

A FRAMEWORK FOR BUILDING ENGLISH-LANGUAGE PROFESSIONAL COMPETENCE IN DIALOGIC SPEECH FOR ASPIRING SPECIALISTS

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Mastering a professional foreign language is increasingly crucial in today's globalized society. The socio-economic transformations in Ukraine have broadened the communication landscape, fostering enhanced international collaboration.

The preparation of highly skilled specialists across various fields must align with European standards, especially as Ukraine integrates more closely with Europe. Professionally oriented foreign language proficiency has become essential for specialists in all sectors due to evolving social and labor relations and changes in the domestic labor market amid globalization. Expanding international partnerships and fostering deeper cooperation necessitate effective communication in a foreign language at a global level.

Future professionals must acquire the ability to differentiate professional terminology, communicate effectively during official negotiations and business meetings, adapt to typical professional scenarios, respond appropriately to complex messages, understand the perspectives of interlocutors, and adjust to changes within dialogues. They must also perform multiple roles depending on the dialogue's context while seamlessly incorporating professional foreign language expressions and clichés.

Moreover, the contemporary labor market presents complex demands for more efficient international communication, experience exchange, increased mobility, easy access to information, and deeper mutual understanding during professional dialogues. Modern professions require not only the application of traditional methods but also the capacity to adapt and innovate in response to societal changes.

Cross-industry partnerships, negotiations, and the preparation of business documentation necessitate professional competence in a foreign language. Effective business communication is indispensable in this context.

Key words: methodology, professionally oriented, competences, dialogic speech, future professionals, communication, professional situation.

Охріменко Олена. Основи формування англomовної професійної компетентності в діалогічному мовленні у майбутніх фахівців

Опанування професійної іноземної мови стає дедалі актуальнішим у сучасному глобалізованому світі. Соціально-економічні зміни в Україні сприяють розширенню комунікаційного простору й активізації міжнародного співробітництва.

Підготовка кваліфікованих фахівців у різних сферах діяльності має відповідати європейським стандартам, особливо в умовах поглиблення інтеграції України з Європою. Професійна іноземна компетенція стала обов'язковою для фахівців усіх галузей у зв'язку з розвитком соціально-трудоових відносин і змінами на ринку праці, зумовленими глобалізацією. Посилення міжнародного партнерства та налагодження тісної співпраці вимагають від спеціалістів ефективного володіння іноземною мовою для комунікації на глобальному рівні.

Майбутні фахівці повинні вміти розрізняти професійну термінологію, ефективно спілкуватися під час офіційних переговорів і ділових зустрічей, орієнтуватися в типових професійних ситуаціях, коректно реагувати на складні повідомлення, урахувати позицію співрозмовника й адаптуватися до змін у процесі діалогу. Важливо також володіти здатністю виконувати різні комунікативні ролі залежно від контексту, використовувати професійні вирази та мовні кліше.

Окрім того, сучасний ринок праці потребує покращення міжнародної комунікації, обміну досвідом, підвищення мобільності, полегшеного доступу до інформації та глибшого взаєморозуміння у професійних діалогах. Сучасні професії потребують не лише традиційних підходів, але й здатності до адаптації та інновацій у відповідь на виклики часу.

Міжгалузева співпраця, проведення переговорів та складання ділової документації передбачають високий рівень володіння іноземною мовою. Ефективна ділова комунікація є важливою складовою частиною цих процесів. У підготовці майбутніх фахівців необхідно приділяти увагу опануванню інішомовних фраз, подоланню труднощів у побудові діалогів, формуванню лаконічних професійних висловлювань, зв'язності викладення думок.

Ключові слова: методика, професійно орієнтована, компетентності, діалогічне мовлення, майбутні фахівці, спілкування, професійна ситуація.

In training future specialists, emphasis must be placed on mastering foreign language phrases, overcoming challenges in dialogue construction, developing concise professional expressions, and maintaining coherence in opinion expression. These skills are integral to meeting the demands of international professional interactions.

For the successful development of professional dialogic speech competence in future specialists, it is essential to address the selection and organization of educational materials tailored to foster professionally oriented language skills. This involves structuring the content systematically to enhance the formation of such competence [1].

