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METHODS OF DEVELOPMENT OF COMMUNICATIVE AND LINGUISTIC COMPETENCIES IN THE FORMATION OF LINGUISTIC PERSONA OF A PHILOLOGIST

The state and development of modern civilization require native speakers to have a perfect command of the basics of linguistic units of various structural levels, as well as all the means of language and the features of their implementation in the process of communication. Based on the analysis of scientific literature, the tasks of the study were to find out the concept of «communicative competence», to outline its impact on the training of future teachers of language and literature, to determine the state of the problem under study. The methodological basis of the research is the theoretical foundations of higher education reform. In scientific research, various methods of pedagogical research are used: a meaningful analysis of scientific and theoretical concepts; the study of works on current problems of education; analysis, synthesis and generalization of psychological, pedagogical, linguistic and methodological literature; observations, generalization of advanced pedagogical experience to study the state of development of the problem of forming the communicative competence of philologists.

Keywords: communicative competence, competence approach, language competence, speech competence, functional-communicative competence, communicative professional competence, functional-communicative approach, system approach, linguistic persona.

Introduction

The present puts forward new requirements for the professional training of specialists at all levels, which provides for the formation of professional competence as a prerequisite for the successful realization of the individual in the modern world. A person must have a complex of professionally oriented knowledge, skills and abilities necessary for the successful performance of professional duties and self-realization.

In light of this, the requirements for cultural and speech training of a specialist are also growing, because «mastering the basics of any profession begins with the assimilation of a certain amount of general and professional knowledge, as well as mastering the main ways of solving professional problems» [1, p. 170], which provides for an appropriate level of formation of professionally conditioned speech.

This is an important component of the professional training of specialists in all areas, and especially future teachers, in particular word writers, for whom the word is both the main tool of labor and «a means of solving professional problems».

General problems of professional, including cultural and speech, training of future teachers of words have become the subject of research of linguodidacts (M. Vashulenko, L. Skuratovsky L. Ponomar', T. Donchenko, K. Klimova, V. Kalish, etc.) over the past decades, as evidenced by the materials of scientific and practical conferences, publications in professional journals.

Recently, scientific research on the formation of professional competence of a specialist in general and the language competence of a future teacher in particular has significantly intensified. (A. Goroshkina, T. Donchenko, I. Drozdova, S. Karaman, K. Klimova, L. Matsko, A. Seminog, etc.): researchers analyze the problems of professional training of future teachers of literature in the context of modern requirements for professional training of a specialist.

Therefore, in the modern world, it is relevant to study the theoretical foundations of the concept of competence as the ability to professionally perform professional activities, contains a set of knowledge, skills and relationships and allows the individual to effectively act or perform certain functions aimed at achieving standards in the professional field or a certain activity [2, p. 8–9], and language competence as a system of communicative skills, skills and attitudes, the implementation of which is a prerequisite for a successful communication process.

Today, communicative competence in the system of all professional competencies (psychological, linguistic, methodological, pedagogical, cultural, etc.) is recognized as a key characteristic of a specialist in any industry and is considered by scientists as one of the conditions for training.

The analysis and generalization of theoretical and practical research on the problem under study gives grounds to assert that the terms «professional communicative competence» and «professional communicative competence» function in parallel, which indicates different approaches to the definition and understanding of communicative competence, its types and characteristics.

Let us consider in more detail the definition of «communicative competence», describe its role in the formation and formation of a teacher of language and literature. As you know, the full development of each person, his existence as a person is impossible without connection with society, without language, without communication with others. It is in the process of communication, communicative

interaction, the meaningful means of which is the word, with the help of language, we can express our individuality and essence. Today, the language acts as a unifying link in the system of professional training, through education and the formation of professional readiness for pedagogical activity in an ever-changing communicative space. Therefore, the category of «communicative competence» is actively studied in pedagogical science.

As a result, scientists pay great attention to the formation of the communicative competence of the future teacher-philologist, which will give him the opportunity to prepare students of general secondary educational institutions for full-fledged communication in all spheres of public life, obtaining information in the process of communicating with others, expressing their own point of view, understanding the achievements of national culture, since the success of communication largely depends on the competence of the interlocutors, that is, on the established norms of the communicative competence of the individual.

