ACADEMIC ENVIRONMENT AND PHD-STUDENTS' ENGLISH LANGUAGE COMMUNICATIVE COMPETENCIES

V. I. Harapko

ORCID 0000-0001-7171-8448

The high level of personal involvement required by the foreign language learning process is even more difficult for our universities, where the demands of the academic environment are so high that not all graduate students acquire the necessary competencies to meet these requirements. The purpose of the article is to explore the background for acquiring foreign language competence in the academic environment and to obtain the necessary information necessary for further research. The research methodology is based mainly on theoretical methods, such as analysis of scientific papers and publications to identify the main problems of the article. The classification method is used to classify the main points of view on the selected problem. The broader goal of language education is independent communication in a foreign language, which is based on the premise that language skills learned in classrooms are easy to transfer to real situations, and that graduate students will gain the necessary experience at the end of the language program. But this is not the case, and the practical results of the acquired skills of communication in a foreign language almost always do not meet the language expectations of the applicants. The current state of educational services indicates a significant increase in the need for high-quality post-graduate education, which will provide the applicant with relevant competencies relevant to the academic environment. Today the aim of post-graduate education is not only the growth of usage of lexical and grammar materials in the training of a competent specialist. In theory, post-graduate education established the imperative of the competence-based approach, while practically communicative competencies aren't directed to the process of inclusion of PhD students in professional culture are underestimated and incomplete extent implemented by them in the academic educational environment.

Key words: PhD students' language communicative competence, difficulties in the process of acquiring language competence, academic environment.

Introduction. The Resolution of the Cabinet of Ministers of Ukraine of March 23, 2016 №261 "On approval of the Procedure for training applicants for

higher education degree of Doctor of Philosophy and Doctor of Science in higher educational institutions (scientific institutions)" has been introduced that the entrance examinations for the degree of Doctor of Philosophy are composed of the specialty exam (in the amount of the standard of higher education master's degree in the relevant specialty); and of a foreign language (the Academic Council of a higher education institution (scientific institution) choose it).

A candidate who has the necessary level of knowledge, in particular English, that is proved by with certificate at the level of below B2 of valid Tests like TOEFL, IELTS, FCE, CAE or CPE, is free from taking the entrance exam in it. These certificates are equivalent to the results of the entrance examination in a foreign language with the highest score.

Entrants are to submit to the examination commission literature in the relevant foreign language in their specialty in the amount of 300 pages (monographs, journals, collections of articles, materials on the Internet, etc.). These materials are presented directly to the audience where exam is held.

Entrance examinations for PhD students are conducted in accordance with the following requirements: lexical and grammar test (60 minutes); written translation from a foreign language into the native language with the help of a dictionary of text from the specialty of 1500 printed signs in 45 minutes; oral interview in a foreign language related to the entrant's biography, research interests and plans, as well as current socio-political events in Ukraine and abroad (Entrance exams for graduate school, 2016).

The main form of PhD students training at the third (educational and scientific) level of higher education is a training at higher educational institutions and research institutions, where there are highly qualified scientific and pedagogical and scientific staff, modern research, experimental and material base.

During the study PhD students are obliged to fulfill all the requirements of the educational and scientific programme, in particular to gain in-depth knowledge of the specialty (groups of specialties), for which PhD students conduct research, master general scientific (philosophical) competencies, to acquire universal skills of a researcher, to acquire language competencies that are necessary to present and discuss the results his scientific work in a foreign language orally and in writing, as well as for a full understanding of foreign scientific texts from the relevant specialties (Pelekh, 2015). Thus, the training can not be implemented without due attention to language issues education and training for intercultural communication.

Analysis of scientific literature and study of the experience of foreign language training of PhD students (Dukhanina, 2018) indicate that there is a

need for further development of theoretical and practical aspects of foreign language education, promoting effective mastery of a foreign language as a means of intercultural, professional communication in various fields scientific activity.

