

UDC 37.091.12.011.3-051:811]:378.147

PEDAGOGICAL CONDITIONS FOR THE EFFECTIVE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN NON-PHILOLOGICAL STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Abstract. The article examines the process of developing foreign language communicative competence in students of non-philological majors at higher education institutions. In light of increasing demands for professional mobility and international communication, the study emphasizes the importance of integrating language instruction with students' future occupational contexts. A set of pedagogical conditions was identified and tested, including motivational-value orientation, professionally relevant content, communicative and interactive learning, digital integration, and support for learner autonomy. The implementation of these conditions was carried out through practical methods such as case studies, role-plays, project-based learning, and the use of authentic materials. The findings confirm the effectiveness of a comprehensive pedagogical approach that links language learning with real-life professional communication tasks.

Key words: communicative competence, non-philological students, foreign language teaching, higher education, pedagogical approach, digital tools, professional orientation.

Introduction.

In today's globalized and multilingual world, the ability to communicate effectively in a foreign language is considered an essential component of professional competence, regardless of a person's field of study. As the boundaries between national and professional cultures continue to diminish, non-philological specialists – engineers, economists, doctors, IT professionals, and others – are increasingly required to engage in international dialogue, participate in cross-cultural projects, and access professional information in foreign languages. This shift places new demands on higher education systems, particularly regarding the quality and relevance of foreign language training for students whose primary area of study is not language-related.

Foreign language communicative competence (FLCC) is no longer seen solely as a linguistic skill set but rather as an integrative ability that encompasses language knowledge, functional communication skills, intercultural awareness, and the capacity to use language appropriately in professional contexts. For non-philological students, developing this competence poses certain challenges. These include limited time

allocated to language instruction, varied initial proficiency levels, lack of immediate relevance to their core discipline, and a traditional focus on grammatical accuracy over meaningful interaction.

Despite these challenges, the formation of communicative competence in non-language majors is both necessary and achievable, provided that pedagogical efforts are guided by a clear strategy. This strategy must be based on a set of well-defined pedagogical conditions that foster student motivation, ensure professional relevance, create opportunities for real communication, and support autonomous learning.

The aim of this article is to analyze the pedagogical conditions that contribute to the effective formation of foreign language communicative competence in non-philological students, and to present practical approaches to their implementation within the educational process of higher education institutions.

Main text.

Foreign language communicative competence (FLCC) is widely recognized as a multidimensional concept that includes linguistic, sociolinguistic, pragmatic, and intercultural components. According to Canale and Swain (1980), communicative competence extends beyond grammar knowledge and encompasses the ability to use language effectively and appropriately in real-life situations. For non-philological students, whose academic programs are not language-focused, the challenge lies in adapting foreign language education to their specific professional needs and limited language exposure.

To address this challenge, a system of pedagogical conditions was developed and tested within the framework of this research. These conditions were designed to support the formation of FLCC through the integration of motivational, professional, communicative, digital, and autonomous learning strategies. The following five conditions were identified as central to the formation of communicative competence in non-language majors:

Motivational and Value-Based Orientation

Creating a positive and meaningful attitude toward language learning was essential for student engagement. Activities included professional role discussions,

career-focused dialogues in English, and reflection tasks where students identified how foreign language proficiency contributes to their future success.

Professionally Oriented Didactics

Learning materials and assignments were adapted to students' fields of study. For example, engineering students worked with technical documentation, economic students analyzed business correspondence, and medical students practiced clinical dialogues. This professional relevance increased learner motivation and contextualized language practice.

Communicative-Activity Approach

Emphasis was placed on interactive methods that encourage active language use. Students participated in simulations of professional situations such as international meetings, negotiations, or interviews. Group discussions, presentations, peer feedback, and debates were used to enhance communicative fluency and spontaneity.

Digital Integration

Technology was leveraged to enhance language practice and exposure. Platforms such as Google Classroom, Padlet, and Quizlet supported vocabulary training, online discussions, and the creation of student-generated content. Students engaged in virtual collaborations, web quests, and video-based assignments to simulate real-world tasks.

Support for Learner Autonomy

Independent learning was fostered through learning contracts, self-assessment checklists, reflective diaries, and personalized language goals. Students were encouraged to take ownership of their progress, access authentic materials, and develop individualized strategies for language improvement.