The development of foreign language professional-oriented dialogic competence occurs throughout the educational process. The methodology for learning a foreign language encompasses the essential elements students must acquire [2]. These components are aligned with communicative goals, topics, and activities that emphasize listening, speaking, reading, writing, and the ability to navigate professional communication scenarios. It also includes exercises to enhance these skills and the acquisition of relevant linguistic knowledge, such as vocabulary and grammar.

Situational modeling is a key approach, focusing on creating professionally oriented communicative scenarios. This method emphasizes conscious simulation of relevant phenomena [3, p. 198]. However, situational modeling presents challenges, as it requires a directed and goal-oriented application in teaching. Teachers must ensure that situational models align with specific learning objectives.

The primary aim of situational modeling is to facilitate the assimilation of program material, enabling students to construct and comprehend statements appropriate to their proficiency level within the curriculum. Modeling such communicative situations allows students to express their creativity, enhance their communicative and organizational skills [4, p. 55], develop critical

thinking, and make informed decisions essential for their future professional roles. Moreover, this method actively engages all participants in the learning process.

The principle of professional-oriented foreign language teaching immerses students in the specifics of their future profession, fostering an understanding of its nuances. This approach aims to develop the skills and abilities necessary to engage in speech activities effectively in professional communication contexts.

When selecting educational materials, it is vital to establish criteria that align with educational goals, meet the requirements of standard foreign language programs for professional communication, and support the organization of a professionally oriented curriculum. Consideration must also be given to the classroom environment, which influences how educational materials are structured and allocated [5, p. 151].

Consequently, foreign language educational materials should satisfy both qualitative and quantitative standards to ensure their relevance and efficacy in fostering professional dialogic competence.

This problem was dealt with by domestic and foreign scientists I.L. Beam, L.V. Bondar, J. Brown, N. Briger, V.A. Buchbinder, M.L. Weisburd, N.I. Guez, R. Gairns, G.A. Hryniuk, Yu.M. Kazhan, S.E. Kirzhner, S.P. Kozhushko, S.S. Kolomiets, B.A. Lapidus, R. Hughes and others.

The **aim of the article** is to explore the role of situational learning in fostering the development of essential professional qualities in students. This approach emphasizes creating an atmosphere of cooperation, interaction, and mutual engagement, which is integral to enhancing students' communication skills and preparing them for effective professional interactions in their future careers.

Einleitung. The process of developing foreign professional-oriented competence in dialogic speech for future specialists is guided by a combination of theoretical and empirical

methods. This involves analyzing scientific and methodological literature on foreign language teaching, formulating theoretical foundations and conceptual approaches for program development, evaluating educational programs and foreign language textbooks for alignment with current educational objectives, and designing the learning process through targeted exercises [6].

The materials should closely mirror the natural language used by native speakers. There is an increasing focus on authentic texts created by native speakers, which offer significant benefits in teaching professional dialogic speech. These texts accurately reflect real-world language use in professional contexts, cover diverse topics, engage students' professional interests, stimulate communicative interactions, prepare learners to interpret professional dialogic speech in authentic environments, and serve as an ideal introduction to the professional sphere [2].

The content should align with the objectives of professional education, enabling students to engage in meaningful and relevant professional communication. Materials should encourage students to take initiative, fostering independence and active involvement in their learning process. The selected materials and activities should immerse learners in professional communication scenarios, offering practical experience and skill development. The material should provide intellectually stimulating content that introduces new concepts and expands students' professional knowledge and vocabulary. A variety of instructional approaches, including individual, pair, and group activities, should be used to accommodate different learning preferences and encourage collaboration. The materials should be engaging and inspiring, promoting active participation and sustained interest in the learning process [5, p. 202].

By adhering to these criteria, educational materials not only meet the demands of professional communication training but also enhance the overall learning experience, effectively preparing students for real-world professional environments.

In methodological literature, there is no unified agreement on what qualifies as an authentic text in foreign language teaching for professional purposes. Some researchers argue that only texts not originally intended for educational purposes can be considered authentic [7]. Others suggest that methodological adaptation of texts is acceptable, as genuinely authentic materials

are often too complex for teaching professionally oriented foreign language courses [2]. Additionally, many authors acknowledge the possibility of creating texts specifically for textbooks, provided they retain the authentic characteristics of the language material [6].

