








## Formation of Communicative Professionally Oriented Competence of Future Philologists

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### ABSTRACT

The purpose of the academic paper is to present the features of the formation of communicative professionally oriented competence of future philologists. In the process of achieving the goal of the academic paper, the following research methods have been applied, namely: method of observation, method of description and modeling method, method of comparison, the method of complex analysis, functional method, method of comparison, method of system analysis, method of generalization, method of abstraction. It has been revealed that future philologists in the course of educational training in international higher educational institutions (Taras Shevchenko National University of Kyiv, Kherson State University, International human development university «Ukraine», Kyiv National Linguistic University, Universidade da Coruña, Uniwersytet Opolski, Uniwersytet Wroclawski, Universitat de Barcelona, University College London and University of Oxford) gain thorough knowledge about past and present philological languages, study various areas of linguistics, including syntax, phonetics, morphology, semantics, phonology, master the fundamentals of foreign language teaching practice. It has been established that in the course of obtaining higher education in the field of “Philology (Ukrainian language and literature)” students - future philologists develop general and professional competence, learn knowledge and skills necessary for further professional activity in the sphere of literature, linguistics, methods of teaching Ukrainian language and literature. It has been determined that on the basis of undergoing educational and professional programs of preparation of the philological direction the communicative professionally oriented competence of students - future philologists is formed.

**Keywords:** philology, institutions of higher education, professional training, Ukrainian language.

### Introduction

In the context of modern globalization changes, approaches to the educational and training of future specialists are changing, in particular, it concerns training of future philologists. Educational practice proves that in the course of professional training students of philology acquire new knowledge, gain new skills and abilities. It should be noted that during their studies at higher educational institutions, students - future philologists develop personal qualities, as well as general and communicative professionally oriented competences, which in the long run help increase the level of professional activity of students - future philologists. However, based on conducted investigations, the formation of students' competence is influenced by numerous factors, among which the decisive role is played by educational training, which is carried out on the basis of higher education institutions.

Taking into consideration the outlined issues, the subject matter of the academic paper is aimed at revealing the features of future philologists' competence formation.

Research objectives of the scientific article:

1. to conduct a theoretical and methodological review of the formation of professional communicative competence of future philologists and its components;
2. identify differences between the professional communicative competence of future philologists and their language competence;
3. to analyze the curriculum of the leading international institutions of higher education and the leading institutions of higher education of Ukraine, which train students - future philologists;
4. to determine the features of the formation of communicative professionally-oriented competence of future philologists in higher education institutions.

### Literature Review

For the purposes of revealing the theoretical aspects of future philologists' competence formation, it is necessary to review the investigations, carried out by scientists in the context of the subject of this academic paper.

Consequently, Kisel O. V., Dubskikh A. I., Lomakina Ye. A., Butova A. V. and Potrikeeveva E. S. (2019) consider the impact of a differentiated approach on the formation of professional communicative competence of students (future philologists, for instance). In the course of investigations conducted, scientists have concluded that the reconciliation of contradictions between the requirements of educational and professional activities and the real knowledge and skills of students (including future philologists) is carried out due to the application of a differentiated approach in educational practice. Differentiated approach in the educational process also affects the development of personal qualities and creative potential of students, which in the long run will ensure the students' adaptation to the requirements of further professional activity (Kisel, O. V., Dubskikh, A. I., Lomakina, Ye. A., Butova, A. V., Potrikeeveva, E. S., 2019).

Malykhin O. V. and Aristova N. O. (2018) in their own study consider the interconnection between the professional competences of future philologists and linguistic competence. According to scientists' viewpoint, the linguistic competence of future philologists should be understood as the ability of future philologists to use foreign languages they speak to communicate in a communicative process with its various participants. Based on the researches conducted by Malykhin O. V. and Aristova N. O., it has been concluded that linguistic competence is one of the most important types of competences, due to which the professional training of future philologists is developed and formed. The structure of linguistic competence consists of a set of knowledge, skills and attitudes of future philologists to the process and outcome of learning foreign languages (Malykhin, O. V., Aristova, N. O., 2018).