The issues of foreign language education of PhD students are reflected in the works of modern scholars, who have studied: (i) historical, theoretical, methodological and practical issues of foreign language teaching in graduate school of non-language universities − G. Buyanova, A. Kinderknekht, O. Peunova, T. Popova, M. Fedotova, O. Yaroslavova; (ii) features of independent work organization of PhD students in the process of learning a foreign language − A. Kinderknekht L. Pelekh, N. Shumakova; (iii) teaching academic writing − S. Kozhushko, I. Korotkina, T. Popova, O. Tarnopolskyi, L. Yahenich; (iv) theory of language and intercultural communication − V. Krasnych, Yu. Karaulov, V. Teliia; (v) theoretical and methodological bases of application of interactive technologies − L. Artemova, S. Goncharenko, A. Zyazyun, T. Nazarova, O. Pometun.

The **aim** of the article is to research the background of gaining the foreign language communication competence in an academic environment.

Research methodology. This descriptive research is built mostly on theoretical methods: analysis of scientific works and publications for identifying the main tasks of the article; classification method − to classify the main points of view on the issue under consideration.

Research results. There is no general agreement in the Ukrainian higher education system on what competencies for language communicating PhD students are to acquire. However, there does seem to be some consensus on classifying language communication competencies into linguistic, strategic, socio-linguistic and discourse (Fig. 1).

The language education of Ph.D. students means that they have to know how to communicate without assistance in different situations. The background of this competency is put on that language skills studied in classrooms can be easily used in real-life situations, and Ph.D. students are to become experienced at the end of studying. But it isn't very often happened as a rule and results almost always are lower from this expectation.

Analysis of the national programmes on English for preparing PhD students allows to conclude that language communicative competencies in an academic environment include:

− identifying the purpose, structure, style and following the content requirements for writing and speaking in academic environment;

− development of communication skills in academic English field;

− expression of ideas with clarity and precision in their field of research;

Linguistic	Strategic
Understanding and using: - vocabulary - language conventions (grammar, punctuation and spelling) - syntax (e.g., sentence structure)	Using techniques to: - overcome language gaps - plan and assess the effectiveness of communication - achieve conversational fluency - modify text for audience and purpose

Communicative Competence

The ability to understand and use language effectively to communicate in authentic social and school environments

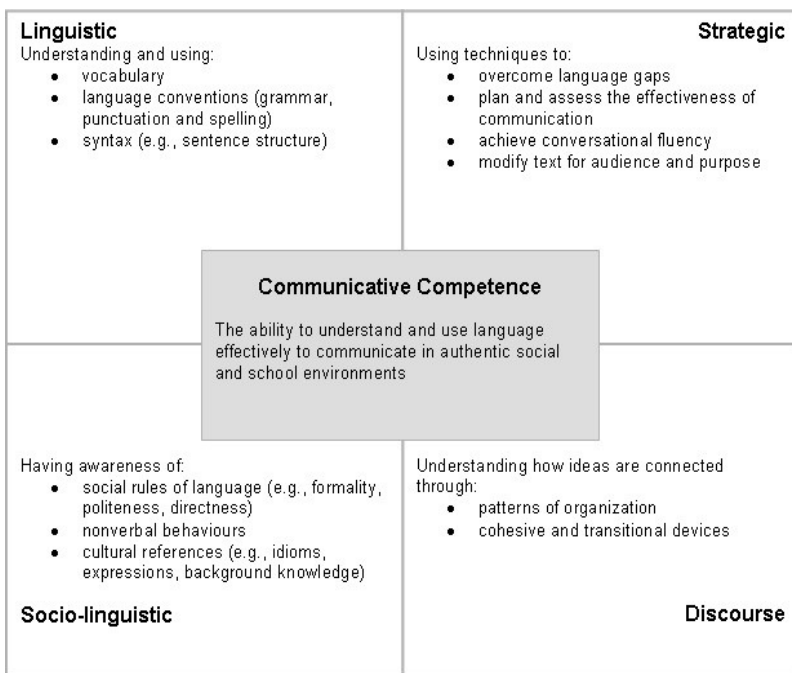| Socio-linguistic	Discourse
Having awareness of: - social rules of language (e.g., formality, politeness, directness) - nonverbal behaviours - cultural references (e.g., idioms, expressions, background knowledge)	Understanding how ideas are connected through: - patterns of organization - cohesive and transitional devices