The availability of authentic texts has been greatly facilitated by advancements in information technologies and the strengthening of connections between European Union countries, positively influencing their application in foreign language learning. The effectiveness of using authentic texts in developing English-language professionally oriented competence in the dialogic speech of future managers in administrative roles is enhanced through the application of situational modeling technology. Authenticity in educational materials is ensured by selecting texts that provide linguistic support for constructing original statements based on given examples [3, p. 85].

The authenticity criterion also involves choosing educational materials that simulate the professional activities of specialists and align with the styles and characteristics of their professional communication.

Authentic materials are instrumental in developing all forms of speech activity, particularly in professionally oriented dialogic speech [1, p. 102]. Their use facilitates achieving communicative, educational, and developmental goals in learning a foreign language for professional purposes and serves as a powerful motivational factor for speech development.

When selecting texts for educational use, authentic materials should be prioritized [8, p. 65].

When developing foreign professional competence in the dialogic speech of future specialists, authentic texts play a pivotal role. These texts, created by native speakers in the context of professional communication, are stylistically refined and adhere to the norms of professional dialogic speech when used orally. Unadapted texts, combined with situational modeling, provide the most accurate representation of the rules and conditions governing the professional activities of foreign colleagues. By engaging with authentic materials, future professionals broaden their horizons and deepen their professional expertise [9, p. 45].

The criterion of fostering creativity and innovation in education enables students to exercise

creativity while acquiring new knowledge, cultivating cognitive interests, and developing creative thinking [2]. This is achieved by creating problem situations and guiding students in problem-solving processes. The exploration and resolution of issues within professionally-oriented contexts encourage optimal student independence, supported by the teacher's overarching guidance in a collaborative environment.

Thematic criteria focus on restricting material selection to specific topics covered in foreign language classes, ensuring alignment with professional objectives [4, p. 50].

All selected texts must align with the topics and scenarios outlined in the program documents and curricula for student training. The situationality criterion [3, p. 72] emphasizes mastering models of professionally-oriented communicative behavior in educational settings, grounded in real professional-communicative activity scenarios. Situational learning involves engaging students in specific, professionally-oriented situations where they can apply their knowledge, skills, and abilities practically. The foundation of this method is the technology of situational modeling [7], which involves creating specific professional scenarios in which material assimilation occurs through interaction and making personal decisions to solve problems.

In this context, speech is a communication process in which participants use additional non-verbal means – such as gestures, facial expressions, movements, and more – to enhance mutual understanding. These verbal and non-verbal signs work together in communication, either complementing or replacing one another, depending on the situation.

A professionally-oriented communicative and speech situation is a dynamic system that involves the interaction of specific objective and subjective factors. These factors engage a specialist in professional communication and guide their behavior during a particular act of professional communication [10].

A professionally-oriented communicative situation encompasses five factors: the actual circumstances, the relationships between communicators, speech stimuli, speech intentions, and the execution of the communication act [6].

For instance, imagine a scenario where you are an employer planning to organize an international educational workshop. You meet a well-known

foreign expert who is capable of providing the seminar. As the employer, you inquire about the working conditions and necessary supplies for the event. The expert responds to your questions, offering detailed information, and successfully piques your interest in their candidacy. This interaction demonstrates a professionally-oriented communicative situation where both parties exchange relevant information and establish a potential working relationship [2].

Specifically:

1. ***Circumstances of reality in which communication takes place:*** The setting is a workplace within an international organization, involving an employer and a foreign expert.

2. ***Relations between communicators:*** The interaction is characterized by official business relations, with both parties maintaining a respectful and polite-friendly attitude towards one another.

3. ***Speech incentives:*** The employer is seeking a foreign expert to conduct a seminar, while the candidate's objective is to secure the position of seminar lecturer.

4. ***Speech intentions:*** The employer aims to assess whether the current candidate is suitable for organizing the specified event, while the candidate must convince the employer of their qualifications and suitability for the role.

5. ***Implementation of the act of communication:*** This phase involves shifting the logic of the conversation, utilizing various strategies in accordance with the dialogue's goal. The success of the dialogic exchange depends on the understanding of the communication tasks and objectives of both participants. During the interaction, different types of questions are typically asked, and both parties respond logically and coherently, incorporating common structures, clichés, and colloquial phrases into the communication process [11].

According to V.V. Chernysh, the nature of the communicative situation and the unity of dialogue depend on situational factors such as: internal contact between the interlocutors, the communication goals, the presence of subordination, and the maintenance of distance between the participants in communication based on their level of awareness, position, status, and other relevant factors [3, p. 65].