Materials and methods

Language competence, which is determined by generally accepted language norms, in particular orthoepic, lexical, word-forming, grammatical, stylistic [3, p. 3], is directly related to speech competence, which «covers the system of speech knowledge and skills necessary for communication in various types of speech activity» [4, p. 29], and in unity they are components of the concept of communicative professional competence of a modern teacher, not a philologist, which, according to researchers, is defined as «a set of requirements, including:

- 1) Systematized knowledge of language as the highest asset of civilization;
- 2) Knowledge of the rules of speech communication;
- 3) Knowledge of the norms of the literary language, skills and abilities of optimal use of this knowledge in professional communication, the ability to reflect, a developed «sense of language»;
- 4) Skills and abilities of correct construction of coherent texts, conditioned by the needs of professional communication;
- 5) The ability to use information and reference sources for self-study and self-improvement» [5, p. 82–83].

The requirements can also be used as the basis for the concept of communicative professional competence of a modern teacher-philologist, taking into account the fact that the word is a tool and means of his professional activity, and therefore, certain requirements are relevant and should be most fully implemented in the professional sphere of future teachers-philologists, which is what it is necessary to focus the study of linguistic disciplines that form the basis for the formation of professionally conditioned speech.

The purpose of our scientific research is to study how the formation of the language competence of the future teacher-linguist is carried out in the context

of a functional and communicative approach to the study of modern literary language as a leading linguistic discipline, the conscious assimilation of which should be subordinated to the formation of a language persona that is able to perfectly master all language means in different speech situations and be a real specialist in their field of activity.

The professional training of the future teacher-linguist consists, first of all, with the appropriate language and speech competence, which should become the basis for the formation of a language persona, without which it is impossible to imagine a full-fledged specialist.

The task of professional training of students of teachers is the formation of a teacher who is able to work creatively and teach this to his students, which is facilitated by the implementation of a functional and communicative approach in the process of learning a language.

«The functional-communicative method of teaching is the main method that helps to learn the language as a means of communication based on the practical application of language material, expanding and deepening the cognitive abilities of students» [6, p. 12], «because it provides for the appropriate use of the language being studied, the choice of techniques, ways of presenting the material and content» [6, p. 27].

Language competence, which is a component of the concept of communicative competence, interests us from the point of view of studying linguistic material, which should become the basis for further communication at all levels-both in the performance of professional duties and in private communication. A teacher-linguist who himself has an impeccable command of linguistic material and makes perfect use of language norms can become a model for students and others; his correct and impeccable broadcasting should be an example to follow.

The training of such specialists should be based on the formation of future teachers of stable theoretical knowledge and relevant skills and skills of their implementation in professional activities, is carried out primarily in the process of studying the language course as the main academic discipline, the study of which forms the students system of linguistic knowledge, and also contributes to the development of skills and skills of their successful implementation in further professional activities, because the main task of the course is to «provide professional training in language, help students to master its norms, form strong skills of oral and written speech culture» [7, p. 11], and therefore contribute to the formation of a language persona. The study of the course involves the systematic assimilation of all sections by students, without exception, to contribute to the development of generally accepted language norms, namely: orthoepic, lexical, word-forming, grammatical, stylistic-will become the basis for the formation of the language competence of the future teacher-philologist. But this is not enough, because it is not enough for a teacher

to have only linguistic material, which we are guided by a systematic approach to language learning, today, unfortunately, often forms the basis of our curricula, which are somewhat outdated in the context of modern requirements for the professional training of future specialists [8, p. 25]. In the practice of higher education, the combination of a systematic approach with a functional-communicative approach is relevant, which involves not only a thorough study of linguistic material, but also its conscious application in the practice of speech activity, because the awareness of the place and role of linguistic units, the features of their functioning in speech activity, which we are guided by the functional-communicative approach, contributes to the formation of a linguistic persona that is able to perfectly master all language means in different speech situations.

