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## **EFFECTIVE METHODS FOR DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE**

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The European community has recognized the need for the formation of a multilingual personality, accordingly the formation of communicative competence acquires special importance and relevance in the educational space.

In the conditions of the transition to a competency-based approach in education, the teacher needs new methods and technologies that allow identifying the student's existing knowledge, updating it, structuring the educational material, teaching not just to memorize and reproduce the studied material, but also to apply knowledge in practice. The teacher must possess such methods and technologies of teaching foreign languages that will help to develop the student's critical and creative thinking abilities, form communicative competence, the ability to interact in a multicultural society.

In the process of learning foreign languages today, both traditional and innovative teaching methods are used. Among the modern methods of teaching foreign languages, we will consider the most effective, in our opinion, for the development of communicative competence: the project method and the method of mind maps.

The project method is able to develop not only communication skills, but also organizational and reflective skills, promotes the development of students' independence, and teaches them to evaluate their activities objectively. The project is a creative reproduction of the learned material by students; it is an opportunity to express their own ideas in a creative way. The project can be in the form of announcements, interviews, making collages, research work.

There is a certain algorithm for applying the project method to achieve the goal of the project and for the successful implementation of this method:

1. Determination of the topic and purpose of the project;
2. Selection and learning of necessary lexical and grammatical units;
3. Search for sources of information;
4. Selection of necessary information;
5. Design;
6. Presentation of results.

In foreign language classes, project work helps to develop initiative and creativity; increases motivation; actualize and consolidate the acquired knowledge, which directly affects the formation of communicative competence. The student can choose the topic of the project independently according to his interests. The teacher helps to set goals, choose sources of information, determines the term and volume.

A condition for successful intercultural dialogue is not only highly developed linguistic competence, but also knowledge of traditions, customs, understanding and respect for the ethno-cultural essence of the interlocutor. That is why it is expedient to use culturally oriented projects.

Mind-map method is an effective way of structuring and visualizing educational material to facilitate its perception and memorization. The author of this method is Tony Buzan, who created a way of making notes using only keywords and images. Mind map is a visual graphic representation of a person's thoughts around a key concept. It helps to structure the large amount of material, to remember each block of the reference outline presented in a concise form, and to select meaningful information for one's own statement. Mind map is a multifunctional means of forming productive lexical speaking skills at different levels of foreign language learning.

Lexical mind maps can be created both for a separate lexical unit and for studying a specific lexical topic. Such intelligence maps can help in the systematization of the learned vocabulary, as well as sum up the educational activities, while revealing gaps in knowledge. It is important, having created mind map, to use it in oral speech immediately. The development of grammatical competence is also important. As the grammar of any language has a certain structure, the use of mind maps is appropriate when studying various grammatical topics because traditional tables are not able to contain the entire volume of grammatical phenomena. In the formation of socio-cultural competence, the method of mind maps can also come to the rescue. The map, which includes information about the country, allows you to retain large chunks of information in memory and build logical statements. In the formation of speech competence, mind map can become a support for retelling the text. Then the name of the text and its main idea are written in the center [1].

Whatever innovative method for learning a foreign language the teacher chooses, it is important to remember that the student must feel comfortable and free, be motivated to learn and use a foreign language. Student must act as an initiator, be an active participant in the educational process and realize that learning a foreign language depends on himself, on his interests. It is important for the teacher to stimulate the student's speech, cognitive and creative abilities.

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## TRANSLATION IN ENGINEERING

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O.M. Beketov National University of Urban Economy in Kharkiv is modern educational and research institution, which is famous in its urban development projects. With the amount of 12000 students, the University annually produces a big number of high qualified staff in different fields including the engineering one. Futhermore, the University is engaged in international scientific researches and publishes its own international scientific engineering journal, what makes the topic of our research relevant.

While in our previous research we highlighted the peculiarities of teaching English to architectural engineering students, this paper deals with the translation process in the engineering area [4].

So, at the beginning it is important to define the meaning of engineering translation. Engineering translation is the process of translating engineering manuals and documents from the source language into the target one. This kind of translation can be related to architecture, mechanics, agriculture, science, where technical drawings, operating manuals, reports, engineering specifications and safety manuals are required. Despite the fact that engineering translation can cover such huge number of areas, there are some common features of engineering translation, which can be identified and applied to all of them.

First and foremost, for engineering translator it is crucial to possess knowledge in the particular field of engineering and know specific technical vocabulary in order to understand the subject matter and convey the right meaning in the target language. “Subject-matter knowledge is not just “important” to translation. It’s the very essence of translation.” said Kevin Hendzler in his article “Translation is Not About Words. It’s About What the Words are About” [3]. In its turn, Ying Shen claims “Generally speaking, translators learn foreign language and translation skill in the university but they fail to engage in professional knowledge. Whereas, most of translators have to face different discipline in different translation project, such as from mining to metallurgy, from ceramic to plastic injection and so on. Therefore, translators, whose nature should be curious, have to love their job, adhere to long-term study and good at sum up the previous experience” [6]. In engineering translation the lack of knowledges, and as a result even a small misinterpretation, can lead to dire consequences. Therefore, it is