

# **CRITERIA, INDICES AND LEVELS OF FOREIGN LANGUAGE PROFESSIONALLY-COMMUNICATIVE COMPETENCE FORMATION OF FUTURE BACHELORS IN AVIONICS IN THE PROCESS OF THEIR PROFESSIONAL TRAINING**

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## **Resumé**

The paper analyzes the criteria of foreign language professionally-communicative competence formation of future bachelors in avionics. The indices of foreign language professionally-communicative competence are explained. The levels of foreign language professionally-communicative competence formation of future bachelors in avionics are distinguished.

**Key words:** foreign language professionally-communicative competence, motivational component, operational component, cognitive component, reflexive component.

## **Introduction**

Nowadays there is a necessity to improve training of future bachelors in avionics in the process of their professional training. Their professional training must result in their willingness and ability to effectively perform duties, make decisions, take responsibility for their actions, continuous commitment to professional self-improvement. So foreign language professionally-communicative competence formation of future bachelors in avionics is of great importance now. There is a problem to determine its criteria, indices and levels of development. To determine and prove the criteria of foreign language professionally-communicative competence formation, we have analyzed the results of scientific studies in this field. We have studied the way scientists interpreted the notion “criteria” and the principles of its definition. In psychological and pedagogical literature the term “criteria” is interpreted by scientists in different ways.

### **1. Principles of “criteria” definition**

In our scientific research, we use the term “criteria” as a set of qualities, which help to evaluate and compare the results of any activity and determine the levels of certain qualities formation. Having analyzed the results of scientists’ research concerning the development of criteria for the professional development of future specialists, we summarized the principles of their definition. Scientists propose to develop criteria and indices of future specialist’ professional development, according to:

- peculiarities of individual and professional development [1];
- demands for specialist’ activity;
- creative professional activity [2];
- competence approach [3];

### **2. Criteria to study the foreign language professionally-communicative competence formation of future bachelors in avionics**

We came to conclusion that there is no common approach for assessing pedagogical phenomena or processes in pedagogy of higher education. Various criteria to determine the levels of foreign language professionally-communicative competence formation are used.

Usually researchers distinguish *motivational or emotional-volitional component* (feel, feel the need); *cognitive component* (to know, to understand, to represent) that includes

general and specific knowledge, *operational or practical component* (find, operate, participate) in the structure of competence. Criteria choice depends on the need to determine the level of learning, formation of professional skills.

That is why according to the structure of foreign language professionally-communicative competence we suggest using the following criteria to study the foreign language professionally-communicative competence formation of future bachelors in avionics:

1. *motivational*, which is used to determine the level of motivation of educational activity; awareness of the importance and necessity to learn foreign language as a means for effective implementation of professional foreign language communication;

2. *cognitive*, which determines the level of professional knowledge required for successful performance of professional duties and tasks;

3. *operational component* determines the level of abilities and skills which are necessary for effective implementation of future professional activity;

4. *reflexive component* involves determination of the individual's ability to consciously control the results of its activity and the level of personal achievements.

All these criteria are holistic in nature. They reflect the basic laws of foreign language professionally-communicative competence formation of future bachelors in avionics and indices.

### **3. Indices which indicate a certain condition or level of the criteria**

The mentioned criteria must be specified with the help of indices which indicate a certain condition or level of the criteria.

To explain indices of professional training of future bachelors in avionics we use the following basic principles:

- level of foreign language professionally-communicative competence formation of future bachelors in avionics is determined how successfully they can solve professional tasks;
- indices of foreign language professionally-communicative competence formation of future bachelors in avionics evaluate the whole process of becoming a professional at various stages and levels of education.

Indices of motivational component of foreign language professionally-communicative competence formation of future bachelors in avionics, in our opinion, are:

- formation of professionally significant moral qualities of personality;
- formation of motivation to form foreign language professionally-communicative competence;
- formation of motivation to study the professional foreign language;
- need to achieve goal, success in business;
- need to avoid failure;
- formation of interest for future careers;
- willingness to take risks.