The use of a functional and communicative approach to the study of a modern literary language contributes to the formation of the language and speech competencies of the future teacher-linguist, who must have theoretical material, on the one hand, and be able to apply this knowledge in practice, that is, directly in the communicative processes. After all, in recent years, more and more attention is paid not only to the study of individual linguistic units and phenomena, but also to the awareness of the specifics of their functioning in speech; this provides for a functional and communicative orientation in language teaching, because language as a means of communication functions in action, that is, in speech.

The professional activity of a verbal teacher is primarily focused on achieving a communicative goal, the implementation of which is carried out as a result of speech activity: the teacher reports something himself and receives (that is, perceives) certain information. The form of presentation of such information is the text, namely, working with the text as a syntactic unit of the highest level of organization, which involves the conscious use of linguistic material and a clear understanding of the specifics of the functioning of language units in the practice of speech activity, and should be focused on studying the course of modern literary language, as well as other linguistic disciplines.

The formation of the language persona of the future teacher-linguist, which is carried out by means of linguistic disciplines, must be considered in the unity of language and speech competence, which, in turn, is subject to the concept of communicative professionally oriented competence as «a system of knowledge, skills and abilities necessary for effective communication» [9, p. 18].

Language learning is a purposeful process in which teachers and students of higher educational institutions interact, as, by the way, teachers and students in secondary educational institutions. It is under the guidance of a teacher that students not only learn the language, but also in the process of scientific and cognitive activity develop activity, independence, creativity, that is, form the communicative competence of the future specialist-linguist.

Results and discussion

The introduction of the basic principles of the functional and communicative approach to the study of the modern literary language into the practice of teaching at the philological faculties of higher educational institutions, in particular on the material of vocabulary and phraseology, proved the expediency and effectiveness of the proposed work: the students of the experimental groups showed a higher level of formation of the corresponding lexical and phraseological skills in comparison with the students of the control groups.

In the context of deepening the understanding of the essence of the concept of «communicative competence», various approaches to its interpretation are known to science. So, in particular, the concept of «communicative competence» is interpreted as the level of formation of experience, skills and interpersonal interaction necessary for a person to successfully function in society, taking into account their own abilities and social status [10, p. 30].

In turn, A. Sibil defines communicative competence as «knowledge and skills that provide an objective perception of others, finding an adequate style and tone of communication, the ability to respond emotionally to the experiences of other people, take into account the characteristics of the persona and psychological state of the interlocutor, as the development of reflection (self-awareness, introspection) of their communicative capabilities, positions in communication» [11, p. 11].

L. Mamchur focuses on the fact that communicative competence in science is considered as the ability of an individual to establish and maintain the necessary contacts in society, as a set of knowledge, skills and abilities in the field of verbal and non-verbal means for adequate perception and reflection of reality in various communication situations.

In science, there are still many interpretations of communicative competence, in particular: the ability to establish and maintain the necessary contacts with other people (G. Danchenko, Yu. Zhukov, S. Kozak, S. Makarenko, L. Petrovskaya, P. Rastennikov, Yu. Rys', V. Stepanov, V. Stupnitsky) possession of a set of language and speech skills (e. Golovakha, T. Ladyzhenskaya, E. Melibruda, N. Panina, R. Paroshina, M. Stankin) knowledge of the norms and rules of communication (T. Ivanova, A. Kozlov).

Conclusions

Analyzing various views of scientists, we believe that the communicative competence of a person includes the ability to operate, stylistically correctly use speech means, in accordance with the situation and the purpose of communication, the ability to understand and express thoughts, adhere to the norms of modern literary language, and so on.

Thus, scientists rightly note that the formation of the communicative competence of philologists is a complex concept that can be considered as a system

of justified pedagogical actions and purposeful measures that are implemented in the scientific and educational process of the university. This process is accompanied by the formation of speech, socio-cultural, linguistic, communicative, creative, information competencies, etc.

So, the formation of the communicative competence of the future teacher-philologist includes linguistic training, forms language behavior, actualizes lexical, semantic, grammatical competencies, improves the skills and abilities of personal speech activity, educates a person who is able to communicate freely and communicatively expediently in various spheres of public life, etc. Through the students' mastery of folk customs and traditions, they are deepened into the world of mentality.