Fahrutdinova R. A., Fahrutdinov R. R. and Yusupov R. N. (2016) present a model of students - future philologists' communicative competence formation. According to scholars' investigations, the formation of communicative competence of future philologists is based on compliance of the following principles in the process of education, namely: the principle of personality-oriented teaching and the principle of reliability of educational criteria, which results in training of future philologists (foreign language teachers) (Fahrutdinova, R. A., Fahrutdinov, R. R., Yusupov, R. N., 2016).

Herewith, Lapasov N. Sh. (2017) emphasizes that the model of communicative competence of students - future philologists should include the following components: 1) the level of mastering various communicative tools; 2) the level of mastering the skills of interpersonal communication and relationships; 3) the level of mastering the skills of regulating social norms of communication; 4) the level of mastering constructive dialogue in the field of constructive communication; 5) the level of mastering communication skills, with the definition of partners on this basis of the typology; 6) the level of mastering the skills of participation in public speaking (Lapasov, N. Sh., 2017).

Savignon S. J. (2017) notes that in the course of mastering a foreign language the constructive communicative competence of future philologists is formed. In addition, the scientist emphasizes that it is necessary to create a new educational process and procedure for obtaining higher education by students - future philologists for the proper formation of constructive communicative competence of future philologists (Savignon, S. J., 2017).

Mart C. T. (2017) argues that communicative competence, as one of the basic types of competences of future philologists, makes it possible to form the ability to communicate correctly in the course of professional activity, carried out by future philologists. Possession of a high level of communicative competence, according to the scientist's viewpoint, indicates a high ability to interact with others through the use of various means of communication. In order to master communicative language, and, consequently, for formation of communicative competence, future philologists should not only study the theoretical features of communicative language, but also take an active part in various situations of a communicative nature (Mart, C. T., 2017).

Ikonnikova M. V. (2016) in her own study considers the key features of professional training of future philologists, in the context of which the formation of communicative competence is carried out, on the example of higher educational institutions of the United States. Taking this into account, the scientist has come to conclusion

that professionally oriented training of students - future philologists in the United States is based on the application of the following approaches in educational practice, namely: a) technological approach; b) criterion approach; c) macrocurricular approach; d) microcurricular approach. In addition, the educational process, during which the communicative competence of future philologists is formed, takes place in accordance with specific, general pedagogical and didactic principles (*Ikonnikova, M. V., 2016*).

Skrypnyk N. I. and Homiak I. M. (2020) emphasize that the key role in the system of formation of communicative-linguistic professionally oriented competence of future philologists is played by the text. Due to the use of exercises with texts in the course of training of future philologists, full linguistic communication is formed, which makes it possible for future philologists to effectively possess new knowledge and acquire new professional skills (*Skrypnyk, N. I., Homiak, I. M., 2020*).

Semenog O. (2016) in the course of studying the practical experience of training students - future philologists by leading institutions of higher education in the United States, Switzerland and Ukraine states that it is necessary to develop and implement in practice "state standards of competence training of Master philologists" in order to increase the level of training of future specialists in philological direction. At the same time, in order to solve the issue outlined, it is necessary to focus primarily on innovations that are currently being implemented in the field of professional activity of philologists (*Semenog, O., 2016*).

Jurijchuk N. D. (2019) has considered the process of formation of communicative competence of students - future educators of philology (teachers of philology) and come to conclusion that communicative competence is the end result of professional competence, which has already been formed, and personal characteristics of future teachers of philology. According to the results of the investigations conducted, the scientist claims that the communicative competence of future teachers - philologists is formed on the basis of linguistic education, as a result of which language behavior, grammatical, lexical and semantic competences develop, skills and abilities are strengthened (*Jurijchuk, N. D., 2019*).

### Objectives of the Study

Based on the issues outlined above, the purpose of the academic paper is to present the features of the formation of communicative professionally oriented competence of future philologists.

