



Competent Approach in Vocational Training of Future Linguists: Language Competence

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Abstract: Training of future specialists is an important and responsible work. It is important to educate competent professionals who will have all the necessary professional competencies. In this paper, we analyze the need for language students to master the language competence. In this study, we pay attention to the need to know the language competence of future language teachers. Also, structural elements of language competence are considered and steps for its mastering by students. Students-philologists must master the language competence not only because, like other specialists, they must master the rules of language and professional speech but also because they will teach language disciplines in the future. In addition to the main issues, the article focuses on the competent approach to education in higher education, the need to switch to a new type of educational activity.

INTRODUCTION

Language competence is an important part of the professional skills and abilities of any specialist. But the linguistic competence has special significance in the education and professional activity of linguistic students. An important place in the work is the question of a competence approach to the formation and mastering of professional competencies by students. The work presents methods and techniques, stages of mastering the language competence by students in the course of education in higher education.

The modern system of higher education is practically radically different from higher education in the early 2000s. New approaches to teaching students begin to be introduced and the organization of educational activities is changing. One of the key

changes is the introduction of a competent approach to the system of higher education. Why is so much attention paid to the competence of future specialists? The professional personality must constantly evolve. In order for a person to become a specialist in his own business, he must master professional competencies.

The term "professional competence" refers to a set of specific business and personal qualities of a specialist that reflects not only the existing level of knowledge necessary for the implementation of professional activity but also the ability to make professional decisions and bear responsibility for them^[1]. In other words, professional competence is a set of knowledge, skills and habits of a specialist in a specific labor sphere^[2]. Professional competence has a complex structure, consisting of a number of competencies:

- Socio-legal competence is a set of knowledge and skills necessary for interaction with the environment, possession of skills of professional conduct
- Personal competence is the ability of a specialist to regular and continuous professional growth and professional development, the desire to realize themselves in the professional sphere^[3]
- Special competence is responsible for the ability of a specialist to make his own decisions, solve professional problems, perform certain types of activities. Special competence is responsible for the ability of a specialist to independently obtain new knowledge, develop professionally and personally, improve qualification
- Auto competence-this is an adequate representation of a specialist about his own social and professional characteristics, his possession of technologies to overcome professional destruction. It is this competence that is responsible for the ability of a specialist to reflect and conduct self-analysis
- Extreme competence-is responsible for the ability of a specialist to make quick decisions in changing conditions, to remain calm in non-standard professional situations

Different teachers with different experience, different life position, different level of proficiency in professional competence. The better the professional pedagogical skills are formed, the higher the competence level^[4]. Based on the main functions performed by the teacher in higher education, the following types of professional and pedagogical skills can be distinguished. Gnostic skills which represent cognitive skills arising from the acquisition of general professional, industrial and psychological-pedagogical knowledge. Due to this the subject receives new information, learns to highlight the main idea in it, generalize and systematize the material, analyze the acquired pedagogical experience^[5].

Ideological skills are socially significant. They are responsible for conducting political and educational work with students. Didactic skills are general pedagogical skills that serve to determine the formulation of specific learning goals, the choice of adequate forms, methods and means of teaching, the construction of pedagogical situations, the explanation of educational and production material, the demonstration of technical objects and methods of work. Organizational and methodological skills are responsible for the implementation of the educational process, for the formation and maintenance of motivation for students, the organization of educational and professional activities of students, the formation of the collective, the organization of self-government. Communicative and directing skills are mandatory for successful pedagogical activity. They include perceptive, expressive, suggestive, oratorical skills in the field of

pedagogical direction for delivering theoretical material to students and organizing educational games^[6].

Predictive skills are a kind of general pedagogical skills responsible for predicting the success/failure of the teaching and educational process carried out in the course of pedagogical activity. These skills include skills in diagnosing the personality of students, analyzing pedagogical situations, building alternative models of pedagogical activity, designing the development of the individual and the collective, monitoring the process and the result. Reflective skills are responsible for the teacher's ability to self-knowledge and self-assessment of his professional activities and behavior. Organizational and pedagogical skills are responsible for the planning process of the educational process, the choice of appropriate means of pedagogical influence and interaction, the organization of self-education and self-management of the teacher, the formation of the professional orientation of the individual trainees, the motivation of students to master knowledge:

- General professional skills are skills that are responsible for the possibility of performing professional activities. You can call these skills one of the main ones, since, without mastering them, the teacher will not be able to fulfill his professional duties^[7]
- Constructive skills are the skills to develop technological processes. These skills are responsible for the development of professional and technical documentation, maps, etc.
- Technological skills are responsible for the analysis of production situations, rational organization of the technological process, planning and operation of technological devices
- Production-operational skills are responsible for the mastery of general labor skills of related professions
- Special skills represent narrow professional skills within a particular industry. For example, the special skills of the teacher of language disciplines differ from those of technical teachers^[8]

The above skills are equally necessary for the teacher to carry out effective teaching activities. The teacher should equally own each kind of skills. In modern society, the teacher is presented with a number of requirements. Analyzing them, we can distinguish the following current trends for the development of professional competencies of the modern teacher:

- Implementation of methodical work
- Implementation of research and development activities
- Development and introduction of innovations and new pedagogical technologies in professional activity
- Provide pedagogical support to colleagues and students

- Take part in pedagogical competitions and festivals to confirm their pedagogical level and improve it
- Share available pedagogical experience
- Use in the professional activity of innovative methods of teaching, technology, computer technology and^[9]

Introduction of pedagogical activities in the above directions and activities will not improve its effectiveness, if the teacher does not realize the need to regularly improve the level of his professional competence. Therefore, it is necessary to create favorable conditions for pedagogical development and growth in educational organizations. The teacher should regularly engage in self-development, analyze his teaching activities. The conducted analysis will help develop the skills of research, the skills of innovative teaching, improve the level of competence which will positively affect the increase of pedagogical experience and professional growth. Also, the teacher should take an active position in the management of development and the activities of higher education^[10].

The development of professional competence is a constant dynamic process of mastering and modernizing professional experience. The development of professional competence contributes to the development of individual professional qualities, the accumulation of professional experience which involves continuous development and self-improvement^[11]. It is important for the modern teacher to constantly develop professional competence, since significant changes occur in the life of society every year technologies that are used in educational activities are developing. A professional teacher should possess modern methods of teaching, be able to apply and in practice. Only in this case it can be said that he is professionally competent^[12].

The role and importance of the profession of a teacher has undergone significant changes and is currently respected. The modern teacher should perform educational, developing, coordinating and teaching functions in a complex^[13]. But in order for the teacher to perform all the functions assigned to him, it is necessary at the university to form a professional competence among students. Since, the subject of the study of this work is the linguistic competence of students-linguists, we will analyze the ways of forming professional competencies for future linguists.

MATERIALS AND METHODS

The development of the problem of language competence occupies a very important place in modern science. The methods of foreign researchers have been developed to a sufficient degree. For example: N. Chomsky, D. Hymes, S. Savignon, A.A. Mirolubov, R.P. Milrud, E.I. Passov, I.L. Bim, M.N. Vyatyutnev, L.N.

Chernovaty, S.F. Shatilov, who considered ways of mastering the language competence of university students. Sadly to their research, students need to know the system of information about the language being studied: phonetics, vocabulary, word composition and word composition, morphology, syntax of simple and complex sentences, stylistic text bases. Russian researchers believe that if a student has an understanding of the language he is studying and he can use this system, he will have a language competence.

Many researchers consider the competence approach as an alternative to one-sided-cognitive and subject-knowledge learning. Previous approaches to learning have become ineffective as a result of the proliferation of processes such as integration and globalization^[14]. Competence approach is the most promising and effective in modern education. It is actively implemented both humanitarian and technical. Earlier, the preparation of students of philology was a transfer to the student of the teacher of theoretical knowledge of the language and methods of teaching^[15]. Such an approach in modern conditions is inefficient as a new generation of students has grown up which is different from the past. In the age of information technology, overabundance and accessibility of information, it is not difficult to obtain knowledge necessary for professional activity. Consequently, the university teacher can no longer serve only to transfer special knowledge, he must exert positive influence on students, stimulate their self-development and self-improvement.

The modern system of higher education is aimed at creating conditions for the development of students' skills of independence, creating the conditions for self-expression and the acquisition of professional competence^[16]. A new approach in teaching, based on mastering student's professional skills is aimed at assimilating a complex of professional skills^[17]. The essence of the competence approach is the need to instill and develop in students a set of core competencies that determine its successful adaptation in society. These qualities include: activity and initiative, ability to work in a team, communication skills, desire and ability to learn independently, make decisions independently, analyze and critically treat information received, dose it^[18]. To develop professional competence, not only active and innovative teaching methods are used but also the maintenance of special disciplines, the passage of professional practice^[19].