Since the work of a teacher is focused on the development of the individual, the assimilation of certain norms of behavior, intellectual development, a teacher-philologist should have not only an array of psychological and special pedagogical knowledge, but above all the skills of pedagogical communication.

Our scientific research does not claim to be the final solution to the problem, it only focuses on the importance of the formation of communicative competence as a system of well-founded pedagogical actions and targeted measures that are implemented in the educational process of higher educational institutions. Such aspects of the question as the essence and signs of communicative competence require further research.

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ФИЛОЛОГТЫҢ ЛИНГВИСТИКАЛЫҚ ТҮЛҒАСЫН КАЛЫПТАСТЫРУДАҒЫ КОММУНИКАТИВТІ ЖӘНЕ ЛИНГВИСТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРДІ ДАМУЫ АНА ТІЛДІ СОЙЛЕУШІЛЕРДЕН

Қазіргі оркениеттің жағдайы мен дамуы ана тілді сойлеушілерден әртүрлі құрылымдық деңгейдегі тілдік бірліктердің негіздерін, сондай-ақ барлық тілдік құралдарды және оларды коммуникация процесінде жүзеге асырудың ерекшеліктерін жетік білуді талап етеді. Ғылыми әдебиеттерді талдау негізінде «коммуникативті құзыреттілік» ұғымын анықтау, оның болашақ тіл және әдебиет мұғалімін даярлауға әсерін көрсету, зерттелетін мәселенің жай-күйін анықтау деген зерттеу мақсаттары. Зерттеудің әдіснамалық негізі – жоғары білім беруді реформалаудың теориялық негіздері. Ғылыми интеллектте педагогикалық зерттеудің әр түрлі әдістері қолданылады: ғылыми-теориялық тұжырымдамаларды мазмұнды талдау; білім берудің өзекті мәселелері бойынша еңбектерді зерттеу; психологиялық, педагогикалық, лингвистикалық және әдістемелік әдебиеттерді талдау, синтездеу және жалпылау; филологтардың коммуникативті құзыреттілігін қалыптастыру мәселесін пысықтау жағдайын зерттеу үшін озық педагогикалық тәжірибені байқау, қорыту.

Кілт сөздер: коммуникативті құзыреттілік, құзыреттілікке негізделген тәсіл, тілдік құзыреттілік, сойлеу құзыреттілігі, функционалдық және коммуникативтік құзыреттілік, коммуникативті кәсіби құзыреттілік, функционалдық және коммуникативтік тәсіл, жүйелік тәсіл, тілдік тұлға.

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МЕТОДЫ РАЗВИТИЯ КОММУНИКАТИВНЫХ И ЛИНГВИСТИЧЕСКИХ КОМПЕТЕНЦИЙ В ФОРМИРОВАНИИ ЯЗЫКОВОЙ ЛИЧНОСТИ ФИЛОЛОГА

Состояние и развитие современной цивилизации требуют от носителей языка совершенного владения как основами лингвистических единиц различных структурных уровней, так и всеми средствами языка и особенностями их реализации в процессе общения. На основании анализа научной литературы, задачи исследования – выяснить понятие «коммуникативная компетентность», очертить ее влияние на подготовку будущего учителя языка и литературы, определить состояние исследуемой проблемы. Методологической основой исследования являются теоретические основы реформирования высшего образования. В научном исследовании применяются различные методы педагогического исследования: содержательный анализ научно-теоретических концепций; изучение трудов по актуальным проблемам образования; анализ, синтез и обобщение психолого-педагогической, лингвистической и методической литературы; наблюдение, обобщение передового педагогического опыта для изучения состояния разработанности проблемы формирования коммуникативной компетентности филологов.

Ключевые слова: коммуникативная компетенция, компетентностный подход, языковая компетенция, функциональная компетенция, коммуникативно-профессиональная компетенция, функционально-коммуникативный подход, системный подход, языковая личность.

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