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***The formation of professional competences of students
of International Relations Department in teaching
Modern Greek***

Abstract: The article deals with the formation of professional competences of students of International Relations Department. It reveals the main current priorities of higher professional education. It suggests the content of professional competences of specialists, the necessity of their forming in future specialists in International Relations during studying the course of professional Modern Greek.

Keywords: professional competences, specialists in International Relations, Modern Greek language.

Implementation of competence-based approach is one of the objectives of modernization of education, which leads to the possibility of preparing mobile, initiative, contact and informed, competitive professionals, considering the interests of potential employers. The future employees should aim for self-education, master new technologies, strive to be able to make decisions, to work in a team, to adapt easily to new conditions and stressful situations. Educating of professionally active graduates requires the use of new methods, techniques and forms of work.

A significant number of modern scientists¹ believes that instead of qualifying approach, in which "passive" learning model was used and the result of the educational process was described only by knowledge, abilities and skills, competence approach has come and it is aimed at forming an integrated system of universal knowledge and skills, independent work and personal responsibility of students. The modern model of education is aimed at forming competences in which the use of such educational technologies as problematic and modular training, project method and so on acquires the

¹ Бібік Н., Ващенко Л., Локшина О., Овчарук О. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи. К., 2004. – 112 с.

special value. The quality of training of graduates is determined by the degree of involvement of students to the integral field of future professional activity and a result of the educational process is described by a set of specialist's competences.

It was found that professional competences mean such competences that lead to the competitiveness of the students as future professionals. Their content is characterized as a combination of knowledge, skills, and professional motives, a number of skills, instructions for the personalities of experts for their future activity².

Let's define key items of the essence of professional competences of future specialists in International Relations:

1) Professional competences are generalized methods of actions of professionals who provide productive implementation of their professional activities in the international community;

2) The structure of the competences includes skills as the basis of competences; valuable and responsible attitude to the use of skills in professional activity that are effectively used both in familiar and new situations and are interpreted as an adequate behavior of students of the International Relations Department in their professional environment;

3) The content of professional competences is based on a functional analysis of specialist's professional activity in terms of specific variety of international institutions.

Modern specialists of International Relations Department must get higher professional education, use foreign languages, techniques of establishing professional contacts and develop professional communication in a foreign language, i.e., professional competences that will enable them to do their professional work in a multicultural environment. Success of solving problems through diplomacy at the national level depends on their competence. In modern geopolitical and economic situation that is focused on international standards the important role is played by foreign language, which is a means of getting professional information, expanding professional and general outlook, deepening professional knowledge. Growing role of foreign language in the professional training of students, the necessity of the formation of certain competences that will contribute to the formation of professional competence of specialists are obvious. Teaching a foreign language is a means of transferring sociopolitical and

² Ростовцева В., Вельш А. Формирование основ профессиональной компетенции студентов в период учебной практики в современном вузе. Вестник Томского государственного педагогического университета. 2011. № 10. – С. 57.

professionally meaningful information, developing skills of using foreign-language sources in a professional activity.

Modern Greek of a professional direction is one of disciplines aimed at developing professional competences in students of International Relations Department. Such **professional competences** as knowledge and active mastering of foreign language, the ability of using it to solve professional issues; readiness and ability to engage in dialogue, in correspondence, to negotiate within the tasks; ability to carry out written and oral translations of materials on Modern Greek of professional direction from Modern Greek into Ukrainian and back; the technique of establishing professional contacts and developing professional communication will be formed as a result of learning this language.

Future specialists should realize that the purpose of education should be the formation of professionally important competences that allow implementing features of students of International Relations and becoming strong foundation in achieving a high level of professional competence. As the competences are formed on the basis of knowledge and skills, teaching a foreign language of professional direction involves students to acquire such **knowledge, abilities** and **skills**:

1) Knowledge of Modern Greek at a level of active possession; ability to speak and write in Modern Greek; to use it to solve professional issues;

2) Knowledge of Modern Greek at a level that is necessary for interpersonal and business communication; ability to translate texts of professional direction orally and in written form;

3) Knowledge of lexical and grammatical specifics of documents in the sphere of International Relations; ability to translate texts of professional direction in written form and orally; professional communication skills in Modern Greek;

4) Knowledge of Modern Greek at a level enough for active possession; ability to speak and write in Modern Greek.