In order to achieve the goal of the academic paper, the following key objectives have been identified, namely:

- 1) to conduct a theoretical and methodological review of the formation of future philologists' competence;
- 2) to determine the features of the formation of communicative professionally oriented competence of future philologists;
- 3) to present the educational program of the leading international institutions of higher education and the leading institutions of higher education of Ukraine which carry out training of students - future philologists.

### Methods

In the process of achieving the outlined purpose of the academic paper the following research methods have been used, namely:

- method of observation (purposeful and systematic study of the current research question, resources that are relevant to the formation of communicative competencies of philologists);
- method of description and modeling method ( are used during the selection of relevant scientific and statistical literature on the topic, description of professional training programs at the faculties of philology of selected universities; determine prospects for further research on this topic and forecasting vectors of further development of university programs in philology to improve communication skills future philologists);
- the method of complex analysis ( is used during the deep and diverse analysis of professional training programs on the ways of formation of communicative competencies);
- functional method (determines the place of communicative competencies in the structure of a holistic system of professional education at philological faculties from a functional-pragmatic point of view);
- method of comparison ( it is about comparison of methods of formation of communication skills and curricula of leading international universities that train future philologists);
- method of system analysis (is used during the establishing of structural links between normative and variable elements of the studied systems of training students of philology);
- method of generalization ( is used during the formation of conclusions from the study, highlighting the main positions of the research question, determining the common components of communicative training of students at the philological faculties of the Free Economic Zone of Spain, Great Britain and Ukraine);
- method of abstraction (is used in order to reveal the internal, essential, permanent and general connections, to identify trends in the development of university training programs to improve the communicative competencies of students of philology).

In order to achieve the outlined goal of the academic paper, the methodological basis includes research materials, information, curricula of HEI as follows: 1) Taras Shevchenko National University of Kyiv (*Kyjivsjkyj nacionaljnyj universytet imeni Tarasa Shevchenka. Instytut filologhiji, 2020*); 2) Kherson State University (*Khersonsjkyj derzhavnyj universytet, 2020*); 3) Open International University of Human Development "UKRAINE" (*Vidkrytyj mizhnarodnyj universytet rozvytku ljudyny «UKRAJiNA», 2020*); 4) Kyiv National Linguistic University (*Kyjivsjkyj nacionaljnyj linghivistychnyj universytet, 2019*); 5) Universidade da Coruña (*Universidade da Coruña*); 6) Uniwersytet Opolski (*Uniwersytet Opolski*); 7) Uniwersytet Wrocławski (*Uniwersytet Wrocławski*); 8) Universitat de Barcelona (*Universitat de Barcelona*); 9) University College London (*University College London, 2020*); 10) the University of Oxford (*University of Oxford, 2020*).

## Results

Studies show that the training of future philologists in England (the UK jurisdiction) is carried out by such prestigious institutions of higher education in the world as (Studytravel.gr., 2011): 1) the University of Oxford; 2) University College London; 3) Durham University; 4) the University of Cambridge.