Fig. 1. Structure of communicative competence
(Yaroslavova, & Fedotova, 2015)

− use of formal style and selecting of relevant verbal strategies depending on the genre and purpose of academic expression;

− demonstration of natural and smooth flow of language;

− argueing a research position convincingly in oral academic communication;

− structuring of written texts and oral messages appropriately;

− planning and implementation of the writing process, organizing the structural parts of a text (introductory, body, and concluding parts);

− constructing a thesis statement, main points and supporting ideas and details;

− applying of a variety of writing patterns (defining, classifying, contrast/comparison, cause/effect, argumentative);

− use of varied sentence structure;

− paraphrasing and summarizing academic texts;

− ensuring coherence of the written text, including the use of efficient transitions;

− ackquired knowledge on how to avoid plagiarism (intentional and unintentional) in writing;

− awareness of requirements for references in academic writing and presentations;

− ackquired knowledge on how to use quotations and in-text citations in academic writing;

− planning, outlining, and delivery of an oral academic presentation.

Among them there can be stated such writing competencies as:

− understanding the nature, structure, and stylistic features of an abstract for an academic article, conference abstract;

− mastering the grammar features, including use of tenses, voice, sentence structure of an abstract for an academic article, conference abstract;

− mastering the vocabulary and stylistic features of writing an informative and well balanced abstract for an academic publication;

− knowledge on the typical procedure stages of submitting a conference proposal (Conceptual principles of state policy for the development of English in higher education. Project, 2019).

The importance of English for access and empowerment is recognized in Ukraine and reflected in a number of national strategies and initiatives where the English language proficiency is central, including: recognition of the need to ensure the competitiveness of Ukrainian scholars and graduates nationally and internationally; desire to internationalize higher education; programmes for academic and educational integration within the EU, etc. (Ibid).

Nowadays a lot of scientists (Buyanova, Kinderknekht, Popova, & Peunova, 2017; Petrova, & Popova, 2016) underrate the obstacles seen in studying foreign language communication. This is because foreign language acquisition also involves socialisation and emotion.

The high level of personal engagement is needed and it is even more challenging at universities, where PhD students struggle to meet the demands of an academic life (Entrance exams for graduate school, 2016).

Getting necessary English language competencies is included some difficulties for Ph.D. students in this process between teaching and studying. Students frequently set their troubles in receiving language competencies down to not being "proficient at using languages" because they don't get the necessary skills not just to react in English but to think in it. These are a set of facts that create difficulties for getting such skills. They aren't usually connected with Ph.D. students' aptitudes and their own level of getting language competence (Buyanova, Kinderknekht, Popova, & Peunova, 2017).

Acquiring a foreign language in an academic context connects with some structural limitations. Short time for face to face contacts and a absence of socialization within the situation of using language skills. One method to resist these limitations is by creating such forthcoming situations when using different dialogues, group work, discussions, and presenting reports look very natural. Sometimes such methods look rather seeming and formalized – lecturer-teachers and PhD students are stuck in their individual roles. Often, the knowledge of language doesn't always connect with knowing how to use speech cleshes, appropriate lexems and grammar structures in the academic environment.

The concept of gaining such language communicative competencies like a "native speaker" as a sample of professionalism determines language education, especially in the academic environment yet.

Misused language structures and lexems aren't often taken into account by students' communicative academic environment because of their non-realistic and artificial nature.

The facts touched on above contribute to an ineffective studying experience, insufficient communicative and linguistic competencies, which in turn conducts to low outcomes.

Student's culture are under the influence of the academic environment and this is another important factor, which can cause obstacles in the process of acquiring language competence (Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions). The fact that PhD students have to cope with such challenges, as academic unreadyness and some financial pressures have become an ordinary feature of this education process. In general, Ph.D. students haven't got enough language communicative competencies to use the scientific strategies, methods, and pedagogical technologies that are obligatory to complete academic studies successfully. Because of these facts, the culture of becoming and growing of PhD students is very changable.

