

THE INFLUENCE OF COMMUNICATIVE COMPETENCE ON THE DEVELOPMENT OF FUTURE TEACHER OF FOREIGN LANGUAGE

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Abstract . The problem of the relationship of foreign communicative and professional competence of foreign languages future teachers is considered in the article. It was established that during the professional competence of foreign languages future teachers understood as unity of theoretical and practical preparedness for professional activity has a communicative focus, describes a set of professionally important qualities and characteristics. Foreign language communicative competence is a set of knowledge, skills and experience of their use, that gives future teachers effectively and efficiently use foreign language for professional activities is stated.

Key words: professional competence, future teachers' professional competence, foreign language communicative competence etc.

Introduction. Orientation of Ukraine to join the European and world educational area causes increasing of attention to learn a foreign language at all levels of national educational system. These issues become of particular importance for higher pedagogical school that has a task to train future teachers of the appropriate specialization who would be characterized by a high level of professionalism and quality of the profession activity. Taking this into consideration, requirements to contextual and organizational-and-methodical content of professional training of future teachers of a foreign language and basing of this process on the main ideas of competence approach are increased. This is due to the rapid dynamism of the modern world, constant renewal of the requirements to professionals which in terms of foreign environment acquire relevant specifics. Legitimate character of this idea has been confirmed in the Law of Ukraine "On Higher Education" where, in particular, it is noted that higher education in Ukraine is a complex of systematic knowledge, skills and practical abilities, ways of thinking, professional, philosophical and civic qualities, moral-and-ethical values, other competences acquired at a higher educational establishment in a relevant branch of knowledge by certain qualification [3].

The relevant literature. Issues connected with revealing the nature of professional competence of a future teacher became the subject of scientific studies of M. Zhaldak, M. Kornilova, L. Mitina, S. Molchanov, N. Nychkalo, S. Sysoiev, O. Semenoh.

Training of a future teacher of foreign language involves not only mastering of general abilities and skills for the pedagogical activity, personal qualities and value priorities but also abilities and skills specified by the specifics of his professional activity especially foreign language communicative competence.

Features of formation and development of communicative competence are studied by N. Kliuieva, V. Kunitsyna, N. Kazarynova, Yu. Turchaninova. Issues of training of a future teacher to professional communication are cleared up in works of O. Leontiev, A. Mudryk, V. Kan-Kalyk, N. Kuzmina. Specific character of professional communication in the activity of a teacher of foreign language is presented in scientific heritage of Yu. Yeremyn, L. Kotykova, H. Kytaihorodska, O. Pavlenko, Ye. Passov, Yu. Fedorenko and others, who accent attention on the importance of a high level of practical mastering a language, its verbal and

nonverbal means. M. Berizko, N. Bidiuk, T. Vlasenko, I. Yeremenko, V. Kalamazh, N. Kostenko, S. Nikolaieva, O. Tynkaliuk, O. Chorna apply to the definition of the essence of foreign language communicative competence. However, the issue relating to the ratio of professional competence of a future teacher of foreign language and his foreign language communicative competence has passed over the attention of researchers.

The aim of the article is to reveal essential features based on the theoretical analysis of scientific sources and to find out relations between professional and foreign language communicative competence of a future teacher of foreign language.

Main Body. Professional competence is the ability of a professional to meet social requirements of the profession from the beginning of his professional activity at the level of a standard defined by the country and to demonstrate appropriate personal qualities mobilizing for this purpose relevant knowledge, abilities, skills, emotions based on internal motivation, attitudes, moral and ethical values and experience, realizing limitations of his knowledge and accumulating other resources for their compensation [4, p.110]. Speaking about professional competence of a future teacher it should be noted that it is provided by a complex that includes: pedagogical abilities and possibilities, reasoned focus on educational process, system of necessary knowledge, skills, abilities and experience that are constantly improved and implemented in practice. [1]

The content of professional competence of a teacher is determined not only by normative model of competence that is a qualification characteristic that reflects scientifically proved complex of professional knowledge, abilities and skills. A new model of a teacher's competence is scientifically proved set of professional knowledge, abilities and skills where constructional and gnostic, analytic, projective, reflective, organizational, communicative skills, culture of pedagogical communication are detached [6].