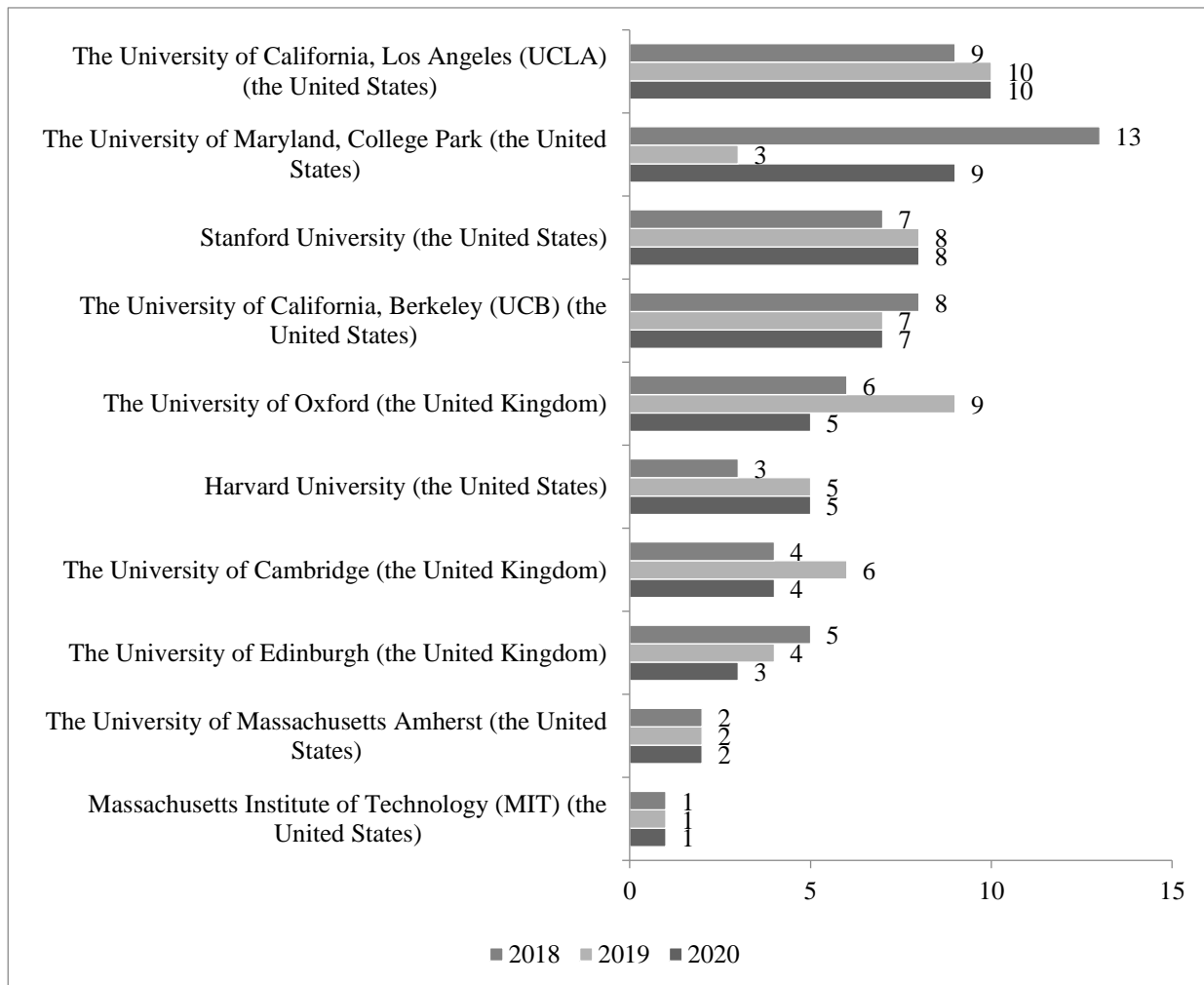
It should also be noted that there are many linguistic courses in the UK, according to the results of which the communicative competence of future philologists is formed. Also, after the completion of such courses, future philologists get the opportunity to build a career in the sphere of language therapy, teaching and translation of a foreign language (*SI-UK, 2020*).

For instance, the Faculty of Linguistics, Philology and Phonetics operates on the basis of the University of Oxford. Future philologists, in the process of obtaining higher professional education at the Faculty of Linguistics, Philology and Phonetics, gain thorough knowledge on past and present philological languages, study various areas of linguistics, including syntax, phonetics, morphology, semantics, phonology, master the basics of foreign language teaching practice, based on the knowledge gained during the study of sociolinguistics, psycholinguistics and neurolinguistics (*University of Oxford, 2020*).

