

FORMATION OF SPEAKING COMPETENCES OF STUDENTS AT PROFESSIONAL ENGLISH LANGUAGE CLASSES

CZU:37.01:811.111(477)
DOI: 10.46727/c.17-11-2023.p84-86

Vasyl ZHELIASKOV,
Doctor of Pedagogical Sciences, Professor,
Head of the Department of Humanities
of the Danube Institute of the National University
“Odessa Maritime Academy”, Izmail, Ukraine.
ORCID iD: 0000-0001-5698

Rezumat. *Articolul următor se concentrează pe formarea competențelor de vorbire ale studenților la cursurile profesionale de limba engleză. Educația lingvistică în lume actualizează abordarea bazată pe competențe a învățării limbilor străine. O atenție mai mare este acordată problemei formării identității lingvistice. Semnificația specială a articolului este de a sublinia esența și modelul de nivel al unei personalități lingvistice, dezvoltarea componentelor unei astfel de personalități, cum ar fi conștiința național-lingvistică, abilitățile lingvistice, simțul limbii și orientarea valorii lingvistice.*

Cuvinte cheie: *competențe de vorbire, educație lingvistică, abordare bazată pe competențe, limbă străină profesională, semnificație socială, abilități lingvistice, competențe comunicative.*

Abstract. *The following article is concentrated on formation of speaking competences of students at professional English language classes. Language education in the world actualizes the competence-based approach to foreign language learning. The greater attention is paid to the problem of linguistic identity formation. The especial significance of the article is to underline the essence and level model of a linguistic personality, the development of such a personality components, such as national-linguistic consciousness, language abilities, language sense, and language-value orientation.*

Keywords: *speaking competences, language education, competence-based approach, professional foreign language, social significance, language abilities, communicative competences.*

Modernization of language education in the world, caused by the need to improve quality educational services, actualizes the competence-based approach to foreign language learning. The competent model of teaching a professional foreign language at the current stage of development is gaining of social significance, and therefore requires deep understanding and broad consideration related issues.

Much attention has been paid to the problem of linguistic identity formation in researches of Chyzh S., Demchenko, O. Gurevych R., Kolmykova O., Ovcharuk O., Pometun O., Talanova Zh., Tymofieieva O, Varzatska L., and others. Especially significant are works that consider the essence and level mo-

del of a linguistic personality, the development of such a personality components, such as national-linguistic consciousness, language abilities, language sense, and language-value orientation.

At the same time, it should be noted that the competence aspect of the formation of a linguistic personality is not sufficiently studied in world lingual didactics. So, it should be noted that the content of the professional English language course forms the communicative, speech, linguistic, sociocultural and activity competences of the student's personality. However, activity competences indicate the development of thinking abilities, the ability to master the methods of cognitive and creative activity - without the proper level of these competences, there is no reason to talk about the development of both general and professional competences in general.

Let's define the concept of "linguistic personality". This is primarily a nationally conscious individual, that is, a carrier of a certain consciousness, a certain language, culture, a person who possesses a set of knowledge, ideas from the language and knows how to creatively use them in various types of speech activity. So, when it comes to the formation of a personality in accordance with today's requirements, the question arises as to what competencies it should possess.

In the scientific literature, a lot of attention is paid to the key, so-called social competences of a young person. Questions related to language competence are of interest. If we consider language competence as a generalized concept of an integrated personality property, then the structure of this competence includes three main specific subject blocks: actual language, speech and communicative competences. It is clear that in within the framework of foreign language education, students also acquire sociocultural and activity competences which, in fact, are related to the peculiarities of not only language education: on the formation of these competences are directed to other disciplines.

Language competence itself: knowledge of basic linguistic concepts, basic information about various sections of linguistics provided by the professional English language program; basic lexical, grammatical, stylistic, orthographic, spelling skills; understanding the visual and expressive possibilities of a foreign language; linguistic and sociocultural competencies; experience of independent subject activity - educational and cognitive, analytical, synthetic, etc.

Speech competences: knowledge of basic speech and language concepts; ability adequately perceive, understand, evaluate and reproduce what is heard or read; ability to plan, prepare future speech in various genres according to interactive schemes, deliver a message; the ability to realize the idea in the process of speech activity; flexible ability to use foreign language tools depending on the type and style of speech; the ability to edit one's own speech and that of others; ability to control, self-control results of speech activity [1].

Communicative competences: the ability to appropriately use the tools of the professional English language in the practice of live communication; the ability to make convincing arguments during a conversation; the ability

to orientate in a communication situation, communicatively justified selection verbal and non-verbal means and methods for expressing thoughts and feelings in various spheres communication; the ability to establish and maintain contact with the interlocutor, to change strategy, speech behavior depending on the communicative situation.

According to the competence model of foreign language education, the strengthening of the competence orientation of education requires the use of such pedagogical technologies, organizational forms, methods of training that will help to ensure the creative development of a person who is capable effectively solve life problems, performing social roles primarily in society.

Mastering the basics of any profession begins with a system of general and professional knowledge, i.e. the specialist's mastery of professional speech – industry of phraseology and terminology that will help in studying in higher educational institutions, and also in further professional activity that requires application in the production sphere English language.

In addition, terminological vocabulary is of great importance for research and production communication, contributing to its intellectualization, facilitates the process of assimilation of knowledge and its implementation in future professional activity deepens students' knowledge of the signs of the studied concepts, is as means of expanding active professionally determined vocabulary, increases the cultural level of future specialists [2].

Productivity of assimilation of terms and their active use in oral and written English professional speech depends largely on the corresponding system preparatory exercises, consistently aimed at both translation and thoughtful assimilation terminology, as well as the activation of speaking and listening skills necessary for application his terminology in specific work situations.

A combination of exercises of a reproductive nature performed is effective

Informative function, as well as creative ones that promote active independent use terminological vocabulary according to the production situation.

Thus, language competence can be considered as a general complex concept which indicates the level of educational achievements in language and speech development of the student; in in a narrower interpretation - as one of its components, i.e. actually linguistic, associated with learning of the linguistic content line of the professional English language course.

Bibliography:

1. Competency approach in modern education: world experience and Ukrainian perspectives: Library of educational policy / Under general ed. O.V. Ovcharuk - K.: —K.I.S.l., 2004.-112 p.
2. Pometun O. Discussion of Ukrainian teachers on implementation issues competence approach in Ukrainian education / O. I. Pometun / Competence approach in modern education. World approach and Ukrainian perspectives / Under general ed. O. V. Ovcharuk. —Kyiv, 2004. – 111 p.