Thus, professional competence of a teacher can be considered as an integrative personal formation which includes knowledge, a set of different abilities and skills concerning all aspects of his educational activity. It is supposed that communicative abilities have special meaning for a teacher of foreign language that give the possibility to solve educational issues effectively, be engaged in communicative interaction and contacts with speakers of one or other foreign language without denying the importance of formation of all structural components for successful professional activity of a teacher. Significance of the latter quotation is increased by the fact that foreign language education by its essence is not only mastering of knowledge and abilities in a foreign language but perception of culture of the people whose language is studied. Thus, the thing is linguistic-and-cultural education, the result of which should be multilingualism of the citizens' who are aware of their belonging to a specific ethnic group and are capable to self-identity in the world. Foreign language education promotes understanding the culture of other nation, creates the ability to orient himself in modern multicultural and information society, provides making and developing the contacts with native speakers of different languages and cultures by involving future teachers to the culture of other nation [8, p.12].

Based on this, it is correctly to talk about foreign language communicative competence as one of the results of foreign language education.

The concept of "foreign language communicative competence" itself was introduced into scientific usage by D. Haizm who explained it as knowledge, that provide the possibility for individual to perform functionally directed speech communication to achieve success in communication in the surroundings of foreign language culture [12].

"Common European Reference on Language Education: Learning, Teaching and Assessment" aimed at promoting cooperation of numerous representatives of a teaching profession in Europe and out of its bounds, emphasizes the importance of foreign language communicative competence. Use of language according to the "Reference" including its

studying contains actions performed by the persons as individuals or social agents who develop a range of competencies where special place belongs to communicative speech competence. Formed competences are used by the need in different contexts depending on various conditions and necessity for performing different types of speech activity which include speech processes of production and/or perception of the texts connected with certain topics in specific spheres [2].

Competences as the amount of knowledge, skills and characteristic features that gives the individual ability to perform certain actions are divided into general (not specific for speech, but necessary for any kind of activity including verbal) and communicative speech competences which provide the person with the ability to act using specific linguistic means. Communicative speech competence by more specific approach is considered as that consisting of certain components (competences): linguistic, sociolinguistic and pragmatic and each of them contains appropriate knowledge, abilities and skills.

Linguistic competences include lexical, phonological, syntactical knowledge and abilities and other parameters of language as a system regardless of sociolinguistic value of their variants and pragmatic functions of their implementation. This component connected with the level or quality of knowledge, cognitive organization and the way by which knowledge is stored; with their availability, level of awareness.

Sociolinguistic competences relate to social-and-cultural conditions of language use. Sociolinguistic component runs through the entire process of communication even when the participants are not aware of this because of sensitivity to social conventions (rules of politeness, norms which regulate relations between the representatives of different generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the community).

Pragmatic competences are connected with functional use of linguistic means: production of speech functions, speech acts, etc. They offer scenarios or programs of interactive exchanges, concern the skills of discourse, connection and coherence, identification of types and forms of texts, irony and parody. Interactions and cultural priorities where appropriate capabilities are formed even more than within the linguistic component are important for functioning of this component.

In accordance with the above approach, communicative speech competence covers a set of corresponding competences that ensure successfulness of foreign language communication in different circumstances of speech interaction. All the categories mentioned before serve to characterize spheres and types of competences internalized by a social agent that is for internal conceptions, skills and abilities, which cognitive essence should be considered during the study of behaviour and communication. In addition, any educational process will help to develop or change these internal conceptions, skills and abilities to real actions, to assess their expediency and correctness in specific conditions of training and spontaneously arising speech situations, to make necessary amendments where appropriate while improving general foreign language communicative competence.

Foreign language communicative competence in «Plan of actions for creating a single European indicator of leading competences» (The European Indicator of Language Competence) is revealed through the following three components:

- linguistic competence (a system of internally acquired knowledge by a communicant on functioning of a foreign language that is displayed in their use in speech activity);
- social competence (covers social-and-cultural, sociolinguistic and professional components that help to implement the main goal of modern education when a foreign language is a means of social-and-cultural development of a personality, enriching by knowledge of a new culture);
- communicative competence (mastering the rules peculiar to each expression subjected to the general rules of grammar, ensuring an individual with the ability to use language in the communication process).

In this case, foreign language communicative competence appears as a generalizing concept which inner content is revealed through the description of linguistic, social and communicative competences which simultaneously can be considered as its structural components.

Ideas laid in "Recommendations" and "Plan of actions" to define the essence of foreign language communicative competence have got specification in the works of researchers who are engaged in studying the issues on improving foreign language communicative competence of future teachers of foreign language.