In light of the increasing, the value of specialized academic knowledge for Ph.D. students, educators have to use new methods and pedagogical technologies. Of course, this process has to be done in a strong connection with Ph.D. students because this would help in addressing their current needs. It would also widen the scope of teaching beyond its typically results-based, practical focus (Yaroslavova, & Fedotova, 2015).

Conclusion. Today the aim of post-graduate education is not only the growth of usage of lexical and grammar materials in the training of a competent specialist.

In theory, post-graduate education established the imperative of the competence-based approach, while practically communicative competencies

aren't directed to the process of inclusion of PhD students in professional culture are underestimated and incomplete extent implemented by them in the academic educational environment.

Perspectives for further research. This article is intended for PhD students and teachers universities, academies, a scientific-pedagogical staff of higher educational institutions, institutions of postgraduate education, researchers. Therefore, the prospects for further scientific research could be presented in the study and analysis of training and development systems of PhD students' competencies.

Література

1. Вступні іспити до аспірантури. «Про затвердження порядку підготовки здобувачів вищої освіти ступеня доктора філософії та доктора наук у вищих навчальних закладах (наукових установах)». Постанова кабінету Міністрів України № 261 від 23 березня 2016 року. URL: http://langcenter.kiev.ua/navch_vstup.html (дата звернення: 14.09.2019).
2. Духаніна Н. М. Особливості навчання іноземних мов здобувачів вищої освіти ступеня доктора філософії (PhD). Young Scientist. 2018. № 4 (56). С. 489-492.
3. Концептуальні засади державної політики щодо розвитку англійської мови у сфері вищої освіти. Проєкт. 2019. URL: https://mon.gov.ua/storage/app/media/ 2019-06-24-proekt-konts-angl-movi-1.docx (дата звернення: 27.11.2019).
4. Обучение иностранному языку в аспирантуре неязыкового вуза: актуальные вопросы : монография / Г. В. Буянова, А. С. Киндеркнехт, Т. В. Попова, Е. В. Пеунова; науч. ред. А. С. Киндеркнехт; ФГБОУ ВО "Пермская государственная сельскохозяйственная академия имени академика Д. Н. Прянишникова". Пермь : ИПЦ "Прокростъ", 2017. 188 с.
5. Пелех Л. Р. Забезпечення якості самостійної роботи аспірантів з вивчення іноземної мови на основі впровадження засадничих психолого-педагогічних принципів. *Духовність особистості: методологія, теорія і практика:* зб. наук. пр. Східноукр. нац. ун-т ім. в. Даля. Сєвєродонецьк, 2015. Вип. 1(64). С. 180–199.
6. Петрова О. Б., Попова Н. О. Аспект наукової підготовки при вивченні іноземної мови у немовному внз. *Проблеми та перспективи розвитку науки на початку третього тисячоліття у країнах Європи та Азії*: зб. наук. пр. матеріалів XV міжнар. наук.-практ. інтер-конф., Переяслав-Хмельницький, 30 червня – 1 липня 2015 р. С. 205–207.
7. Ярославова Е. Н., Федотова М. Г. Особенности организации обучения иностранному языку аспирантов неязыкового вуза. *Наука ЮУрГУ: материалы 67-й научной конференции Секции социально-гуманитарных наук.* 2015. С. 1208-1215.
8. Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions. Academic Writing. *CURRICULUM. Courses description. Developed by P4 Simon Kuznets Kharkiv National University of Economy*. 2020.

