

DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS IN THE PROCESS OF MASTERING COMPUTER IDIOMS WHILE STUDYING THE DISCIPLINE “PROFESSIONAL ENGLISH”

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The article explores the importance of the development of communicative competence of future specialists in the process of mastering computer idioms while studying the discipline “Professional English”. Intercultural communication and teaching English are closely interrelated with each other because language is viewed as a live organism. It reflects the history, culture and traditions of the inhabitants of the country whose language is being studied. The attention was also focused on the very significant problem associated with the low level of students' proficiency in a foreign language, difficulties in choosing words and expressions, lack of vocabulary. To achieve the set objective, such research methods as partial-search, dramatization, and improvisation were used.

It has been proved that nowadays a lot of foreign companies are looking for talented professionals all over the world and the study of technical English by future computer technology specialists is vital. This is becoming a very important issue, as all representatives of this industry speak their own language, which is replete with not only slang but also computer idioms. The ways of mastering them are considered in the article. A system of various tasks is proposed, focused on different levels of complexity and interests of students, designed for independent and research work. This indicates that all variants of tasks related to computer idioms contribute to improving the level of knowledge, developing skills and forming speech competence of future specialists in the field of computer technology.

Key words: professional English, communicative competence, intercultural communication, feedback between a lecturer and students, level of knowledge, development of skills, computer idioms.

Яблонська Т. М. Розвиток комунікативної компетенції майбутніх фахівців у процесі оволодіння комп'ютерними ідіомами з дисципліни «Професійна англійська мова»

У статті досліджено актуальність розвитку комунікативної компетенції майбутніх спеціалістів у процесі опанування комп'ютерних ідіом з дисципліни «Професійна англійська мова». Міжкультурна комунікація та викладання англійської мови тісно взаємопов'язані, оскільки мова – це живий організм. Вона відображає історію, культуру й традиції мешканців країни, мова якої вивчається. Увагу також зосереджено на суттєвій проблемі низького рівня володіння студентами іноземною мовою, труднощів у виборі слів і виразів, обмеженого словникового запасу. Визначено розвиток комунікативної компетенції майбутніх спеціалістів у процесі опанування комп'ютерних ідіом з дисципліни «Професійна англійська мова». Для досягнення поставленої мети застосовано такі методи дослідження, як частково-пошуковий, драматизація та імпровізація.

Сьогодні багато іноземних компаній шукають таланти по всьому світу, тому вивчення технічної англійської мови майбутніми спеціалістами в галузі комп'ютерних технологій є життєво важливим. Це стає вагомим питанням, оскільки всі представники цієї галузі розмовляють власною мовою, яка рясніє не тільки сленгом, а й комп'ютерними ідіомами. Розглянуто шляхи їх опанування. Запропоновано систему різноманітних завдань, орієнтованих на різні рівні складності й інтереси студентів, розрахованих на самостійну та дослідницьку роботу. Це свідчить про те, що всі варіанти завдань, пов'язані з комп'ютерними ідіомами, сприяють підвищенню рівня знань, розвитку навичок і формуванню мовленнєвої компетенції майбутніх фахівців у галузі комп'ютерних технологій.

Ключові слова: професійна англійська мова, комунікативна компетенція, міжкультурна комунікація, зворотний зв'язок між викладачем і студентами, рівень знань, розвиток навичок, комп'ютерні ідіоми.

Introduction. As it is known, the intertwined nature of intercultural communication and English language teaching is undeniable. English, as the global lingua franca, is essential across virtually all domains: it forms the basis of international vocabulary, serves as the primary language for scientific research and publications, and facilitates communication during foreign travel, at academic conferences, and in everyday interactions. The growing need for practical foreign language skills is driven by rapid technological advancements, increased travel opportunities, and expanded communication with international partners in areas like business, tourism, culture, cybersecurity, and computer science. Therefore, foreign language proficiency is now an essential element in the curriculum for equipping a modern specialist in higher education [5].

While the necessity is clear, a significant and general problem affects both lecturers and students: the often low level of foreign language proficiency. This deficit is characterized by difficulties in vocabulary selection, limited expressive range, and an inability to formulate thoughts or construct arguments spontaneously in the foreign language. In essence, this critical issue stems from the underdeveloped or absent state of communicative competence.