N. Kopylova refers to the definition of the nature of foreign language communicative competence in the context of different approaches (personal, systemic-and-structural, acmeological). To her mind, in terms of personal approach, this competence represents actualization of foreign language competences as basic skills, expects readiness for their display, mastering knowledge of competences' content, experience to demonstrate competences in a variety of standard and non-standard situations, attitude to the content of the competences and the object of their use, emotional-and-volitional regulation of the process and result of the competences' use. Foreign language communicative competence appears as a system within the system-and-structural approach, which components are: communicative and cognitive abilities, cognitive activity, motivation, creativity and readiness to foreign language communication. Foreign language communicative competence is a multi-level integrated personal quality that gives a person the opportunity to offer and solve effectively tasks and problems of various complexity levels in the field of foreign language interaction in terms of acmeological approach [4].

Without denying the expediency of mentioned views, we would like to draw attention to the fact that they to some extent, despite of their soundness, make difficulties in applied study of foreign language competence of future teachers which requires determination and clear explanation of structural components, criteria and indicators of its formation. Yet, this competence appears as a set of specific competences in the first case, as a system in the second case and as a multi-level integrated personal quality in the third case. All these interpretations differ from each other considerably, causing troubles in principles selection for conducting empirical research.

Interpretation of foreign language communicative competence as an integrative personal-and-professional formation seems more reasonable; which embodies in psychological and technical-and-operational readiness of a person to perform successful, productive and efficient professional activity using means of a foreign language or in the conditions of foreign language culture and ensures effective interaction with the environment, which is studied in the work of I. Sekret [9]. By this way it is emphasized a close connection between professional competence and foreign language communicative competence that collectively provide efficiency in performing of professional activity.

I. Stavytska shares a similar opinion by stressing directly that foreign language communicative competence (FLCC) is an important component of professional competence of a personality. FLCC is characterized by a set of knowledge, abilities and skills, readiness to participate in a communication process with the representatives of other linguistic ethnological cultures. Therefore, "it should be formed both - competence in all types of speech activity and relevant language knowledge in grammar, vocabulary and cases of authentic language formation" during its formation. Hereby, the following thesis of the researcher that mastering a foreign language is only the element of foreign language communicative competence because development of another form of consciousness has important meaning as well as readiness to "comprehend a sociocultural portrait of the country of studied language and its people, linguistic tact and sociocultural politeness" together with the ability to master language practically deserves attention [10, p.284-285].

Consequently, special emphasis in this definition unlike the aforesaid is done on ethical

component of foreign language communicative competence that significantly expands its inner content, on the one hand, and it brings it closer to professional competence on the other hand where ethical aspect plays an important role.

To the mind of S. Nikolaieva, you should understand foreign language communicative competence as "the ability to meet successfully individual and social needs, act and perform set tasks. It is based on knowledge, skills and abilities, but is not limited by them, obligatory covering personal attitudes of a person to them as well as his experience that allows to "interweave" this knowledge to that he has already known and has ability to grasp a life situation in which he will be able to apply them" [7, p.12]. Given statement focuses attention on valued component of foreign language communicative competence and having appropriate experience to use acquired knowledge, abilities and skills which also brings its essential features closer to professional competence of a future teacher.

If professional competence is defined by mastering level of key basic competences (a set of knowledge, abilities, skills, ways of activity, that is the components of studying content needed for effective performing of the activity concerning a certain range of things and processes [11], foreign language communicative competence can be considered as a set of competences that covers their following varieties: linguistic competence (mastering of linguistic means, knowing of linguistic material, rules of its usage and operation); thematic competence (mastering of extralinguistic information); pragmatic competence (ability to connect logically sentence with the purpose to produce coherent speech pieces); sociocultural competence (knowing of sociocultural context); compensatory competence (ability to achieve mutual understanding); educational competence (ability to use reference books and dictionary to provide adequate learning of language for professional communication); communicative competence (ability to communicate with a companion without any tension, cooperate with him) [12, p.233].

This approach affirms not only close connection between professional and foreign language communicative competence of a future teacher, but also enriches each of them with additional clarification content.

Conclusions. Professional competence of a future teacher of foreign language can be represented as a unity of theoretical and practical readiness for professional activity that has a communicative focus, describes a set of professionally important qualities and characteristics.

Foreign language communicative competence is a complex of knowledge, abilities and skills as well as experience of their use that gives a possibility to a future teacher to use foreign language effectively and efficiently for professional activities realization. This competence is an integral characteristic of professional competence, ensures its successful implementation in different sociocultural and pedagogical situations taking into consideration specific character of linguistic, social and moral-and-ethical norms and rules and also requirements that are put to an experienced user of foreign communication and tasks entrusted to a future teacher of foreign language.

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