Cognitive criteria are represented by such indices as:

- formation of scientific-theoretical and scientific-practical knowledge (sufficient, satisfactory, unsatisfactory);
- systematic knowledge (existing, available in some cases, absent);
- level of knowledge assimilation of (constructive, productive, reproductive);
- knowledge about oral and written foreign language professional communication.

Indices of operational component of foreign language professionally-communicative competence formation of future bachelors in avionics are:

- system of skills to perform tasks of professionally- communication activity;
- ability to perform foreign language professional communication using aviation terminology and to work with special documentation;
- to make decisions quickly and efficiently, to interpret information critically;
- to find out new information and efficiently use it in their future professional activity.

Indices of reflexive component are:

- ability to assess and analyze their own activity;
- ability to correct their own mistakes;
- commitment to professional development;
- capacity for self-improvement, self-development, self-regulation.

We have identified the components of foreign language professionally-communicative competence of future bachelors in avionics (motivational, cognitive, active, reflexive), which have an integral character that will ensure a successful process of its formation during professional training.

Thus, the motivational component means actualization of students' interest to study foreign language as a means for effective implementation of professional foreign language communication; the ability to overcome cognitive difficulties; autonomy in the process of learning, decision-making and evaluation. Teaching English students of technical specialties meets a number of difficulties. They are caused by the lack of students' motivation to study foreign language for professional purposes. According to our own experience in a higher educational aviation establishment we can claim that this is the result of failed attempts to use a foreign language as a communication tool. It creates uncertainty; negative attitude towards foreign language learning and limits the range of personal and professional opportunities of future avionics engineers for successful performance of their future professional activity. In our opinion, motivation can be increased by updating and active use of foreign language as a tool to solve specific practical problems directly related to their future professional activity. The teacher should focus on the creation of professional-oriented communicative tasks that would help students to ensure that communication can be successful at every stage of language learning. It is possible to exchange information even when you don't know a lot of words in foreign language. Teaching foreign languages should be oriented at the students' future professional activity. It enables students to gain practical experience and increase their interest to future careers.

Thus, the essential conditions that enhance students' motivation and interest to the study of professional foreign language is confidence that they can use foreign language as a tool for solving problems in professional sphere and work with professional material, which requires not only understanding of information, but also develops analytical skills, ability to think critically.

Cognitive component means that future bachelors in avionics have obtained general and specific professional knowledge and professional erudition. Operational component means that they have got skills to perform professional foreign language communication, to gain professional experience which is based on modeling and analyzing of situations, to find solutions to problems, to plan actions. In order to form professional knowledge and skills, it is necessary to optimally combine theoretical and practical components. We consider these components interconnected.

The main practice peculiarity is to implement professional activity in the real situations. Operational component is impossible without modeling and analyzing situations,

finding problems solutions, planning action. This kind of activity can be realized by means of design techniques. Its advantage is to involve future professionals into environment which is close to their future career. This way their practical skills are formed and theoretical knowledge are tested in practice.

#### **4. Levels of foreign language professionally-communicative competence formation of future bachelors in avionics**

Having analyzed the practice of formation of different types of competencies in psychological and educational research, we found out that there are three, four and five levels of evaluation of competencies formation. In our study, we propose a scale that provides four levels of foreign language professionally-communicative competence of future bachelors in avionics. To our opinion the level of foreign language professionally-communicative competence is completeness and degree of the ability to perform foreign language professional communication effectively; to make decisions quickly; to apply self-acquired knowledge in their future career. Each level is oriented at the performance of professional activity by the future aviation engineers, the degree of knowledge assimilation, skills and knowledge to perform professional foreign language communication. We distinguished the following levels of foreign language professionally-communicative competence formation of future bachelors in avionics: high (creative); sufficient (productive); average (consciously and personal); low (reproductive).

#### **Conclusion**

We suggest using motivational, cognitive, operational and reflexive criteria to study the foreign language professionally-communicative competence formation of future bachelors in avionics. Motivational aspect of the future bachelors in avionics activity is their important strategic competence, because motivational qualities are the base of aviation specialists 'self-education and education. It is impossible to increase the rate of engineer's business activity without updating professional knowledge. Operational component provides involving future professionals into environment which is close to their future career. To our opinion all these components are interconnected.

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