

## THE QUALITY OF PROFESSIONAL LANGUAGE TRAINING COMPETENCE IMPROVING IN STUDENTS-PHARMACISTS

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The globalization of different processes leads to the emergence of new requirements for the educational system organization. In particular, this concerns the training of future specialists in pharmacy. Modern education has the task is to increase the skills and skills of specialists for the purpose of rapid adaptation in the unpredictable and changing conditions of the present. Equally important is the improvement of the ability to solve problem situations effectively. Necessary condition for the formation of a socially active personality is speech and speaking mastering. Speaking is not only a way of communication, but also a mean of thinking, a bearer of consciousness, memory, information, a means of managing their behavior. Speech competence is a complex concept, it is a system of speech skills: to perceive, reproduce and create oral and written monologues and dialogical expressions of different kinds, to conduct dialogue that is necessary for a person to communicate in different situations and, first of all, in a professional field.

The problem of speech training of a future specialist includes the concept of speech competence. In our time, it is one of the leading characteristics of personality, one of the most important manifestations of its integrity and self-sufficiency. From the formed skills of speech behavior of a specialist to a large extent depends on his interest to students in discipline in particular and in the process of learning in general. It is not enough to know a subject perfectly, it is very important to be communicatively competent in order to capture with knowledge of others, to use means of eloquence. For these reasons, the problem of speech development of a specialist has recently become the subject of research by scholars.

Speech competences include:

- knowledge of basic language concepts;
- ability of listening, reading, speaking, writing;
- the ability to plan, make a statement, prepare the future statement in different genres;
- ability to realize the plan in the process of speech activity;
- ability to adequately perceive, understand, appreciate and reproduce heard or read;
- ability to speech creativity;
- ability to use the means of the native language depending on the type of speech;
- ability to edit own and another's speech;
- the ability to control, self-control the results of speech activity.

A student of higher education (in our case a student-pharmacist) must have a set of professionally oriented knowledge, skills and skills necessary for the successful performance of professional duties and self-fulfillment. In the light of this, requirements for language and speech training are increasing, as mastering of the basics of any profession begins with the assimilation of a certain amount of general and professional knowledge, as well as mastering the main means of solving professional tasks, which provides for the proper level of the formation of professionally determined speech. The discipline "English for professional use" involves mastering the vocational vocabulary itself and the ability to use it in situations of professional communication. That is why the task of a particular problem – the situation is very important. For example, after studying the topic

“At the chemist”, the teacher poses the problem: “English-speaking visitor came to your pharmacy, talk to him in English, find out what medications he needs, etc.”, or: “Explain the English-speaking pharmacy visitor with contraindications and side effects of one or another drug”. In studying the professional disciplines of the pharmaceutical field, namely, organic chemistry, pharmacology, microbiology, pharmaceutical botany, biochemistry, and others, it is also necessary to study the vocabulary, it is necessary to consolidate the skills of its use in specific situations: describe the course of the chemical experiment, in English to provide the structure of the medicinal plant and tell about its medical properties.

Here the main principle of speech activity is the activity approach. Activity approach – this is the unity of personality and activity, the process is aimed at the formation of the consciousness of man and his personality in general. Man acts as an active creative principle, a person learns to build himself. It is during the process of self-development that a person becomes himself. In the activity approach the main emphasis is placed on the social essence of the individual. The approach is based on the interaction of the teacher and the student. The teacher's actions are aimed at organizing the activities of students, rather than on the process of learning knowledge, skills and abilities. This is a method of cognition that arises on the brink of various scientific disciplines. It reflects integrative trends in the development of science. An interdisciplinary approach to learning is one of the most effective ways to improve the quality of students' training related to the ability of the targeted, meaningful application of a set of knowledge, skills and methods of work on a particular range of issues. The professional qualities of the teacher influence the educational, cognitive activity of the student, as well as the results of pedagogical and educational activities, which ensures the development of personality traits and qualities of the future specialist, forms professional, value orientations. This approach is aimed at developing the students' ability to set goals, plan, organize, carry out self-education, monitor, analyze and evaluate its results. An interdisciplinary approach is even more important. This approach is inherent in modern scientific research.

The creative approach greatly develops the imagination of students, observation, imaginative and critical thinking. The non-standard, creative approach of the teacher stimulates activity, causes a desire to work independently and fruitfully, which is the main guarantee of a high level of personal development and overall success during the classes. Consequently, the system, project, competence, activity, interdisciplinary, individual, creative approaches correspond to the basic requirements of the pedagogical process, contribute to the successful formation and achievement of a positive result in the process of forming the professional language competence of students of higher educational institutions.

At the language lessons students develop different kinds of competences, which the communicative competence is based on. There are: a) linguistic (linguistic) competence – a set of knowledge about the language system, the rules of the functioning of speech units in speech and the ability to use this system in order to express their own thoughts in oral and written form, as well as understanding other people's thoughts; b) speech competence – the possession of ways to formulate and formulate thoughts in a language that helps to understand the thoughts of others and express their own judgments in various communicative situations; c) socio-cultural competence – students' knowledge of national and cultural peculiarities of social and linguistic behavior of language carriers, their customs, traditions, etiquette, history, culture of the country, etc. ; d) social competence – the ability to navigate in different communication situations, the ability to communicate with people and correctly build their expression in accordance with the purpose of communication and communicative intentions of the speaker; e) discursive competence – the student's ability to use communicative strategies for constructing and interpreting the text; e) subject competence – the ability to navigate in communication according to the sphere of human activity; g) professional competence – ensures the ability for successful professional activity.

The communicative competence of students is a set of different competences (linguistic, phonetic, morphological, syntactic, and lexical), which determine the rules of verbal and non-verbal interaction and sociolinguistic orientation. The main components of the communicative competence of future specialists in pharmacy are: possession of language qualities and peculiarities of speech behavior; effective use of genre diversity of professional speech; possession of logical and linguistic means of argumentation; knowledge of the communication laws in a variety of professional situations; ability to conduct telephone conversations. Consequently, the formation of communicative competence of future professionals is an important task of the educational process. The level of the formation of communicative competence depends on the purpose of language learning, interests and motivation of students, types of communicative activities, selected roles, etc. The communicative competence combines different types of competencies, the mastering of which is necessary to ensure an effective process of professional communication.

### **References**

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