form has little prospects for solving the problem of forming the skills of professionally oriented communication in a foreign language at the stage of postgraduate education.

There are also other problems that significantly slow down the professionally oriented training process effectiveness in specialized educational systems. The main obstacle for a considerable number of specialists who want to continue their education is the limitations associated with working hours and the degree of remoteness of the courses. In addition, the possibilities for improving foreign language competence are limited by such factors as the age of potential participants in postgraduate studies, as well as the degree of their fatigue after the end of the working hours. The last factor, together with differences in the levels of mental functions of potential students of foreign language courses, can affect the efficiency of the memory mechanisms functioning. Added to this are also their peculiarities related to different professions and workplaces, as well as different amount of life experience. However, their most important difference is that specialists studying in the post-graduate education system have different goals in mastering a foreign language, which does not contribute to the effectiveness of their training within the limits of one program and one group. It is appropriate to make one more important remark regarding the basic training of specialists, which is closely related to the effectiveness of specialized educational systems. Today, unfortunately, domestic technologies in a certain way lag behind

Table 1

### The main models for training and professional development of specialists (postgraduate studies)

Models of the educational process	Educational goals	Peculiarities of the educational process organization
Specialized model	Meeting the educational and professional needs of specialists. Improving professional qualifications of employees. Retraining of personnel, orienting on self-development and self-improvement.	Mandatory participation in educational activities. A standard set of educational programs and courses. Control and assessment of learning outcomes according to state standards. Involvement in innovative and research activities.
Virtual model	Satisfying individual educational requests. Stimulating self-development, self-education.	Voluntary participation in educational activities. Independent and free choice of educational programs and courses. Self-monitoring of the results and quality of education. Self-determination of forms and types of educational work.
Corporate model	Forming the specialist needed by the company. Ensuring a high degree of adaptability of employees. Increasing the professional qualification of the employee, his orientation on self-development.	Mandatory participation in educational activities. A set of educational programs and courses chosen by the customer. Control and assessment of training results according to the customer's requirements. Determination of types and forms of educational work according to the customer's choice.

the world's latest technologies, which means that the basic training of technical specialists cannot take into account all the changes that are taking place in the organization of production processes, equipment, etc. Thus, the content of training in specialized educational systems, even if the developers of methodological materials are familiar with modern production in Ukraine, cannot take into account the facts of the development of the newest machines in the world, the emergence of new technical terms denoting relevant concepts related to new technological processes, equipment, specialties and positions in production. On the other hand, the efforts of advanced enterprises of the domestic economy to keep pace with world progress and related significant changes in the organization of production, together with the global introduction of new world technologies, complicate the process of formation of professionally oriented foreign language communication skills in the postgraduate education system for many specialties. Such a complication, however, is often not even realized by the vast majority of foreign language teachers at the faculties of postgraduate education, who, in the most typical cases, are graduates of the faculties of foreign philology, unfamiliar not only with the peculiarities of the organization of specific products, but also with a system of general technical concepts and the terminology that denotes them. Thus, it is logical to draw a conclusion that coincides with the point of view of some other researchers [3; 6; 7] which confirms the need to increase the effectiveness of the postgraduate education system in improving professionally oriented foreign language communicative competence.

The virtual model of education, which is implemented with the help of computer and information technologies and maximally takes into account the personal educational needs of a specific person, is considered a promising way to increase the effectiveness of postgraduate education. In contrast to the principle of «education for life» (specialized learning model), the «lifelong education» principle (virtual learning model) takes into account the needs of modern people to supplement and transform their own professional knowledge in order to remain competitive in the labor market. Modern engineers are aware of the need for retraining to adapt to rapid changes in production technologies and relevant scientific and technical means. On the other hand, there is also the opinion that technical means only perfectly store information and transfer it to any distance to those who study, but in no way affect the quality of education. According to supporters of this point of view, new educational technologies are only a form that is potentially capable of increasing the effectiveness of education and also allows rethinking the concept of the educational process in the new conditions of

information civilization, but it cannot and should not replace the content of education [4; 8]. One of the significant problems associated with learning foreign languages according to the specified model is remote monitoring of actual communicative skills. On the other hand, the use of multimedia technologies to integrate graphics, audio and video in one distance course is a significant step forward. Distance learning programs of foreign languages open up new opportunities for listening to a significant amount of audio materials, watching video films in a foreign language, independent development of phonetic skills with the help of voiced exercises, as well as using a huge language resource, a vocabulary search system and its translation.