In the exercises designed for the development of foreign professional-oriented competence in dialogic speech, various solutions to the tasks are

offered, promoting communicative flexibility. This approach prepares future professionals for real-world professional communication through situational modeling techniques.

The psychological criteria for selecting educational material include alignment with age characteristics and relevance to the interests and perceptual features of future specialists [5, p. 65].

The student period is a crucial phase in the formation of an individual, during which the process of consolidating acquired knowledge and its application to professional activity takes place most intensively. During this time, many students engage in academic programs or begin working in their chosen profession. A future specialist must be able to think both systematically and creatively, possess strong speaking skills, critically assess problems, and solve complex tasks. In other words, they must be capable of thinking outside the box and demonstrating high-level professional competence [9, p. 25].

Among the didactic criteria for selecting educational material, the material that contributes to the formation and development of personality is particularly significant [5, p. 168]. Training is closely tied to the educational program and focuses on humanizing the educational process within higher education institutions, as well as fostering the development of future professionals who not only acquire general knowledge but also learn the principles of independent work and self-education.

Increasing motivation in the organization of the educational process is crucial, as one of the key theoretical and methodological challenges of educational motivation is the development of students' cognitive needs [2, p. 75]. Motivations in communicative speech education arise, evolve, and form based on these needs. Consequently, understanding the needs of future professionals and exploring motivational areas is essential, as needs, motives, and learning goals are interconnected. Social motives instill a sense of duty in future specialists, encouraging them to pursue higher education in order to become qualified professionals, fully capable individuals for their country and families.

P.M. Jakobson views educational motives as positive because they guide future specialists towards studying, achieving success, and instilling patience, perseverance, and the strength to overcome challenges, ultimately allowing

them to achieve significant results [10, p. 146]. Specifically, these motives drive individuals to seek knowledge, to desire new professional information, and to derive satisfaction from expanding their professional knowledge, abilities, and skills.

Among the didactic selection criteria, we also highlight the sufficiency of the educational material. The alignment of the content, form, and methods of educational material with students' age characteristics and cognitive abilities is a key factor for the successful and effective teaching of dialogic speech [3, p. 69].

Another important criterion for selecting educational material is the principle of necessity and accessibility, which is determined by choosing material of a specific content based on its quantitative expression. The volume of educational material at any stage of foreign language learning is established by the relevant regulatory documents (working curriculum, discipline program, curriculum) that are in force at the educational institution [6].

A consistent plan for selecting educational material can be outlined as follows:

1. **Highlighting Relevant Topics:** Identify the key topics related to professional dialogic speech for future specialists.

2. **Determining Typical Professional Roles:** Define the set of typical professional roles that correspond to the chosen topic.

3. **Selecting Professionally-Oriented Communicative and Speech Situations:** Choose appropriate communicative situations that reflect real professional contexts.

4. **Defining the Characteristics of Utterances:** Determine the key parameters of utterances such as their sequence, structure, and distinctive features.

5. **Selecting Speech Actions:** Identify a list of speech actions that facilitate effective professionally-oriented communication in typical situations.

6. **Choosing Language and Communication Tools:** Select suitable language and communication tools for the identified situations, based on an analysis of professional literature and actual professional communication acts.

7. **Arranging and Systematizing Professionally-Oriented Situations:** Organize and systematize the selected set of professionally-oriented situations for structured learning and application [2].

This plan provides a structured approach to ensuring that educational material is both relevant and effective for the development of professional communication skills.

Conclusions:

1. **Importance of Dialogue Skills:** The ability to conduct a dialogue is essential for future professionals, as it is crucial for their daily professional activities. It enables effective organization of negotiations, facilitates information exchange, and supports the making of agreed decisions.

2. **Necessity of Dialogical Speech Skills:** To ensure full and effective communication, future specialists must possess a sufficient level of knowledge, abilities, and skills in dialogical

speech. This competence is fundamental for professional success and collaboration in various contexts.

3. **Communication as a Key Professional Skill:** Communication is a fundamental requirement for future specialists. It includes the ability to work effectively with partners, interact optimally with colleagues, subordinates, and senior managers, ensuring smooth and productive cooperation within the professional environment.

In summary, fostering dialogical speech competence in future professionals is critical for their ability to communicate effectively, collaborate with others, and succeed in their careers.

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