University College London also conducts professionally oriented training of students - future philologists, on the basis of which their communicative competence is formed. Consequently, the basic directions of professionally oriented training of future philologists are (*University College London, 2020*) as follows:

- 1) development of linguistic abilities based on the study of syntax, morphology and vocabulary;
- 2) development of pragmatic and communicative abilities;
- 3) mastering knowledge in the field of neurolinguistics on the basis of acquirement syntactic, semantic and morphological approaches;
- 4) mastering knowledge in the field of phonology, on the basis of acquirement of phonological and linguistic approaches;
- 5) acquirement of knowledge in the field of pragmatics and semantics, on the basis of mastering the approaches of philosophy of language and the theory of relevance;
- 6) mastering knowledge of syntax, on the basis of mastering syntactic and morphological approaches.

During the presentation of practical experience in the formation of communicative professionally oriented competence of future philologists, the ranking of the top 10 world institutions of higher education should be considered that provide training for students - future philologists in 2020. Taking this into consideration, the analysis of the rating has shown that the top 10 institutions include higher educational institutions of the United States and Great Britain. The most prestigious institutions of higher education among the represented ones are Massachusetts Institute of Technology (MIT) (the United States) and the University of Massachusetts Amherst (the United States), which occupy respectively 1 and 2 positions in the ranking not only for 2020 but also for 2019 2018 years (Figure 1). At the same time, the position of the University of California, Los Angeles (UCLA) (the United States) as a whole is on the last line of the top 10 world higher educational institutions.



**Figure 1.** Ranking of the top 10 world higher educational institutions that provide training for students - future philologists in 2020 and their position in 2019 and 2018, respectively (QS World University Rankings by Subject 2020: Linguistics)

Source: Top University, 2018-2020.

It is worth noting that the Universitat de Barcelona (Spain), which, for instance, in 2020 in the QS World University Rankings by Subject 2020: Linguistics took the 183rd place, successfully provides training for students - future philologists. Consequently, the Faculty of Philology and Communication annually enrolls more than 3 000 students - future philologists, whose training is conducted by more than 300 educators. Education at the Faculty of Philology and Communication Universitat de Barcelona is conducted with the application of modern techniques and innovative and interactive technologies (*Universitat de Barcelona*).

On the basis of the University Universidade da Coruña (Spain), which is not included in the QS World University Rankings by Subject 2020: Linguistics, also training of students - future philologists is carried out. In particular, future philologists study the following disciplines at the Faculty of Philology, namely: 1) English, literary studies and linguistics; 2) Spanish language, literary studies and linguistics; 3) Portuguese language, literary studies and linguistics (*Universidade da Coruña*).

It should be noted that in Poland, for instance, students can acquire a professional education in philology at the University of Wrocław. Consequently, the Faculty of Philology annually enrolls more than 7 200 students, whose educational and professional training is provided by 340 educators; The basic directions of studying at the Faculty of Philology are as follows: 1) Polish philology; 2) English philology; 3) German philology 4) Spanish philology; 5) French philology; 6) Greek philology; 7) Latin philology; 8) Slavic philology (*Uniwersytet Wrocławski*).

At the same time, the Faculty of Philology Uniwersytet Opolski is considered one of the most prestigious philological faculties in Poland. The curricula of this faculty are based on such philological areas as linguistics, applied linguistics, literature, culture and translation (*Uniwersytet Opolski*).

In the matter of the professionally oriented training of future philologists in the field of “Ukrainian language”, in Ukraine, the professional training of students - future philologists is carried out by numerous institutions of higher

education in the outlined direction. Thus, Table 1 presents the Rating of the top 10 higher educational institutions (HEI) in Ukraine, which train students - future philologists according to Ukrainian University Ranking.