Based on the experience of Senior Lecturer of International Relations Department in Institute of Social Sciences at Odesa I.I. Mechnikov National University, where the author of the article works, in teaching the discipline "Modern Greek Language" of professional direction it's expedient to use **activities aimed at the formation and development of knowledge and skills, which form the basis of professional competences**:

1. *Modern Greek conversation, participating in discussions, public speaking within the socio-political, professional, social and cultural spheres of communication*

according to the rules of linguistic etiquette. Organizing the round tables on themes "Diplomacy of the XXI century", where students are offered to prepare the speech based on the considered texts about the pros and cons of working as a diplomat (display honors of the "old" and "new" diplomacy using presentation PowerPoint); "Hybrid warfare in Ukraine. Opinions of experts" – tasks for students: to find information that reflects different views on certain issues, to prepare a brief message in Modern Greek, arguments and questions to the opponents; "Ukraine and NATO – Myths and Reality" – to make questions for discussion with students, to find information in accordance with their role, to share their own points of view and prove it. Appropriate can be role-playing games, for example imitation of negotiations between the Ukrainian and Japanese delegations on financial support for the promotion of stability in the eastern regions of the country; or negotiations with European partners on gas supply to Ukraine, where students should review the rules of linguistic etiquette of negotiations in a multicultural society, to prepare a plan and agenda for negotiations with representatives of different cultures, to analyze whether there were a successful talks, and prepare a written report based on the results of the game. An interesting kind of work is to formulate educational cases where students will determine how to strengthen the role of the OSCE in resolving international conflicts (to learn activities of the organization, to identify ways how to solve Ukrainian-Russian issue, to develop proposals how to strengthen the role of the OSCE for the purpose of de-escalation of armed conflict); searching for ways how to get out of the crisis caused by the European integration process in the Balkan region (including Greece) and others.

2. Interpretation of information in Modern Greek from printed and audio-visual sources on topics of social and political, professional, social and cultural spheres of communication and its processing. Students are offered to work out newspaper articles, Internet sources concerning the requirements of the Greek MEPs about the lifting of sanctions against Russia; protest of Greek communists supporting the faction of the Ukrainian Communist Party in Verkhovna Rada and so on. The tasks of classroom and self-study are: to analyze the text, to answer the questions, to provide statistics and recommendations. An important step in mastering the skills of information processing is its perception aurally. For this purpose it is recommended to listen to audio materials and watch video materials, for example "Greece and the Eurozone", and then list the potential benefits and threats for Ukrainian foreign policy based on heard/ revised (suggested questions for students: Can the European Union exclude Greece from the Eurozone if Greek government refuses the rigid economy program? Can the European

Union make Greece a bankrupt? Can Greece avoid national bankruptcy? Can the European Central Bank keep Greece afloat? Can Greece get out of Eurozone on their own? What consequences will the reforms in Greece have for partners? What effects of currency reform will be for Greece on the international financial markets? What will happen to Greek economy? Can Greece rely on the outside help? How high is the risk of "contamination" from the Greek crisis to other countries?) and so on.

3. *Written translation of texts from Modern Greek into Ukrainian and back.* Students are offered to make an analysis of the text and determine the type, genre, features of its functioning in Modern Greek; to translate and make a glossary paying attention to the communicative task; to check and edit the text to identify semantic and stylistic errors.

4. *Oral translation of written texts and audio/ video materials of social and political spheres of communication from Ukrainian into Modern Greek and back.* Students are offered to make a new interpretation of negotiations of a new Greek Government Siriza with RF, mayors of twin cities Odesa and Piraeus, and to get acquainted with the subject of the texts for translation, to analyze them for possible difficulties, to make a glossary, to translate speech-presentations.

5. *Logical two-way translation of social and political spheres of communication; recording during the translation of the conversation.* Future specialists are offered to prepare for the interpretation and to analyze if there are any difficulties in it, to make a glossary of words and terms; to read the rules of keeping records, to work out the technique of translational cursive.

6. *Annotation and summarization Modern Greek printed and audio/ video materials in Ukrainian.* Within defined classroom work with students annotation and abstract translation of texts (press release, article, report, speech) are worked out and students make a plan of article, find the paragraphs that contain specific information, determine the facts which are in the text, summarize several proposals in one, find the main, basic and additional explanatory information, emphasize key words and fragments in each paragraph according to the degree of informativeness, make a plan, write thesis of reports, summarize and make an abstract translation of the text.

7. *Documentation in the sphere of International relations.* Future specialists are offered to work on making resolutions, statements, declarations, official letters, memoranda, etc., and to prepare a project of a resolution (for example, for solving the Cy-

prus conflict): to get acquainted with the examples of documents, to make an international document on a particular task; to prepare an official statement based on revised/ heard/ read.

The proposed kinds of works are performed symmetrically by students according to the texts with which future specialists in International Relations are working and the length and complexity of which increase from semester to semester. Working out and consolidation of skills at the lessons of Modern Greek language are controlled by teachers and students because mastering a foreign language is impossible without close student-teacher interaction at an advanced level. Work experience of the author has shown that the use of professionally oriented authentic materials, communication with the native speakers contribute to the active development of professional competences, improve skills of oral and written translation of the text, conducting negotiations with foreign partners, improve knowledge of the specifics of international documents and the ability to solve various professional tasks.

So, future specialists should not just get certain amount of knowledge, but to learn to get knowledge themselves and to be able to work with information, to master different kinds of cognitive activity for not losing their competence in future and strive to improve their own skills constantly. Consequently, university graduates like "quality products" of educational system must be professionally-trained and educated specialists to have professional competences and readiness for their flexible application.

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