In reality, each foreign language class is a feedback between students and lecturers. It is also considered to be a practice of intercultural communication. Each foreign word, expression, phrasal verb or idiom depicts the world of the country of the language being studied, the history, culture and traditions of the country's inhabitants. On the one hand, as we can see, a lecturer is given great opportunities to help students in mastering communicative competence and, on the other hand, the teacher bears great responsibility. Working as an English lecturer means continuously developing throughout life, since this is an indispensable condition for effective professional activity [7, p. 81]. Language is viewed as a living organism. New various terms, trends, forms and methods of work appear. In our case we are talking about the communicative competence of future specialists in the field of computer technology. The concept of communicative competence as a formalized communicative power of particularity, which includes the development

of communicative abilities and the formation of memory and skills of inter-social communication, knowledge about the basic patterns and rules, directly in connection with research on other problems, are seen in the works of N. Losieva, N. Kyrylenko, V. Kyrylenko [4]; Saienko, K. Halatsyn [6] and so on. Most people respect communicative competence as part of their general professional competence, which has its own specificity in each activity. And here the question arises: why we need exactly such future specialists in this particular field. The answer will be the following. Nowadays, IT companies are looking for talents all over the world, and English serves as a universal language of communication between colleagues. That is why IT professionals need technical English. Without technical English, they will not be able to fully collaborate, and in the field of information technology, collaboration is key. The English Language opens a lot of possibilities for young specialists not only in Ukraine but also abroad. Profound knowledge of modern English is impossible without a confident command of idioms (from the Greek ἴδιος – own, characteristic).

Determination of the goal and tasks of the research. The goal of the article development of the communicative competence of future specialists in the process of mastering computer idioms while studying the discipline “Professional English” and defining the ways of learning and remembering computer idioms.

Materials and methods. In order for students to more actively express their position in professional English classes, methods such as partial search, dramatization, and improvisation were used.

Results. The term competence comes from the Latin words “competere” and “competentia” from “compete”. It means “to correspond”, “to fit”. It is translated as «прагну», «підходжу». The given term also stands for “a range of issues in which a person is well-versed, has knowledge and experience”. To become competent in this field, it is necessary to systematically improve your knowledge and skills, adapt to new technologies, apply the acquired knowledge in practice and learn from your mistakes. It is also important to be able to work in a team, communicate effectively and develop observation skills.

S. Wilson and C. Sabee believe that communicative competence is studied by a large number of scholars from different fields in different contexts precisely because in modern Western society the following beliefs are generally accepted: a) within any situation, not everything that can be said or done is equally competent; b) success in professional relationships depends to a large extent on communicative competence; c) most people show incompetence in at least a few situations, and a smaller number of people are generally considered incompetent in many situations [8, p. 83]. Studying the research of methodologists O. Pometun and L. Pyrozhenko on innovative methods, the following groups of modern technologies for teaching a foreign language can be distinguished: interactive technologies of cooperative learning, which involve working in pairs and working in small groups; technologies of collective group learning, an example of which are the methods of "microphone", situation analysis (case-method), brainstorming; technologies of situational modeling or game technologies, which involve acting out the situation in role-plays; processing of discussion questions [3, p. 87].

In our opinion, communication always has a specific goal, and communicative competence implies the ability to choose and use means to achieve this goal. As already mentioned above, a significant number of students, unfortunately, have poor English skills. However, a lot of them aspire to work in well-known international companies. It, of course, includes knowledge of grammar, vocabulary, rules of speech construction, as well as the ability to use language in various speech acts. Communicative competence is the ability to communicate effectively, taking into account the context and goals of communication, using both linguistic and non-verbal means, such as facial expressions, eye contact, etc.

Computer technologies are confidently being introduced into our lives. Modern youth spend a lot of time at the computer. Future specialists in the field under consideration like to combine the pleasant with the useful or are intensively immersed in the search for educational information, communication, computer games. In the process of working with a computer, a certain group of words has been formed, which is

used for communication and games, the so-called computer idioms. A modern person who actively uses idioms stands out from other users, that is, a conclusion is made about the level of mastery of information technologies based on linguistic competence. Using computer idioms, one can earn a certain reputation in an authoritative community of professionals. By expanding one's own vocabulary, which concerns certain realities of the computer world, a native speaker can make a pleasant impression on others [1].

One of the most effective ways to learn idioms is to put them in context. In this situation, different stories, role situations, and role plays come to the rescue, in which these idioms occur naturally. Various systems of exercise also help to consolidate set expressions and motivate future specialists to move further and improve their skills in using computer idioms in their speech. Since representatives of the computer technology industry really have their own special language, all of the above forms of training will be very useful here.

The relevance of computer idioms in contemporary society, especially within youth culture, is undeniable. Beyond the general fascination idioms hold for English language learners, their study is becoming increasingly vital for future computer technology specialists. As international contacts broaden, understanding these idioms helps to illuminate the unique characteristics of the national worldview and grasp the culturally specific nuances of English-speaking youth's mentality. Such linguistic insight is particularly beneficial for individuals aiming for careers in global corporations or international settings, where a nuanced comprehension of communication is essential.