**Table 1.** Ranking of the top 10 higher educational institutions (HEI) in Ukraine that carry out training of students - future philologists according to Ukrainian University Ranking

Nº	Ranking	HEI	City
1	2	Taras Shevchenko National University of Kyiv	<b>Kyiv</b>
2	3	Ivan Franko National University of Lviv	<b>Lviv</b>
3	4	Sumy State University	<b>Sumy</b>
4	6	National University of Life and Environmental Sciences of Ukraine	<b>Kyiv</b>
5	9	National Pedagogical Dragomanov University	<b>Kyiv</b>
6	11	V. N. Karazin Kharkiv National University	<b>Kharkiv</b>
7	12	Borys Grinchenko Kyiv University	<b>Kyiv</b>
8	13	National Mining University	<b>Dnipro</b>
9	14	Mykolayiv National University	<b>Mykolaiv</b>
10	16	Uzhhorod National University	<b>Uzhhorod</b>

Source: it has been compiled on the basis of data of UniRank, 2020.

For instance, Kyiv National Linguistic University at the Department of Ukrainian Philology and Slavic Studies provides training for future philologists in such philological areas, as: 1) "Ukrainian language and literature", in the course of which training is conducted according to the educational and professional program of studying Ukrainian language and literature, English language and foreign literature; 2) "Slavic languages and literatures", during which training is conducted according to the educational and professional program of studying Polish language and literature, Czech language and literature, modern philological studies (translation studies and linguistics) (*Kyjivsjkyj nacionaljnyj linghivistychnyj universytet, 2019*).

The Institute of Postgraduate Education and Pre-University Training of Ivan Franko National University of Lviv also trains future philologists in the field of "Philology (Ukrainian language and literature)". In the course of mastering this specialty, students - future philologists develop general and professional competence, acquire knowledge and skills that are necessary for further professional activity in the field of literary studies, linguistics, methods of teaching Ukrainian language and literature (*Ljvivsjkyj nacionaljnyj universytet imeni Ivana Franka. Instytut pisljadyplomnoji osvity ta douniversytetsjkoji pidghotovky, 2020*).

The Institute of Philology operates within the structure of Taras Shevchenko National University of Kyiv, which trains future philologists in the specialty and educational program "Philology (Ukrainian language and literature)". The basic direction of professionally oriented training of students - future philologists are as follows: 1) the study of literary activity, Ukrainian language and literature, English; 2) study of Ukrainian language and literature, Western European language; 3) study of Ukrainian language, features of translation - for foreign students - future philologists); 4) study of Ukrainian and English languages, basics of their translation and editing (*Kyjivsjkyj nacionaljnyj universytet imeni Tarasa Shevchenka. Instytut filologhiji, 2020*).

Acquiring higher education at the Open International University of Human Development "UKRAINE" in the direction of "Philology (Ukrainian language and literature)" students - future philologists are able to work both in educational and scientific and literary-publishing spheres. As a result of mastering this specialty, future philologists form a number of general and professional competences (*Vidkrytyj mizhnarodnyj universytet rozvytku ljudyjny «UKRAJINA», 2020*).

As an example, the general competences include the following skills and abilities, namely: 1) the ability to communicate correctly in Ukrainian, both in writing and orally; 2) possession of interpersonal skills; 3) mastery of a foreign language in addition to the Ukrainian language, both at the level of professional use and at the level of everyday communication; 4) acquisition of basic knowledge in the field of application and use of modern information and interactive technologies in the course of language acquisition; 5) the ability to analyze and improve the quality of personal professional activity (*Vidkrytyj mizhnarodnyj universytet rozvytku ljudyjny «UKRAJINA», 2020*).

At the same time, it is necessary to highlight the professional competences that are most often gained by future philologists, namely: 1) the ability to use the knowledge gained in further professional activity (including in pedagogical activity); 2) the ability to develop personal creative thinking, as well as to determine the need for further personal intellectual development; 3) the ability to implement personally acquired knowledge in practice; 4) the ability to use the basics of pedagogy, teaching methods and psychology for further professional activity; 5) the ability to master modern teaching methods; 6) the ability to effectively process texts, make translations based on the results of studying Ukrainian and foreign languages, which are provided by the curricula of the philological direction (*Vidkrytyj mizhnarodnyj universytet rozvytku ljudyjny «UKRAJINA», 2020*).

