

LINGUISTIC COMPETENCE IN THE ADDRESS OF FOREIGN LANGUAGE TEACHER TRAINING

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The article deals with the notion of linguistic competence in the context of the preparation of teachers of foreign languages; indicated on the types and features. The benefits of language proficiency were outlined in the training of primary school teachers of foreign languages in higher educational establishments.

Keywords: competence, language competence, foreign language teacher

Actuality of investigation. Modern dynamic society needs professionally trained teachers who are able to quickly adapt to complex conditions and changes in social and professional activity, who can make responsible and effective decisions aimed at their successful professional self improvement.

In this context the competence is one of the inalienable index of social and professional majority of individuality and its personal characteristics which assures its inner preparedness for big changes and metamorphoses.

The dominant part of this is the human-centralized education (the education for humankind). Its center accepted developing, culturing content of training; education of responsibility, competent individuality who is able to use knowledge and skills for creative resolving problems, to analyze and work over different information, a person who tends to change its life and life of its country for better.

Reviewing the term “competence” in common and concerning exactly the foreign languages teacher (better mention the difference of teacher from others) we confirm that the competence belonging to other languages is completely formed.

Communicative competence. The scientists are convinced that communicative competence is the potential for creative linguistic activity. The wider choice, the better pupil’s communicative activity, and the richer the potential of context means. The principal components in the field of “Foreign Language” are divided into three types of competence:

1. Speech competence;
2. Linguistic competence;
3. Social and Cultural competence.

At first we are going to define the meaning of terms “speech” and “linguistic competences”. The linguistic competence is a complex and many-sided term. In the wide sense of usage it determines the special level of particular individual’s erudition with the ideal sign system of native or foreign language (languages). The speech competence is the variety part of communicative competence and it determines the people’s ability to use practically the knowledge of language during the communication with the defined aim and in the particular speech situations.

Thus the essence of the first competence is the ability to apprehend and produce foreign texts according to set or arisen communicative tasks that include the situation of communication and communicative intention.

It bases on the four types of competence: *listening, speaking, reading and writing*. Accordingly, in order to form these linguistic competences, the future teacher has to have formed the above mentioned four types of abilities (competences) in linguistic activity. The linguistic competence suggests the knowledge of the speech system (language system) and the rules it functions according to when the foreign language commutation takes place.

The linguistic competence integrates the number of competencies: lexical, grammatical, phonemic and orthographical ones. The content of social and cultural competences includes the following competences: country research competence and linguistic country research one. The country research competence is the knowledge of history, geography, economy, state system of the country of the learning language.

The linguistic country research competence includes the knowledge of main peculiarities of modern social development of the country of learning language; also it includes the skills to subdue the speech behavior according to these peculiarities.

In our article we are pointing at these competences that are the part of the content of foreign language communicative competence and are to be formed in the peoples’ knowledge skills. But except the competence skills of future foreign languages teachers there should be formed the number of other competences, especially professional one. This is the competence that is inseparable component of the succeed professional activity of future teacher (Savchenko, 2003).

As authors consider the communicative competence peculiarity is integral component of special, technological and administrative competences as the mean of its realization (Markova, 1997).

We share the idea of *Komarnytska* (Kuzmina, 1990), that the future teacher of foreign languages should have such types of competence as: *personal* which means the comprehension of teacher’s significant role, *social* which means the significance of the discipline in the Ukrainian educational conception, *special* which divides into linguistic competence (teacher’s precise knowledge of language and the skills to teach others), philological competence (the modern theoretical knowledge of the science of culture) and didactical and methodology one which contains the modern principles of communicative didactics that orientates to the activity language approach as the instrument to act, cognitive approach in which pupil is the subject of studying process; and the last is intercultural approach (Kuzmina, 1990).

As we can see the researches determine the competence belonging to other languages as the component of professional competence. We consider that the competence belonging to other languages is connected with other components of professional competence of foreign language teacher.

Thus, professional competence is the integral term that includes the social, many-cultural, auto-psychological, cognitive, technological and

personal components together. All these components are necessary for succeed pedagogical activity considering the specificity of teaching discipline. Specificity of competence of foreign language teacher is in the presence of formed competence belonging to other languages that is the component of cognitive and technological component.