Throughout the implementation process, practical tasks such as case analyses, project-based learning, and content creation allowed students to apply language skills in meaningful and relevant ways. For example, students completed intercultural presentations, wrote professional emails, participated in mock interviews, and contributed to group blogs in English.

The pedagogical experiment showed that applying these conditions led to increased language confidence, greater willingness to communicate, and improved

performance in professional-language tasks. In particular, students demonstrated a broader vocabulary within their field, better coherence in spoken and written outputs, and higher levels of self-regulation in language learning.

The development of foreign language communicative competence (FLCC) in non-philological students requires not only a rethinking of instructional goals but also the adoption of learner-centered, practice-oriented, and professionally relevant approaches. Traditional models of language instruction, which focus primarily on grammar drills and isolated vocabulary acquisition, do not meet the communicative demands of future professionals working in international and multicultural contexts. As a result, there is a growing consensus among scholars and practitioners that language education must be aligned with real-world communication scenarios, particularly those tied to students' future fields of work (Richards, 2006; Sercu, 2005).

In this study, communicative competence was understood not as a static outcome but as a dynamic and evolving capability, cultivated through meaningful interaction, situated learning, and reflective engagement with language in context. The research emphasized the need to shift from teaching about the language to teaching through the language — using it as a tool for problem-solving, collaboration, and professional expression.

One of the key innovations in the project was the design of professionally relevant communicative tasks. These included writing project proposals, preparing reports, presenting case studies, engaging in mock negotiations, and conducting peer interviews. Such tasks were not only communicative in nature but also closely tied to the students' academic and professional trajectories. For instance, students in the field of business created bilingual pitch presentations, while engineering students described technical processes and safety protocols in English.

Another important aspect was intercultural sensitivity and awareness, treated as integral to communicative competence. Even in contexts where direct interaction with international peers was limited, students were exposed to culturally diverse communicative norms through authentic texts, international video content, and reflective assignments comparing communication styles across cultures. This approach

was informed by the Common European Framework of Reference for Languages (Council of Europe, 2001), which underlines the role of sociocultural knowledge in effective language use.

Moreover, the integration of digital tools played a transformative role. Students used online platforms to engage in collaborative writing, asynchronous discussions, and multimedia content creation. These tools not only extended learning beyond the classroom but also allowed learners to practice language in formats similar to those used in contemporary workplaces. For example, students recorded video feedback on peers' work, created LinkedIn-style profiles in English, and developed digital portfolios showcasing their language achievements.

Finally, supporting learner autonomy was critical to the long-term development of communicative competence. Students were encouraged to set personal learning goals, monitor their own progress, and reflect on their linguistic experiences. Language portfolios, peer evaluations, and teacher-student coaching sessions were used to promote self-regulation and ownership of the learning process (Little, 2003).

Collectively, these strategies formed an integrated pedagogical framework that addressed the specific needs of non-philological students and created favorable conditions for sustained communicative growth. The results from classroom observations, student feedback, and performance assessments consistently demonstrated that learners not only improved their linguistic competence but also developed greater confidence in using English in academic and professional contexts.

Summary and conclusions.

The development of foreign language communicative competence among non-philological students is a critical component of modern higher education, especially in the context of internationalization, interdisciplinary cooperation, and global labor market demands. This study confirmed that communicative competence is not limited to linguistic knowledge but involves a broader set of skills, including the ability to interact appropriately in professional and intercultural contexts.

Based on theoretical foundations and empirical research, a system of pedagogical conditions was identified and tested. These include: (1) motivational and value-based

orientation, which fosters positive student attitudes and goal awareness; (2) professionally oriented didactics, which contextualize language learning within students' future careers; (3) a communicative-activity approach that emphasizes interaction and practical communication; (4) digital integration, which expands access to authentic materials and learning tools; and (5) support for learner autonomy, encouraging self-directed, reflective learning.

The implementation of these conditions demonstrated measurable improvements in students' communicative performance, motivation, and readiness to use a foreign language in real-life professional situations. Learners became more confident, more fluent, and more engaged with the language as a tool for achieving personal and career objectives.

It can be concluded that a systematic, learner-centered, and professionally relevant approach to language education is essential for developing communicative competence in non-language majors. Further research may focus on differentiated models for specific fields of study and the integration of intercultural components into technical and scientific communication.

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sent: 24.05.2025

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