In accordance with the provisions of the educational and professional program "Philology (Ukrainian language and literature)", developed on the basis of Kherson State University, graduate students can be employed in the future as philologists, philologists - researchers, literary critics, educators of higher educational institutions (*Khersons'kyj derzhavnyj universytet, 2020*).

It should be noted that the communicative professionally oriented competence of students - future philologists is formed on the basis of undergoing educational and professional programs of preparation of the philological direction.

## Discussion

Communicative competence in a broad sense of this issue is understood as the ability to use appropriate communication tools (verbal and nonverbal) to achieve a communicative goal. Communicative competence is a key professional competence of all types of activities that involve close interaction between the participants of communicative situations that arise in the process of performing professional tasks in accordance with the job responsibilities of the communicator (Cocchetta, 2018). However, this concept acquires special significance in the context of professional training of students of philology (Shaklein & Olivia, 2019; Begeka, 2019).

The concept of professional competence of a modern philologist implies the obligatory ability to transmit information and to know how to do this in various ways. In the modern world the requirements for the training of philologists have been conceptually changed in accordance with the European framework (Shaklein & Olivia, 2019). So, the key goal is not only a thorough study of one, two or more languages. Today's paradigm has some other tasks for professional training programs of future philologists. The most important is the formation of a strong multifunctional and multicomponent linguistic and literary base (serious and professional mastery of special philological disciplines) with a set of all possible linguistic competencies (Shaklein & Olivia, 2019; Cocchetta, 2018).

In addition, the study of philological disciplines (linguistics and literature) is a continuous process and is based on the modern concept of "lifelong learning". The formation and further development of professional communicative competence is also a dynamic process under such conditions. This process is marked by various types of transformations, adaptations and flexibility (Shaklein & Olivia, 2019).

Therefore, the aspect of university training, which was taken as a basis in this study, implies the openness of a certain level of professional communicative competencies, which are acquired through mastering university training programs. They are necessary to have quality development in the process of direct professional activity of a philologist. The formation of communicative competence is an indicator of the effectiveness of student learning.

However, the communicative competencies of a philologist cannot be self-sufficient without a high level of mastery of specific philological disciplines from a theoretical and practical point of view (Rackeviciene et al., 2019). These components of the training of philologists are interrelated and interdependent (Haryanto et al., 2019) and this is taken into account in the process of creating of university programs of professional training.

The study of the ranking of the top 10 world institutions of higher education that provide training of students - future philologists in 2020 has shown that this group of institutions includes higher educational institutions of the United States and Great Britain. The most prestigious higher educational institutions among the represented ones are the Massachusetts Institute of Technology (MIT) (the United States) and the University of Massachusetts Amherst (the United States), which rank 1 and 2, respectively. Herewith, the University of California, Los Angeles (UCLA) (the United States) holds generally the last place of the top 10 world higher educational institutions.

In the course of the investigation it has been found that professionally oriented training of future philologists is aimed at: the development of linguistics skills based on the study of syntax, morphology and vocabulary; development of pragmatic and communicative abilities; acquirement of knowledge in the field of neurolinguistics on the basis of mastering syntactic, semantic and morphological approaches; acquirement of knowledge in the field of phonology, on the basis of mastering phonological and linguistic approaches; acquirement of knowledge in the field of pragmatics and semantics, on the basis of mastering the approaches of philosophy of language and the theory of relevance; acquirement of knowledge of syntax, on the basis of mastering syntactic and morphological approaches. A lot of attention in the systems of university teaching of philology is also paid to the formation of intercultural communicative competence. Its role is enhanced by the influence of global integration processes (Sevimel-Sahin, 2020; Wang-Taylor & Milton, 2019; Czura, 2016).

The curricula of the philological direction of higher educational institutions in the United Kingdom are based on the acquisition of thorough knowledge by students-future philologists of past and present philological languages, study of various areas of linguistic science, including syntax, phonetics, morphology, semantics, phonology, mastering the basics of foreign language teaching practice.