Methodological resource of the formation of students' linguistic competence (for those who are getting the specialty "Foreign Languages" is the work of G. Raven (2002) "*Competence in the modern society*". The author opens and determines the frames of competence (39) and competency which the future teacher must form. We give some examples of them:

- tendency for concrete comprehension of values and tasks according to the specific aim;
- tendency to control your own activity;
- attracting the emotions to the activity process;
- readiness and ability to study independently;
- searching and using the feedback;
- self-confidence;
- self-controlling;
- adaptation and the absence of helplessness feeling;
- aptitude for thinking, the habit for abstracting;
- attention to the problems which matter the set aim;
- self-dependence in thinking, originality;
- self-critical in thinking;
- readiness to resolve the difficult tasks;
- readiness to work over contradicting and doubtful things;
- the environment investigation to reveal its possibilities (material and human);
- readiness to rely on subjective appraisals and to risk; the absence of fatalism;
- readiness to use new innovative ideas for aim achieving;
- learning to use innovations;
- confidence in peoples' well-wishing attitude to innovations;
- set the prize, the wideness of perspectives;
- insistence;
- credit;
- ability to come to the decision;
- personal responsibility;
- ability to co-operate for aim achieving;
- ability to listen to other people for aim achieving;
- ability to listen to other people and take their thoughts into account;
- tendency for subjective esteem of individual potential of co-operators;
- readiness to give the possibility to other people to resolve tasks individually;
- ability to resolve conflicts and to soothe dissensions (Raven, 2002).

In order comprehension of the teacher professional competence problem become more profound the scientific research of *Kuzmina* (1990) is devoted to "quality of individuality" which is divided into five compounds:

- special and professional competences inside the field of learning discipline;
- methodological competence in the field of means of knowledge formation of those who study;
- social and pedagogical competence in the field of communication processes;

- differential and psychological competences in the field of motivations and skills of those who study;
- auto-psychological competence in the field of advantages and disadvantages of own activity and personality (Kuzmina, 1990).

It is noticeable that not only one scientific competence research takes this period but an intension to build the education process by forming those competences.

Taking everything into account *G. Ball* (Балл, 1995) makes some resumes without any doubt of the content of professional skills and knowledge, as:

- *first*, the scientist intends on the role of knowledge and skills as the means and instruments of individuality formation;
- *second*, this instrumental role of knowledge and skills is added with creative activity strategy and strong-willed qualities that are needed to overcome the difficulties on the way of its realization;
- *third*, there is a strong importance of those who secures professional and individual improvement. Thereafter the scientist differentiate *specialists* who know methods, means and technique of their work, and *professionals* who know values, ideals, integral professional culture except everything (Ball / Балл, 1995).

The professional nowadays is the *psychologically matured individuality* with the expressed high professional skills which influenced on the individual's life, its special professional important conception of life and the intension to join to professional community and to indicate with it.

Markova's (1997) opinion is that the *professional* is a person with such *individual characteristics* as an internal locus of the control, the tends to find the life reasons in himself but not in exterior conditions; individual and economic responsibility; competitiveness and resistance to obstacles; flexibility and energy in getting things done; creativity thinking as the ability to find new positive senses of life and work; internal dialogic; adequate self-appraisal and readiness to differentiate the assessment of level of its professionalism which mechanism is the reflection (Markova, 1997).

As pointed out above these statements are very valuable for successful *teacher's of elementary school activity*. He should ensure the development and education of child's individuality, to control mastering of key competences and subject ones.

Elementary school teacher is forming young pupils' *reflectional and motivational* skills and knowledge which are given in the Introduction of new Elementary School Programmes for studying in foreign language schools.

In particular, we can determine such ones as: to comprehend own possibilities to execute definite activities; to analyse and to esteem the right means of activity; to have an ability to esteem own achievements in every type of activity; to set new demands to improve the means of studying: "I want" – "I know" – "I work independently" so on (Jatsenuk, 2011).

In accordance with teaching these skills and knowledge, a teacher must have a high level of reflexed skills and knowledge, must be an "example" for young pupils' views. This requires the higher level of didactical teacher's training as an individual who forms the children's skills to study, and thus it will determine the child's success in further education life.

The leading condition of elementary school teacher's professional competence is the *comprehention* of non-conformity of its real "Ego" and ideal professional "Ego". This means that the future teacher who study in

high school should form the ability for changes, for reorganizing his inner world and for seaching new possibilities to make and realize own activity.

Foreign languages teacher's training is organized by 2 directions –foreign languages department and pedagogical department where students get not only the speciality “elementary school teacher” but also specialization “elementary school teacher of foreign languages”. We will point the advantages of these directions. First direction ensures competent training and simultaneously poor teachers' erudition in pscology of elementary school pupils, their sensitive and age abilities of mastering the material; the specific organization of learning and educational process, using didactic and methodological resources.

The second direction is devoted to the development of professional abilites (the number of hours of studying and professional educational diciplines) and mastering foreign language of pedagogical departments graduators. Taking everything into account we consider to accomplish a purposeful students' traning in foreign languages department for getting ready to work with elementary school pupils, so that the graduates would possess both the qualities of a foreign language elementary school teacher. The teacher like this must have qualities as a foreign language teacher and an elementary school teacher.

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