A comprehensive understanding of idioms is influential in promoting a natural language environment and advancing communicative competence. On the contrary, insufficient knowledge of computer idioms can actively deter effective intercultural communication, resulting in both evident speech errors and significant misunderstandings [2]. Thus, for studying English computer idioms, we can offer the following system of exercises. Let's consider some of them.

I. Choose the correct meaning of the idiom.

1. Carol admitted that she had not prepared the presentation because her computer was

crashed. Carol admitted that she had not prepared the presentation because her computer _____:

- a) was repaired;
- b) was broken;
- c) was frozen.

2. My friend always feels how to press the right button when the situation requires it. My friend always feels how _____:

- a) to manipulate people;
- b) to ignore people's needs;
- c) to support people.

3. You must have got your wires crossed, because I don't know the exact deadline for completion of the project. You must have _____:

- a) have understood me correctly;
- b) haven't paid attention to my words;
- c) have misinterpreted my words.

II. Fill in the blanks with the appropriate idioms (a-e).

1. The local authorities threatened ... on the shop because of the constant noise at night.

2. If you don't want me to suffer from persistent headaches and to get a nervous breakdown on account of hard work in your company during the last months, you will allow me to take a short ...

3. Press this button if you want to ... and to ... the device.

4. Nowadays it's very difficult for ... to master the Internet and modern gadgets.

5. Unluckily, I couldn't I save any information on my computer because it turned out ...

- a) downtime;
- b) silver surfers;
- c) to restart and to shutdown;
- d) to be frozen;
- e) to pull the plug on

III. Determine the correct meaning of the idiom.

1. A computer has crashed means:

- a) to be in order;
- b) to be frozen;
- c) to be out of order.

2. To push one's buttons means:

- a) to drive someone insane;
- b) to calm down someone;
- c) to play a joke (a trick) on someone.

3. To hit the panic button means:

- a) to overcome anger;
- b) to give way to emotions;

c) to wind smb round one's little finger.

4. To restart/reboot the computer means:

- a) to turn PC off and on again;
- b) to leave PC alone for a while;
- c) to put PC into sleep mode.

5. Well-oiled machine:

- a) work alone;
- b) doing nothing at work and not caring;
- c) teamwork.

IV. Pay attention to the given words, match them with their definitions and give your own sentences with them.

- | | |
|------------------------------------|-----------------------------------|
| 1. to go offline | A to expand software business |
| 2. to branch out software business | B to leave the internet |
| 3. to break the presentation off | C to sign up |
| 4. to register on site | D to enter data from the keyboard |
| 5. to key in | E to make the presentation |

V. Pay attention to the given words, match them with their Ukrainian equivalents and give your own sentences with them.

- | | |
|--------------------------------|--------------------------------|
| 1. to knuckle down | А виснажуватися, вичерпуватися |
| 2. to run out of | В відмовитися від участі |
| 3. to run a programme | С переглянути (файли) |
| 4. to pull out of | Д рішуче взятися за справу |
| 5. to look through (the files) | Е запустити програму |

Students can also be given a large number of additional assignments designed for independent research work. Such types of assignments for computer students can be varied and aimed at different levels of complexity and interests. Students refer to various online resources. Such tasks allow them to practice their skills in searching for information on the Internet and other sources. They also contribute to learning how to systematize the received information and present it in the form of electronic text documents [2]. Here are some ideas regarded to such aspects as modern youth slang vocabulary in English; creation a glossary of English-language computer

idioms; study of English computer borrowings in Ukrainian, analysis of their meaning and influence on Ukrainian; study of professional vocabulary and terminology of the English language in the chosen field; comparison of the use of English in different areas.

Therefore, the proposed options of tasks can help students during the implementation of research tasks closely related to these topics, as they contribute to improving the level of knowledge and the formation of speech competence in future specialists in the field of computer technologies.

Conclusions. Considering the aforementioned points, the development of students' communicative competence is based on creating conditions that positively influence their professional growth, foster creative self-realization, and enhance their overall activity.

Students' recognition of communicative competence significance for their future careers, lecturers' own proficiency in communicative competence, and students' engagement in diverse forms of active, independent, and collaborative work are key elements among these conditions.

Furthermore, the proposed exercises are specifically designed to foster students' teamwork skills in pairs or groups. As previously noted, establishing effective feedback mechanisms promotes important lecturer-student interaction. These combined factors not only contribute to a positive student mood and an encouraging classroom environment but also significantly boost their engagement and foster the development of creative thinking during tasks focused on mastering computer idioms – thereby strengthening the communicative competence of future specialists.

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