Herewith, it has been established that mastering integrated linguistic disciplines, theoretical knowledge and practical skills of which provide multiple insights in order to understand the intricacies of the organization of communication pragmatics (ie, sociolinguistics, psycholinguistics and neurolinguistics) is included in the curriculum of professional training of future philologists.

It has been also revealed that professionally oriented training of future philologists in the direction of "Ukrainian language" in Ukraine is carried out by numerous institutions of higher education, in particular: 1) Kyiv National Linguistic University at the Department of Ukrainian Philology and Slavic Studies; 2) Institute of Postgraduate Education and Pre-University Training of Ivan Franko National University of Lviv; 3) Institute of Philology of Taras Shevchenko National University of Kyiv; 4) Open International University of Human Development "UKRAINE"; 5) Kherson State University. The results of analysis the features of training students - future philologists at the University College London, the University of Oxford, the University of Barcelona, Universidade da Coruña, University of Wrocław, University of Opolski show some differences in approaches to studying compared to higher educational institutions in Ukraine.

A review of the features of the educational and professional program "Philology (Ukrainian language and literature)", presented by the above institutions of higher education in Ukraine, has shown that:

- in the course of mastering this specialty general and professional competence of students - future philologists is formed; they acquire knowledge and skills that are necessary for further professional activity in the field of literary studies, linguistics, methods of teaching Ukrainian language and literature;

- the main directions of professionally oriented training of students –

- future philologists include: the study of literary activities, Ukrainian language and literature, English, Slavic languages and literatures, Western European languages, translation features (for foreign students - future philologists), mastering the basics of translation and editing of Ukrainian and English;

- students - future philologists will be able to work both in education

- and in scientific and literary-publishing spheres on the positions of philologists, philologists - researchers, literary critics, educators of higher educational institutions (*Vidkrytyj mizhnarodnyj universytet rozvytku ljudyny «UKRAJINA», 2020*).

The relevance of the research on the communicative competence of future philologists in general is based on the need to improve the training process of linguists in the world of innovative processes and the modern information age, when the priority is not only access to information but the ability to have it in order to achieve fundamental life and professional goals (Begeka, 2019).

Very promising is the direction of university training of philologists, which would take into account the role of digital technologies in the structure of communicative competencies of modern specialists (Haryanto et al., 2019). So, a question of multimodal communicative competence in this area is often open, where the key moment is the effective combination of linguistic means of communication with alternative sources of communicative tools, in particular visual media tools (Royce, 2002).

## Conclusions

According to the results of presentation of theoretical-methodological and practical aspects of formation of communicative professionally oriented competence of future philologists, it has been established that: linguistic competence (which means the ability of future philologists to use foreign languages they have mastered in a communicative process with its various participants) is one of the most important types of competence, which develops and forms the training of future philologists; the formation of communicative competence of future philologists is based on compliance with the principles of personality-oriented teaching and the reliability of educational criteria in the process of obtaining education. Detected the components of the formation of communicative professionally oriented competence of future philologists are as follows: the level of mastering various communicative tools, the level of mastering the skills of interpersonal communication and relationships, the level of mastering the skills of regulation of communication's social norms, the level of mastering constructive dialogue in the field of constructive communication, the level of mastering communication skills, with definition on this basis of typology of partners, the level of mastering skills of participation in public speeches; professional competences of future philologists, which include: the ability to use the acquired knowledge in further professional activities (including pedagogical activities), the ability to develop personal creative thinking, as well as to determine the need for further personal intellectual development, the ability to implement personally acquired knowledge in practice, the ability to use the basics of pedagogy, teaching methods and psychology for further professional activity, the ability to master modern teaching methods, the ability to effectively process texts, make translations based on the results of studying Ukrainian and foreign languages, which are provided by the curricula of the philological direction. The results of research on the formation of communicative competence of leading educational institutions allow other educational institutions to improve their own curricula to increase this competence by philologists. Promising for further research may be the identification of key gaps in the training and formation of communicative competence of future philologists in other, less rated educational institutions and the development of methods for improving their educational and professional programs.



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