

of R. Crawford, methods of morphological approach of F. Zwick, methods of cost and results analysis of Yu. Fang, methods of creative engineering design G.R. Bull and others.

Group lists, tables, stellar systems of location of means of the decision of inventive problems include not only methods of search of the decision. In the same way, separate groups of heuristic principles, methodical rules, recommendations, means can be composed.

Heuristic methods are widely used today in various areas of human activity, as they stimulate the development of intuitive thinking, imagination, creativity and more.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCIES IN APPLICANTS OF TECHNICAL INSTITUTIONS OF HIGHER EDUCATION

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The importance of human communicative competence for modern society can hardly be overestimated. The formation of communicative knowledge, skills and abilities of the future specialist is in the field of view of both foreign and local researchers. Despite the large number of publications on the development of communication skills, as well as the appearance of several textbooks, many questions on this issue have not yet received an appropriate justification and unambiguous solution. Analysis of recent research and publications shows the need to address various issues related to the low level of communicative competence of future professionals in various fields.

The relevance of the research is exacerbated by the existing contradictions related to the non-compliance of the society with the requirements of a competent person in communication and the low level of communicative training of the candidates in the free economic zone.

The aim of the article is to characterize the problems of the communicative training of the candidates and to identify ways to increase the low communicative competence of the future specialists.

Problems of formation of communicative culture of specialists of different profile were considered by L.Aukhadieieva, L.Ivanchenko, I.Zaretska, S.Znamenska, V.Liventsova, I.Mazaieva, V.Sadovska, S.Sarnovska, V.Smorchkova, V.Sokolova, H.Tymchenko, O.Shevtsova, M.Shovkun, N.Yurchenko and others.

Many production problems may not be at a low level of professional knowledge and content, but not at the level of the communicative competence of an individual due to the fact that they often require communicative conflicts at the interpersonal, group and social levels.

S. Omelchuk understands communicative competence as general knowledge in the field of communication, communication and navigation, necessary for the perception of strangers, and stimulates his own programs to improve actions, adequate prices, scale and situational communication [3, p.3-4]. The model of communicative competence considered by S. Omelchuk may look like this:

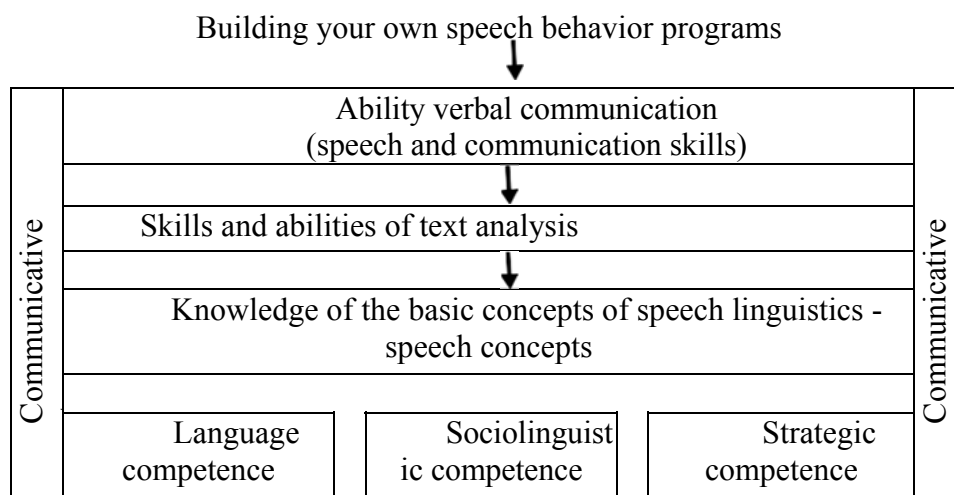


Fig. 1. Model of communicative competence

The interpretation of the concept of communicative competences is presented in the Common European Framework of Reference for Languages in a slightly different way: communicative competence consists of three factors - linguistic, sociolinguistic and pragmatic [2, p.9].

Linguistic competence has a traditional definition, and sociolinguistic competence is explained as knowledge of the markers of social relations (greetings, farewells, forms of address, gratitude, etc.), rules of courtesy, expressions of folk wisdom, differences between language options when they are used in different contexts, dialectal and accent differences and the ability to properly use this knowledge in communication, this is important for socio-cultural competence.

Pragmatic competence is also presented in the Recommendations in several forms: 1) discursive (ability to organize, structure and compose messages); 2) functional (the ability to use and apply communicative micro- and macro functions in the process of communication, i.e. to provide and request factual information; to express your attitude to various facts during communication, to provoke certain actions; to describe, tell, comment, explain, demand, argue, persuade, refute, etc.); 3) competence in speech programming (the ability to coordinate performances using interactive and transactional schemes).

Linguistic subject competences are also strategic, although they can be considered both in a broad (linguistic and didactic) sense and in a highly specialized (linguistic-methodological) sense. In a broad sense, strategic competence includes the ability of the student's personality to determine the purpose of their own cognitive, educational activities, to plan their activities to achieve each goal; perform planned actions, develop strategies and evaluate the results of their own activities.

In a highly specialized sense, strategic competence is the ability of the candidate to analyze linguistic and extralinguistic concepts, phenomena, models, to compare them, summarize, emphasize the main and secondary characteristics; model linguistic and extralinguistic components, represent and use linguistic means of expression to describe objects, phenomena, events, to make assumptions about how to solve problem situations, to choose evidence to confirm or refute one's own and others' opinions, positions, abilities to notice the beauty of the use of linguistic grammatical constructions, the uniqueness of artistic linguistic means of expression and the linguistic behavior of human actions, the use of one's own and indirect experience and the critical evaluation of other people's own statements and statements.

The process of improving the indicators for holistic education has its own specifics at different educational and qualification levels: at the bachelor level - the emphasis is on the educational and cognitive activities of the candidate; at the master's level - for the development of scientific research.

In classes that include the following forms and methods of working with abilities:

- review and heuristic lectures, colloquium seminars, independent study of educational literature and performance of separate control works provided by curricula; work with reliable sources through online resources;

- tasks to correct coins (different rules (essential mode for independent work), tests, storage of abstracts, annotations, reviews);
- task to study the nature of the search, aimed at developing communication skills; correcting and editing texts;
- simulation of situations; problematic with performance - looking for work;
- training speaks, proves, essays, speeches in scientific styles; participation in subject Olympiads.

The results of the analysis of the process of training masters of higher education show that the current state does not meet modern requirements for engineering education. The technology of primary education was not created in the conditions of formation in the future of the graduate of professional communicative competence, his creative potential, systematic independent work, capable to stimulate development of fundamental knowledge.

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Development of communicative competencies in applicants of technical institutions of higher education

An aim and task of research is forming of professionally-communicative competences of future engineer, namely: capture by theoretical bases, systems of norms of professional communicationability to conduct effective of communication co-operations, including by the methods of information technologies.

Key words: "competence", "competent", "communication".

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COMMUNICATIVE SOCIALIZATION OF STUDENTS

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In recent decades, the problems of the development of social communications, increasing the efficiency of their functioning in society have become especially important. This is primarily due to the growing strengthening of world integration, the formation of mechanisms for solving global problems.