For students-philologists one of the main professional competencies is the language one. The term "language competence" means a certain level of language proficiency^[20]. Language competence is formed as a result of teaching the language. It is not just the language knowledge that is available to the native speaker but the mastery of the language, taking into account all the basic rules. In higher education, language competence means a

set of qualities necessary for the performance of professional communication^[21]. The language competence of future linguists is the ability and ability to use language tools to achieve professional goals and solve problems. Russian researcher M.V. Vyatyutnev defines the language competence as a knowledge of a number of rules acquired in the course of training. The scientist believes that language competence is a kind of speech experience acquired in the course of speech practice.

N.I. Formanovskaya considers the language competence somewhat differently. According to her, this term should be understood as the possession at a high level of the laws of language and the ability to choose the right language facilities for speech activity. A competent specialist who knows the language competence should be able to build and express his thoughts simply, structurally, distinguish the spoken style from professional speech and observe professional ethics^[22].

RESULTS AND DISCUSSION

The formation of language competence among students of philology is as follows:

- It is necessary to study the problem of the formation of language competence among students
- Develop a structure of language competence
- To analyze the state of language competence of students-philologists during their studies at the university
- To develop appropriate methods and ways of forming the language competence of students-philologists
- Check the effectiveness of the measures taken to build the language competence^[23]

The above described actions need to be carried out not in a lump but gradually, in stages. Now many researchers believe that mastering the language competence precedes the formation of social activity of the future linguist as a specialist and personality. For the future linguist mastering the language competence is also important from the point of view of professional activity^[24]. This is due to the fact that future philologists will teach pupils and students language, language rules, its basic rules and the correct selection of lexical means. This is due to the fact that future philologists will teach pupils and students language, language rules, its basic rules and the correct selection of lexical means. Considering the conditions in which linguistic competence should be formed, the following should be singled out:

- The presence of a motivation-value attitude to the pedagogical process

- Unity and interaction of participants in the pedagogical process
- Motives and needs of speech interaction should become an incentive motive^[25]

Mastering of linguistic competence by students-philologists assumes the possession by students of the types of speech activity at the highest level. For example, future linguists should have absolute literacy in the implementation of written, verbal activities, not to mention the ability to read. Consequently, the language competence of students-philologists should reflect their ability and knowledge of the laws of the language, their ability to apply, build their speech competently and expressively. When mastering a program of language disciplines, students should strive not to increase the amount of knowledge but to develop skills in mastering and processing information. The teacher should help them develop cognitive and creative abilities, form a moral and moral system of values. If the above conditions are met, students will develop skills of non-standard thinking, cognitive abilities which will lead to the fact that the educational process will become more dynamic and its results will grow.

An important component of the language competence is the information component which is the basis for the further formation of students for the upcoming social and pedagogical activity. The information component is responsible for the individual's need for communication (both domestic and professional). Professional communication and its success is an important part of personal growth and self-realization of a specialist^[26]. There are several main components of the information component of the language competence of the students-philologists:

- A view of the system of language as an integral entity
- The vision and acceptance of the relationship of language and culture
- Knowledge of the role of language in the modern world
- Availability of special knowledge: regional studies, cultural studies and linguo-culturology
- Knowledge of the system of rules at all levels of the language
- The ability to use all linguistic means in everyday speech activity in accordance with the situation of the communicative act, to distinguish the linguistic means of official and everyday communication
- The ability to use language tools in accordance with the goals, place, time and spheres of communication is adequate to the social status of the communication partner
- Be able to work with information: analyze, compare, classify, exclude unnecessary, etc.^[27]

The next important component of the language competence of students-philologists is behavioral which is responsible for the norms and rules of professional conduct. It includes the following components. The communicative component is responsible for self-monitoring and the ability to use communication skills in effective speech behavior. Possession of a communicative component allows to be an active participant in speech interaction, to build public speech, to speak in public, to have skills in speaking skills, to own and use non-verbal means of communication. The general cultural component is responsible for the cooperation of colleagues, mutual respect in the team, speech activity of a specialist, etc. The distinctive ability of this component is that it serves the professional and everyday spheres of communication but it is also responsible for the cultural component of communication, observance of rules and norms of decency and morals. Each of the described components of language competence is important for future students of philology. In addition, these components interact with each other which makes it necessary to master them in parallel and equally^[28].

CONCLUSION

Summarizing the above material, it can be concluded that linguistic competence is structured and organized. It plays an important role in the formation of a competent teacher, since:

- Contributes to the effective mastery and application of knowledge of the laws of the language
- The ability to apply them in practice
- Is responsible for the success of the communicative act^[29]

Mastering the language competence is an important point in teaching students-philologists. In case of insufficient language competence, the future specialist will not be able to participate fully in pedagogical activity and teach language disciplines.

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