THE ROLE OF A FOREIGN LANGUAGE AND COMMUNICATIVE SKILLS IN TODAY’S WORLD

Abstract. The aim of the paper is to show the importance of foreign languages in contemporary world. The paper turns to the perspective provided by language proficiency. The article pays special attention to communicative skills. Communication is considered as the most important form of interaction between peoples in the world.

Keywords: foreign language, knowledge, communication, skills, interaction, integration, modern world.

Nowadays the world is developing at a very high speed. All countries in the world are interacting with each other and come into contacts in different spheres of life: politics, culture, education, science. Accordingly, the role of a foreign language is getting more and more important.

We cannot imagine today's world without communication: live or virtual. Virtual communication is gaining special popularity in our time and let us exchange information, thoughts, ideas, regardless of a distance. Live and virtual communication is the most important form of interaction between countries and their people. That is why the main goal of schools, colleges, universities is to teach and prepare students for cooperation, and in particular – communication.

The main task of teaching a foreign language is the development of communicative skills. Language is a means of communication. We communicate with each other using a language orally or in a written form. With the help of it one expresses his/ her thoughts, exchanges ideas. A foreign language is both a means of communication and an instrument of getting knowledge, exchanging of experiences, traditions, especially in our time. We must admit that it is the language that makes
it possible to overcome a distance between peoples. Thanks to and through language, a person communicates, expresses himself/herself, sees and understands the Other. Language is the force that brings people, nations together. In this connection M. Blansho stated: “It is ordinary language that unites and divides us. We are not two self-identical individuals, more or less integral when we engage in communication with each other. Absolutely not: we are a conversation, we exist only in conversation with each other, orally or in writing” [4, p.7]. We can but agree with a researcher M. Abysova who notes that knowledge of another language reveals the world of the Other and provides great opportunities, namely: “First, such a person is included in different communities, whose worldview is reflected in their languages. Secondly, knowledge of several languages makes it possible not only to overcome the language barrier, it reveals the spiritual riches of different peoples, reflected in the spiritual, scientific and technical literature. Third, knowledge of languages helps individuals to expand their understanding of the world, promotes mental “gymnastics”, develops the cognitive abilities of the individual [1, p. 114].

Modern conditions, which are accompanied by the development of global information, scientific, technical and educational cooperation, the gradual integration of Ukraine into the European and world space, promote academic mobility, provide unlimited access for everyone to the world educational space. Appropriate in this context is the statement of the philosopher D. Svyridenko, who said: “Academic mobility is the most developed form of internationalization of education, which provides access to the leading scientific achievements of developed countries, supports the development of intercultural interaction.” [10, p. 81]. The scientist emphasizes the important role of tolerance during academic mobility, which in his opinion is “a complex process of personal and professional development, in the development of which the individual meets the need to solve dynamic life situations, updating a wide range of specific skills: intercultural communication; ability to think in terms of tolerance, distancing oneself from any manifestations of discrimination; ability to self-reflection; existential openness” [10, p. 6]. Therefore, the main tasks of a modern foreign language teacher are both the development of communicative competencies and communicative global
competencies. The teacher must prepare a student to cooperate with representatives of cultures that are carriers of other traditions and customs, cultivating a tolerant communication. As rightly noted by the Ukrainian researcher G. Belonogina: “Today the most useful person in the world is the one who knows how to establish human relations with others - this is the most important subject in the great curriculum of life” [3, p. 12]. We must admit that correctly selected material and its variability allow students to comprehend foreign languages with interest. Tasks of a communicative type motivate students, they allow to more successfully achieve results in learning, that leads to developing communicative skills. Researcher G. Turchynova emphasizes the role of language proficiency and notes that knowledge of the language is “one of the means to improve the quality of training and education of future professionals in the university, capable of research, creative application of modern world scientific achievements and professional self-development” [12, p. 169]. Scientists S. Olson and K. Krueger point out that global competence is possessed by "a person who has a fairly stable knowledge, receptive understanding and skills of intercultural communication for effective interaction in our global interdependent world” [9, p. 116 - 137]. A. Kravchenko expressed a very relevant opinion in this regard, demonstrating the role of the teacher in the learning process: “The effectiveness of teacher responsibility is achieved in the existential-personalist dimension of education as a spiritual practice of cultural interaction. After all, man's comprehension of the world is the desire of a finite being to understand the infinite, the eternal. It is always hermeneutic, always interpretation, always carried out from a certain position. Education is mandatory in terms of personal, basic values of a culture” [6, p. 5].

The French philosopher E. Moren, developing this idea, writes: “In the process of learning should develop the natural ability of the mind to pose and solve important problems and, accordingly, should be supported by the full use of the general ability to think. This ability needs to be constantly stimulated, or, if it is asleep, awakened. Fulfilling its mission, which is to comprehensively develop the general thinking ability of individuals, education in the future should be designed to use existing knowledge, overcome the contradictions that arise as a result of progress in
specialized areas of knowledge, and show distorted rationality” [8, p. 39]. Appropriate in the process of learning the language is the use of creative and productive thinking, which according to N. Karamysheva is “the process of thought movement is variable, the search for different options in cognitive situations and determine the best option; it is a process of building alternatives; this is the lack of strict determinism of the thinking process by the laws of logic, for example, their violation, which may result in some unforeseen but interesting result; it is a loose derivation of one statement from another (conclusion from the basis), as a result of which the basis can be alternative, hypothetical; this is the emergence of "logical leaps" in the thought process” [5, p. 45].

The process of learning a language is not a simple thoughtless memorization of words, which then the student can not use in the necessary situation, but a creative process that also requires effort. R. Barantsev emphasizes attention: “In the new paradigm, learning cannot be the teaching of ready-made truths. Searches, doubts, experiences should accompany learning, involving all participants. This requires that the teacher relies not so much on book knowledge, supplemented by personal experience, but on his own, suffering in creative search, possibly supported and corrected by book information. It is necessary, but not enough, because it requires more interested participation of the audience in the movement of thought” [2, p. 34].

Indicative in this context of our active position in developing communicative skills in learning a foreign language are the observations of Ukrainian researcher D. Svyridenko, who argues that an interesting potential for systematization of their knowledge is the need to “communicate in a foreign language: lack of language skills allows you to better understand what you say, systematize and rethink their knowledge or ideas on an issue. The need to build communication in a foreign language creates a problematic situation, a situation of extreme existence” [10, p. 161]. Some people learn languages because they need them for work, for others it is just a hobby, and others would like to travel and communicate freely with people.

So, nowadays, it is very important to know foreign languages, and the study of a foreign language is not just a tribute to fashion, it is becoming a vital necessity of our life.
References: