

Formation of Communicative Competence of Foreign Students in Post-Industrial Society: Electronic Tutoring and Mentoring

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Abstract: *The theme of the article highlights the main aspects regarding the impact of the development trends in post-industrial society on the formation of communicative competencies. The aim of the article is to reveal the essence of electronic tutoring and mentoring as one of the important factors in the formation of communicative skills of foreign students. The article identifies the features of the organization of tutoring and mentoring using innovative technologies, the achievements of the information and post-industrial society. Theoretical bases for defining the concept of communicative competence, post-industrial society, electronic tutoring, and mentoring are substantiated. The urgency of the problem lies in the presentation of new psychological and pedagogical approaches, it also lies in the formation of competence in a post-industrial society such as the use of electronic learning tools to increase efficiency, the use of information and communication technologies to develop the competence of students and teachers, and organization of learning based on organizational approach.*

Methods of analysis and synthesis, research method, and method of content analysis were used to determine the peculiarities of the formation of communicative competence in foreign students in the conditions of electronic tutoring and mentoring. In the course of the study, it was proved that the implementation of theoretically sound conditions of electronic tutoring and mentoring will contribute to the formation of communicative competence among foreign students.

Keywords: *Information and communication technologies; information society; psychological and pedagogical conditions; digital transformation; structural components of learning.*

How to cite: Diadchenko, H., Tamozhska, I., Rud, O., Rudnytska, Z., Kulishenko, L., & Kumeiko, T. (2023). Formation of Communicative Competence of Foreign Students in Post-Industrial Society: Electronic Tutoring and Mentoring. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 14(4), 207-219.

<https://doi.org/10.18662/brain/14.1/414>

Introduction

Education standards define the basic requirements for the conceptual framework of the educational process in higher education. The main task of higher education is to train highly qualified specialist who is able to realize their potential in the progress of the information society. The specialist must be competent in various fields of activity. The intensive development of information technologies, digitalization of various spheres of activity requires skills and abilities of information resources, critical thinking of media resources, as well as the formation of communicative competence, which is the essence of professional self-expression of future professionals.

The rapid development of digital technologies has launched the process of creating a global information space, characterized by a continuous increase in the volume and speed of information flows (Tseng & Walsh, 2016). The communicative competence, which includes the ability to receive, process, transform, create and verbally transmit information in different languages, is becoming one of the main conditions for successful existence in a globalized post-industrial society (Randy & Heather, 2004). Within the competence approach in the educational institution in foreign language classes it is necessary to introduce active methods and forms of learning, which include “elements of the dilemma, scientific inquiry, independent study” in the activities of students.

The competence is the possession of a set of competencies that provide readiness to solve problems in the professional sphere. The competence implies the development of a certain type of thinking, the formation of a worldview that involves a personal attitude to activities, responsibility for their choices, the desire for further self-development and self-education, Owen (2020). The communicative competence is a complex set of linguistic and social competencies that ensure the individual's ability to productive, professional and interpersonal communication in both native and foreign languages, Liesbeth (2018). The concept of communicative competence as a personal characteristic includes curiosity in another culture, tolerance, and the desire to continuously improve communication skills.

The purpose of teaching a foreign language to students is formulated in educational standards defined by the formation of general cultural competence as the ability to communicate orally and in writing in native and foreign languages to solve interpersonal and intercultural interaction (Kurt & Yildirim, 2018). This approach is important for studying educational

achievements in the context of international importance, which is relevant for study.

Globalization processes and the integration of society are a consequence of the development and improvement of media resources. The main factors of cooperation are economic and political relations between different states. During the historical development of mankind in various ways established cooperation: in the context of hostilities, conquests of peoples; spread of one religion, etc. in modern times, the reasons for international cooperation have hardly changed - close, mutually beneficial relations between different states. However, cultural integration aimed at exchanging values is more common. Manifestations of globalization and integration are total communication on the Internet.

The Internet contributes to the deepening of relationships and integration processes in society. Also, one of the factors of interaction is the formation of foreign language competence, because people communicate in the Internet space that goes beyond their country. Such trends determine the need to study the peculiarities of the formation of communicative competence and determine the role of communication in the context of foreign relations in a modern global society.

Trends of the information society determine the priority of educational activities with the involvement of electronic means of communication. Therefore, a promising area of research is to determine the pedagogical conditions for the formation of communicative competence of foreign students in the context of electronic tutoring and mentoring.

Theoretical analysis of scientific papers became the basis for the interpretation of the main components of communicative competence and features of pedagogical conditions in the context of tutoring and mentoring (Gerasymova et al., 2019; Onishchuk et al., 2020; Maksymchuk et al., 2018). According to the results of the review of literature and scientific works, the basics of the formation of communicative competence in the learning process of foreign students were identified. The analysis of scientific works became the basis for the classification of research in the context of determining the direction of the statement that electronic tutoring and mentoring is the most effective factor in the formation of communicative competence of foreign students, Azhezh (2003). Review and study of the literature become the basis for determining the structural components of electronic tutoring and mentoring as an essential feature of the formation of communicative competence, Bern (1992).

Such trends have identified the main aspects of the formation of communicative competence of foreign students in the context of the

organization of pedagogical conditions for electronic tutoring as a manifestation of post-industrial society.

The purpose of the article is to explore the features of the formation of communicative competence of foreign students in post-industrial society in the context of e-tutoring and mentoring.

Theoretical and methodological approaches to the analysis of electronic tutoring and mentoring as one of the important factors in the formation of communication skills of foreign students

An analysis of recent research suggests that today there is a sufficient number of works that highlight the main essential characteristics of the information society. In the conditions of information society development, educational technologies have been developed, which effectively form communicative competence. In the context of the study, the essence of the concept of communicative competence of foreign students and e-learning as a manifestation of post-industrial society is defined.

Based on the study of psychological and pedagogical literature, it can be argued that most scholars consider communicative competence to be decisive in the process of professional activity. Researchers believe that communicative competence is a necessary feature of professional activity (Zelenin et al., 2020). Communicative competence is a defining feature of professional activity. Education of the future involves the introduction of research and innovative developments focused on the formation of the innovative post-industrial information society.

Acquired knowledge and skills in the process of studying foreign students determine the intellectual and cultural development of the individual, form signs of professional competence. Therefore, it is important to be aware of competence as a learning outcome. Acquisition of vital skills, according to scientists (Ibrahim, 2010, Nerubasska & Maksymchuk, 2020; Nerubasska et al, 2020; Zelenin et al., 2020;), can form an opportunity for a person to make the right decisions in a post-industrial society. Acquiring competence is a priority of education, which is determined both in the activities of international organizations and at the level of each state. In such conditions, first of all, there is a need to develop new theoretical models for the formation of professional training of foreign students, which determine the pedagogical and organizational conditions for the formation of competence.

Therefore, personal development in the educational process is interesting for research in the structure of professional language personality. The competence approach is the subject of scientific research by scientists...

The process of professional training of students is determined by the specifics of social development in terms of innovative technologies and information society. The educational process needs to be improved and adapted in accordance with state standards set by the realities of post-industrial society. Therefore, one of the priority areas is to determine the organizational and pedagogical conditions for the formation of competence of foreign students through the use of information and communication achievements, including the use of e-learning.

Communicative sociability is a factor in successful professional activity. In the context of our study, it is important to clarify the concept of “communicative competence of a foreign student” as a basis for the formation of professional competence.

Most researchers claim that the communicative aspect is key in the formation of professional competence of foreign students. Communicative competence in foreign students is the integration of psychological, theoretical and practical opportunities in obtaining professional education (Honcharuk et al., 2021; Krasnykh, 2003; Povidachyk et al., 2021). Such competence is determined by intercultural communication and interaction with representatives of other nationalities.

Professional competence of foreign students is a combination of acquired knowledge and skills of speech expression and intercultural values (Gurevych et al., 2020; Makarov, 2003; Shahina, 2017; Zhurat et al., 2020). Professional competence is formed in the process of training and international communication. Organized pedagogical activity in the process of educational activity is an effective means of forming the professional competence of foreign students.

Peculiarities of organizational and pedagogical conditions for the formation of foreign language competence as an aspect of electronic tutoring

In the course of the research, it was determined that the introduction of organizational and pedagogical conditions of educational activity is an effective basis for the formation of foreign language competence of foreign students.

Researchers define the essence of foreign language competence as a combination of the following components:

- a favorable environment for intercultural communication;
- the choice of verbal and non-verbal norms of behavior based on knowledge of another culture;

- the result of activities aimed at forming linguistic, psycho-contextual, social, situational state of speech.

The main aspect of the formation of foreign language competence in the process of learning a foreign language is to create conditions for free communication in a certain foreign language social role. Foreign language competence plays an interactive and communicative function with the help of a foreign language, Padalka (2008). Researchers define foreign language competence as the ability to solve problems by means of a non-native language, Kaidalova (2011). That is, the student must have developed such skills of communication in a foreign language with which he will play a social role in a foreign language environment.

Based on the conclusions of scientists, we can argue about the following structural elements of foreign language competence:

- linguistic;
- cognitive;
- pragmatic.

It is important to determine effective organizational and pedagogical conditions for the formation of foreign language competence for foreign students. Such conditions are represented by the components of educational activities. In particular, the effective components are:

- motivational, which encourages students to acquire knowledge in a particular discipline;
- integration, as an aspect of combining all elements of meaningful training;
- intensification of the process of foreign language training for professional activities.

The motivational component is determined by pedagogical activities aimed at encouraging the acquisition of knowledge. At the same time, motivation is an inner interest of a person to achieve success, Kypychenko (2012). This interest is determined by the neurophysiological peculiarities of the thought process. Human activity in various fields is determined by the motivation to succeed. Organizational and pedagogical conditions are determined by the selection of content and methods for effective education based on personal motivation.

One of the components of the formation of foreign language competence for a foreign student is the integration of all elements of the content of professional training in foreign language learning. Some researchers associate the implementation of integrative links between the content of foreign language learning and the content of individual disciplines with the following pedagogical conditions:

- formation of the language environment in the conditions of professionally-oriented foreign language learning;
- modeling of professional cases in the context of foreign language communication;
- use of information and communication technologies to increase motivation.

Integration is determined by close cooperation between the student and the teacher, who exchange experiences.

As the teacher forms knowledge in a foreign student, so the student influences the formation of knowledge in the teacher. The integration of educational components leads to continuous improvement of gaps in accordance with the needs of applicants.

One of the components of educational activities is the intensification of the process of foreign language training. Intensification is implemented in an activity approach, based on intensive assimilation of knowledge, activation of mental and speech activity.

The process of acquiring of a foreign language has a certain approach to memorize language expressions. Reusable is used for more effective assimilation, Luniachek (2008). Intensification is provided by certain methods and technologies that lead to active assimilation of knowledge. In the context of education, effective organizational and pedagogical features have been defined for the formation of the foreign language competence of foreign students, Smith (1997). One of the best components of the educational activity of foreign students is its intensification and its integration, which is realized through the introduction of technologies and which is realized through the introduction of technologies and methods of educational activities. Based on these results, taking into account the achievements of post-industrial society, it is determined that e-tutoring and mentoring is a phenomenon of modern learning.

The phenomenon of electronic mentoring as an effective factor in the formation of communicative competence of foreign students

In the post-industrial information society, new opportunities for online education have emerged, as there is a digital transformation of various spheres of social activity, Giddens (1993). Therefore, one of the manifestations of post-industrial society is distance education, which involves distance learning using the Internet. Tutoring and mentoring is one of the effective ways to develop competence, involves face-to-face communication (Gygli et al., 2019). The tutor personally draws up an

individual work plan that takes into account the personal traits and abilities of each student.

Mentoring and tutoring is a phenomenon of successful learning, as it involves the implementation of individual tasks in the context of the formation of foreign language competence of foreign students.

In the process of conducting an online lesson with a tutor in learning a foreign language, it is important to understand the culture of language as part of personal culture, as well as understanding that a language is a tool for the professional development of future professionals, Gardner (1983). Therefore, the task of electronic tutoring as an educational process involves the effective use of information and communication technologies to implement the following aspects, Imel (1998):

- development of language and literary communication skills;
- formation of communicative competencies of the specialist;
- developing the ability to work with information;
- formation of text creation skills;
- use of language means to establish contact or means of dialogue of the monologue;
- the teacher-mediator builds the student's dialogical experience, from his own worldview, his own way of acting, Laclau (1995).

In the process of digital transformation is the formation of an innovative form of learning, namely e-learning. Multimedia tools are effectively used in online education. The audiovisual format of presentation and mastering of educational material is much more effective. E-learning forms effective learning, Meyer (2001). The student's interaction with the computer turns to learn into a multifaceted activity, giving the student unlimited opportunities.

Electronic tutoring in the formation of foreign language competence has a number of advantages, Hobfoll (2001):

- variability of application at different stages of learning;
- the possibility of application in practical classes;
- learning material is better absorbed;
- time is used sparingly;
- individual opportunities for the student;
- creating comfortable learning conditions;
- formation of self-esteem, Paulhus (1997).

All these advantages of e-tutoring and mentoring contribute to solving the main goal of education - the formation of a foreign student's professional competence.

Conclusions

The study in the context of analyzing the theoretical foundations of educational trends in post-industrial society was the basis for defining the concept of communicative and linguistic competence of foreign students. In the course of research work the essence of the concept of foreign language education, e-learning, information and communication technologies, etc. was revealed and clarified.

The peculiarities of organizational and pedagogical conditions for the formation of students' foreign language competence are determined. A critical analysis of sources was conducted to identify the components of educational activities for the formation of student competence.

The phenomenon of e-tutoring and mentoring has been investigated as an effective way to enhance professional competence. It is established that tutoring involves an individual process of professional growth. The use of multimedia technologies improves learning skills and abilities.

Thus, the study becomes the basis for the assertion that e-mentoring and tutoring are the most effective for the formation of language competence, which contributes to the development of practical exercises.

This kind of trend provides ample opportunities for the development of communicative competence of students, which is one of the basic elements of the competent model of the graduate. And it is perceived as a complex system that includes different competencies, providing the ability to intercultural and interpersonal development.

Internet resources effectively improve performance, so students' work should be organized according to the individual principle "from simple to complex".

The presented study does not cover all issues related to the formation of professional competence of foreign students, however, highlights the main aspects of post-industrial society.

Acknowledgment

Author 1 conducted a review of scientific research on the problem of electronic mentoring, identified the essential features of the components of communicative and language competence of foreign students.

Author 2 presented in the article pedagogical conditions for the formation of foreign language competence in foreign students.

Author 3 defined the main concepts of electronic tutoring, mentoring, and mentoring in the formation of professional competence of foreign students.

Author 4 structured thematic blocks of work in accordance with the research objective.

Author 5 identified the main methods of forming the communicative competence of foreign students in the post-industrial society as an aspect of e-learning and mentoring

Author 6 analyzed and arranged the list of literature of foreign scientists, analyzed the key concepts of the research.

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