References

1. *Vstupni ispyty do aspirantury [Entrance exams for graduate school]*. (2016). "Pro zatverdzhennia poriadku pidhotovky zdobuvachiv vyshchoi osvity stupenia doktora filosofii ta doktora nauk u vyshchykh navchalnykh zakladakh (naukovykh ustanovakh)". Postanova kabinetu Ministriv Ukrainy № 261 vid 23 bereznia 2016 roku # 261 vid 23 bereznya 2016 roku. Retrieved from http://langcenter.kiev.ua/navch_vstup.html (date of appeal: 14.09.2019) (ukr).
2. Dukhanina, N. M. (2018). Osoblyvosti navchannia inozemnykh mov zdobuvachiv vyshchoi osvity stupenia doktora filosofii (PhD) [Features of teaching foreign languages to graduates of the degree of Doctor of Philosophy (PhD)]. *Young Scientist, 4 (56),* 489-492 (ukr).
3. *Kontseptualni zasady derzhavnoi polityky shchodo rozvytku anhliiskoi movy u sferi vyshchoi osvity. Proiekt [Conceptual principles of state policy for the development of English in higher education. Project]* (2019). Retrieved from https://mon.gov.ua/storage/app/media/2019-06-24-proekt-konts-angl-movi-1.docx (date of appeal: 27.11.2019) (ukr).
4. Buyanova, G. V., Kinderknekht, A. S., Popova, T. V., & Peunova, E. V. (2017). *Obuchenie inostrannomu yazyku v aspiranture neyazykovogo vuza: aktual'nye voprosy [Teaching a foreign language in postgraduate study of a non-linguistic university: topical issues],* 188. Perm: IPT "PROKROST" (rus).
5. Pelekh, L. R. (2015). Zabezpechennia yakosti samostiinoi roboty aspirantiv z vyvchennia inozemnoi movy na osnovi vprovadzhennia zasadnychykh psykholoho-pedahohichnykh pryntsypiv [Ensuring the quality of independent work of graduate students in learning a foreign language on the basis of the introduction of basic psychological and pedagogical principles]. *Dukhovnist osobystosti: metodolohiia, teoriia i praktyka:* zb. nauk. pr., *1(64),* 180–199. Severodonetsk, Volodymyr Dahl East Ukrainian National University (ukr).
6. Petrova, O. B., & Popova, N. O.(2015). Aspekt naukovoi pidhotovky pry vyvchenni inozemnoi movy u nemovnomu vnz [Aspect of scientific training in the study of a foreign language in a non-language university]. *Problemy ta perspektyvy rozvytku nauky na pochatku tretoho tysiacholittia u krainakh Yevropy ta Azii:* zb. nauk. pr. materialiv XV mizhnar. nauk.-prakt. inter-konf., Pereiaslav-Khmelnytskyi, 30 chervnia – 1 lypnia 2015 r., 205–207 (ukr).
7. Yaroslavova, E. N., & Fedotova, M. G. (2015). Osobennosti organizatsii obucheniya inostrannomu yazyku aspirantov neyazykovogo vuza [Features of the organization of foreign language training for graduate students of a non-language university]. *Nauka YuUrGU: materialy 67-y nauchnoy konferentsii Sektsii sotsial'no-gumanitarnykh nauk,* 1208-1215 (rus).
8. *Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions. Academic Writing.* (2020). CURRICULUM. Courses description. Developed by P4 Simon Kuznets Kharkiv National University of Economy (eng).

АКАДЕМІЧНЕ СЕРЕДОВИЩЕ ТА АНГЛОМОВНА КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ АСПІРАНТІВ

В. І. Гарапко

Високий рівень особистого залучення, якого вимагає процес вивчення іноземної мови, є ще більш складним для наших університетів, де вимоги академічного середовища настільки високі, що не всі аспіранти здобувають необхідних компетентностей задля задоволення цих вимог. Метою статті є дослідити передумови набуття іноземної мовної компетенції в академічному середовищі та отримати необхідну інформацію, необхідну для подальших досліджень. Методологія дослідження будується здебільшого на теоретичних методах, таких як: аналіз наукових робіт та публікацій для виявлення основних завдань статті. Метод класифікації використовується для класифікації основних точок зору стосовно обраної проблеми. Широкою метою мовної освіти є самостійне спілкування іноземною мовою, яке ґрунтується на передумові, що мовні навички, які вивчаються в аудиторіях, легко перенести в реальні ситуації, і що аспіранти набудуть необхідного досвіду в кінці мовної програми. Але це не так, і практичні результати здобутих навичок спілкування іноземною мовою майже завжди не відповідають мовним очікуванням здобувачів. Сучасний стан освітніх послуг вказує на значне підвищення потреби у високоякісній професійно-спрямованій освіті, яка забезпечуватиме здобувача відповідними компетенціями, актуальними для академічного середовища. У світлі цього викладачам та аспірантам слід витрачати набагато більше часу на розмови про те, чому і як вони викладають та вивчають мови. Сьогодні метою післядипломної освіти є не лише збільшення використання лексичних та граматичних матеріалів у підготовці компетентного фахівця. Теоретично післядипломна освіта встановила імператив підходу, заснованого на компетентностях, тоді як практично комунікативні компетенції не спрямовані на процес включення аспірантів у професійну культуру, занижуються і в неповній мірі реалізуються ними в академічному освітньому середовищі.

