

LINGUISTIC COMPETENCE AS A PART OF THE FOREIGN LANGUAGE'S COMMUNICATIVE COMPETENCE

Palaguta I.V.

English teacher

Pavlo Tychyna Uman State Pedagogical University

The main purpose of learning a foreign language is to master the foreign language's communicative competence. Components of the foreign language's communicative competence include: verbal, linguistic, social and cultural competences. Verbal competence includes mastering knowledge in vocabulary, grammar, phonetics, spelling and the formation of appropriate skills: phonetic, lexical, grammatical, morphological, syntactic, spelling, graphic and calligraphic. Linguistic competence is the mastering of such types of skills: listening, speaking, reading and writing. Social and cultural competence consists of: a country studies competence – knowledge of students about the culture of the country, which language is studied; linguistic competence, which implies mastering students' peculiarities of a speech and a non-speech behavior of native speakers [3].

Thus a linguistic competence consists of four components: speaking, listening, reading and writing, it is worth to discover the essence of each of them.

Speaking is an oral productive type of a linguistic activity, which provides an oral foreign language's communication in a dialogue and a monologue.

Dialogue is a process of a linguistic interaction between two or more participants in communication. There are different approaches to learning a dialogue, from which two basic ones can be distinguished. According to the first one – «up to down» – the learning of foreign language begins with listening to the sample of a dialogue with its subsequent variation, and then subsequently the creation of own dialogues in similar situations of communication. The second one – «up to down» provides a way from the initial mastering elements of the dialogue to an independent dialogue, which is based on the proposed educational activity, which does not exclude listening to sample of dialogues [1].

A monologue is a form of speech which is directed on a person or an audience, which anticipate the expression of a one person. From a linguistic point of view, a monologue is characterized by the structural finality of sentences, the relative completeness of utterance. In addition, a monologue inherent in a rather complex syntax, as well as connectivity, this involves the mastering of linguistic means between phrasal communications.

In the methodology there are three stages of the formation monologue abilities of mastering foreign languages. The task of the first stage is to teach students to combine phrases into a one phrasal unity. At the second stage, students learn to build expressions beyond the phrase level. The main task of the third stage is to teach students to create monologue statements of the text level of various functional and semantic types of speech.

Listening is an oral receptive type of a speech activity. In the methodological sense, listening is a specially organized action program with a text, which we are listening. As it is an internal activity that is not observable, it is necessary to teach individual actions which are its constituent components.

Preparatory exercises include: exercises for a speech hearing; exercises for the teaching prediction; exercises for the development of a short-term and verbal and logical memory. Speech exercises include: exercises for learning the perception of dialogue «from the side»; exercises for learning the perception of dialogue by participating in this process; exercises to learn the perception of a monologue.

Reading is a written receptive type of a speech activity, which includes reading techniques and an understanding of what we are reading about.

The formation of reading skills consists of three stages. At the first stage, the main task is to develop the skills of reading techniques aloud and silently, to achieve a speed of reading. At the second stage, the task is to teach students to read aloud and silently more complex texts of a cognitive nature, presented in the book. At the third stage students should be able to read without a dictionary for basic information, or with a dictionary – to fully understanding the content of the text.

The following non-communicative exercises are used: on the development of grapheme and phonemic connections, on the technique of reading isolated words and phrases, on the prediction the form of the word, on the skill's development of the division of sentences and their formulation and communicative exercises: prediction of the text's content by the title, various types of questions in the test form, annotation, applying of a text's plan, etc.

Writing is a written productive form of a speech activity, which serves as a means of a learning. Teaching writing techniques consists of a learning graphics, calligraphy and spelling. At the initial stage, the skills of calligraphy and a sound-letter conformity are formed; in the middle stage spelling skills are formed; at the senior stage improving skills are formed.

To form spelling skills, exercises for analysis, identification and differentiation are used. To form the lexical and grammatical correctness of the writing, the most common exercises are: questions and answers with a partial change of a linguistic material, the transformation of the linguistic sample, a substitution, an expansion and contraction, dictations. Also, except mastering the four types of speech activity, a linguistic competence is also the ability to practice the language in specific situations (to express thoughts, desires, intentions, requests, etc.), to use for it linguistic and non- linguistic (facial expressions, gestures, movements) and means of a speech expressiveness [2].

Список використаних джерел:

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