The organization of corporate training for engineers (professionally oriented English language) requires the study of a number of objective and subjective factors that are essential for this process. The formulation of training goals requires taking into account the company's strategy, the characteristics of the contingent of engineers, the content of their professional activities, functions, actions, etc. In order to ensure the effectiveness of learning a professionally oriented language, it is advisable to determine in advance the levels of English language proficiency that engineers should achieve as a result of the corporate training. The productivity of the latter also depends significantly on some other factors, for example, on the social, industrial and personal limitations typical for a specific contingent of engineers, which also require special study before starting the development of the content of the mentioned training. The corporate model of postgraduate education in this work is based on the interpretation of the methodology of foreign language competence formation as an integrative type of science which determines its own content based on the results of the analysis of essential connections, interaction and mutual influence of all elements of a specific object being studied. In our case, such an object is the content and structure of the activities of potential engineering trainees, as well as their potential areas of communication and professional needs, the awareness and consideration of which on the part of the teacher can ensure reliable management of the corporate training process. Effective management of any process, in turn, is a guarantee for high quality of its results. Other conditions for the effectiveness of corporate training of engineers are its planning and systematicity. To ensure the quality of the process of teaching professionally oriented English, it is advisable to plan it in stages, the content of which is possible, based on the previous content of this work and the All-European Recommendations on language education, which emphasize the need to take into account needs, motives, characteristics and abilities of students can be defined as follows:

- establishing the nature of the needs of potential engineering trainees of a specific enterprise regarding the use of professionally oriented English to solve problems that may arise in professional situations;

- setting up the goals of training potential students-engineers of a specific enterprise in professionally oriented English;

- developing the content of corporate training for potential trainees-engineers of a specific enterprise in professionally oriented English language, i.e. defining a general approach, selecting material, a set of exercises, a method of evaluation of training results, etc.;

- organizing a corporate training for engineers of a specific enterprise in professionally oriented English;

- evaluating the results of corporate training and correcting its content based on the results of such evaluation.

The determination of the general approach to the implementation of corporate training of engineers of a particular enterprise depends on the strategy of this enterprise and consists in the formulation of the goals of the mentioned training and their coordination with the management of the enterprise. The choice of a general approach to the implementation of training, in turn, depends on the existing conditions at a specific enterprise, therefore, in order to determine it, it is advisable to study such conditions, in particular, to determine the desired term for achieving the goals of professionally-oriented learning. It is appropriate to bring the set goals and desired terms to the managers of the enterprise, and after their approval, to the trainee engineers. The process of formulating training goals requires studying the specifics of the field of professional activity of potential student-engineers of a particular enterprise. A significant part of information regarding specific communicative needs can be obtained during direct observation of their professional activities. Based on the results of the analysis of specific actions of potential trainee engineers during the performance of production tasks, certain conclusions can be drawn about the communicative needs of the objects of observation. The various communicative needs of potential engineering trainees determine the need to determine communicatively sufficient levels of proficiency in professionally oriented English for each of these specialists. When considering the problem of communicatively sufficient levels for courses, the purpose of which is the formation of professionally oriented communicative competence, researchers are inclined to the opinion of the expediency of considering communicatively sufficient minimum rather than maximum levels. Achieving such levels ensures the perception and transmission of information in a foreign language only in clearly defined communicative conditions (sphere of communication, certain topics, situations). At the same time, any deviations from the

norms of the standard language are allowed in the speech of those who are studying, if such deviations do not interfere with communication. When determining the specific values of minimally sufficient levels of development of functional foreign language skills of specialists, in our case – engineers, it is advisable to rely on the European level system of foreign language proficiency outlined in the All-European Recommendations on language education. Contrary to the popular opinion among practicing teachers, the implementation of this system does not limit the possibilities of pedagogical teams to develop and describe their own level or modular model. On the contrary, it is expected that over time the system of levels and the content of each of them will change, as concrete experience is accumulated in the countries participating in the project. However, it is already obvious that the dynamic development of functional foreign language capabilities of engineers and their achievement of the B2 level (independent user) requires revision of both the content and the volume of language material at each of the qualitative stages preceding the mentioned target level.

Nowadays, there is a significant number of enterprises and organizations in Ukraine that organize training, retraining and advanced training of their own personnel, as well as constantly allocate funds for training and self-education of their specialists. Managers of such enterprises and organizations also create appropriate conditions – allocate special premises, provide educational, reference and methodical literature, encourage specialists to participate in international seminars, conferences, symposia, as well as in the work of scientific societies and associations [2, 6, 8].