Ключові слова: англомовна комунікативна компетентність аспірантів, труднощі в процесі набуття мовної компетенції, академічне середовище.

АКАДЕМИЧЕСКАЯ СРЕДА И АНГЛОЯЗЫЧНАЯ КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ АСПИРАНТОВ

В. И. Гарапко

Высокий уровень личной вовлеченности, которого требует процесс изучения иностранного языка, является еще более сложным для наших университетов, где требования академической среды настолько высоки, что не все аспиранты получают необходимые компетенции для удовлетворения этих требований. Целью статы является исследовать предпосылки к получению иностранной языковой компетенции в академической среде и получить необходимую информацию,

необходимую для дальнейших исследований. Методология исследования строится в основном на теоретических методах, таких как: анализ научных работ и публикаций для выявления основных задач статьи. Метод классификации используется для классификации основных точек зрения относительно выбранной проблемы. Широкой целью языкового образования является самостоятельное общение на иностранном языке, которое основывается на предпосылке, что языковые навыки, которые изучаются в аудиториях, легко перенести в реальные ситуации, и аспиранты получат необходимый опыт в конце языковой программы. Но это не так, и практические результаты полученных навыков общения на иностранном языке почти всегда не соответствуют языковым ожиданиям соискателей. Современное состояние образовательных услуг указывает на значительное повышение потребности в высококачественной профессионально-направленном образовании, которое будет обеспечивать соискателя соответствующими компетенциями, актуальными для академической среды. В свете этого преподавателям и аспирантам следует тратить гораздо больше времени на разговоры о том, почему и как они преподают и изучают языки. Сегодня целью последипломного образования является не только увеличение использования лексических и грамматических материалов в подготовке компетентного специалиста. Теоретически последипломное образование установило императив подхода, основанного на компетентности, тогда как практически коммуникативные компетенции не направлены на процесс включения аспирантов в профессиональную культуру, занижаются и в неполной мере реализуются ими в академической образовательной среде.

Ключевые слова: англоязычная коммуникативная компетентность аспирантов, трудности в процессе приобретения языковой компетенции, академическая среда.

Гарапко Віталія Іванівна – кандидат педагогічних наук, доцент кафедра англійської філології та методики викладання іноземних мов, Мукачівський державний університет (м. Мукачево, Україна). E-mail: v.garapko@gmail.com

Гарапко Виталия Ивановна – кандидат педагогических наук, доцент кафедры английской филологии и методики преподавания иностранных языков, Мукачевский государственный университет (г. Мукачево, Украина). E-mail: v.garapko@gmail.com

Harapko Vitaliia Ivanivna - Candidate of Pedagogical Sciences, Associate Professor, Department of English Philology and Methods of Teaching English Language and Foreign Literature, Mukachevo State University (Mukachevo, Ukraine). E-mail: v.garapko@gmail.com

МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26
тел./факс +380-3131-21109
Веб-сайт університету: **www.msu.edu.ua**
E-mail: **info@msu.edu.ua**, **pr@mail.msu.edu.ua**
Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: **http://dspace.msu.edu.ua:8080**
Веб-сайт Наукової бібліотеки МДУ: **http://msu.edu.ua/library/**