The corporate model of training specialists in a professionally oriented foreign language involves training during work (during the working day) or after the end of the working day, which allows you to effectively coordinate the training period with the rhythm of production and its conditions. The training of engineers in a professionally oriented foreign language in the work process takes place exclusively in real communication situations at the workplace. Training after the end of the working day is also as close as possible to the conditions of real production, which helps to understand the work process as a series of real problem situations, the solution of which requires communication and cooperation with foreign colleagues. The operative application of acquired foreign language skills and abilities in one's own daily professional activity, associated with the use of learned lexical units and grammatical structures, contributes to the further development of engineers' motivation and their foreign language communicative competence.

The corporate model of the organization of the educational process provides for the organization of such training of engineers, which can be carried out

both directly by the organization's employees and by external specialists. According to researchers [3; 6], qualified teachers of higher educational institutions, scientists of research institutes, etc. can be involved to conduct classes directly at the production site. Some large enterprises are experimenting with introducing the positions of personnel training specialists, although the personal qualities of the people who occupy such positions, their desire to work, language skills, teaching qualifications, knowledge of terminology and background knowledge about the enterprise in general, its structural units and functional duties of the personnel who will be trained. The potential effectiveness of the corporate training model is determined by the fact that, despite the basic training, specialists receive the main part of their professional experience directly in the process of work, real labor activity, and only after acquiring the mentioned experience, they become qualified specialists. Under these conditions, this kind of experience stimulates professionals to learn a professionally oriented foreign language.

Thus, the most promising for improving the professional training of specialists are systems of post-graduate education, where the teaching of foreign languages is conducted within a clear professional-oriented context. According to the results of the same analysis, corporate educational systems most fully correspond to these characteristics. Corporate training prevails over specialized educational systems, because the latter are not able to meet the needs of each specialist in accordance with the specific requirements that exist at his workplace. It is also advantageously different from virtual learning models, as it provides direct contact of the teacher with each student, which enables effective feedback, correction of errors, explanation of their causes, etc. Taking into account the high rate of renewal of professional competences, the emergence of new ones and the disappearance of many old professions, the corporate training model theoretically has the greatest potential of those analyzed by us and has significant chances to become dominant in the post-graduate system of specialist education in the future.

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#### **Александров В. М., Александрова О. Ф. Удосконалення іншомовної комунікативної компетенції в моделях післядипломної освіти**

У статті розглядаються гостра проблема сучасної системи післядипломної освіти, тобто забезпечення системного підвищення кваліфікації фахівців, зокрема технічних галузей, що безпосередньо пов'язано з розвитком їхньої іншомовної комунікативної компетенції. Досліджено процеси, спрямовані на вдосконалення іншомовних вмінь спеціалістів у найбільш типових моделях системи післядипломної освіти. Висвітлено освітні цілі та особливості організації навчального процесу в моделях післядипломної освіти; розглянуто можливості спеціалізованих, віртуальних і корпоративних освітніх моделей щодо удосконалення іншомовної комунікативної компетенції сучасних інженерів; рекомендовано найбільш ефективні моделі для післядипломної освіти.

Основну увагу зосереджено на аналізі ефективності професійної підготовки спеціалістів в різних моделях післядипломного навчання. На основі аналізу педагогічної і методичної літератури обґрунтовуються можливості найбільш типових моделей післядипломної освіти для системного

підвищення кваліфікації інженерів, зокрема удосконалення їхньої професійної іншомовної комунікативної компетенції.

Іншим перспективним шляхом підвищення ефективності післядипломної освіти вважається віртуальна модель навчання, яка реалізується за допомогою комп'ютерних та інформаційних технологій і максимально враховує особистісні освітні потреби конкретної людини. За результатами аналізу найбільш повно цим характеристикам відповідають корпоративні освітні системи, де навчання іноземних мов здійснюється в чіткому професійно орієнтованому контексті.

Обґрунтовано, що корпоративне навчання переважає над спеціалізованими освітніми системами, оскільки останні не здатні задовольнити потреби кожного фахівця відповідно до конкретних вимог, які існують на його робочому місці. Вона також вигідно відрізняється від віртуальних моделей навчання, оскільки забезпечує безпосередній контакт викладача з кожним студентом, що дає можливість ефективного зворотного зв'язку, виправлення помилок, пояснення їх причин тощо.

**Ключові слова:** система післядипломної освіти, спеціалізована модель, віртуальна модель, корпоративна модель, професійно-орієнтована іноземна мова, професійна іншомовна комунікативна компетенція.