TOWARDS THE ISSUE OF FORMATION OF FUTURE FL TEACHERS' LINGUO-COMMUNICATIVE COMPETENCE

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Abstract: The paper discusses the need of formation of students' linguo-communicative competence based on context-technologies. The analysis of the scientific literature on the abovementioned issue reveals that the essence and structure of communicative competence represent an important component of foreign language education. The authors come to the conclusion that linguo-communicative competence as a component of professionally-oriented competence helps in general to successfully solve the problems of professional communication. In the context-integrative education, the foreign language educational process is aimed at solving of both the foreign language linguo-communicative and the subject-specific professional tasks and problems by the students. The application of diverse contexts based on situations of professional activity provides the personal inclusion of the student in the processes of knowledge and mastering the future professional activity.

Keywords: competence, competency, FL teacher, context technology, foreign language education, linguo-communicative competence

Introduction

Modern trends in the development of society associated with the deepening of multi-level interstate contacts, the geopolitical processes of globalization, informatization, and integration in the fields of economy, science, and culture suggest a change of priorities in the system of higher education. In the era of globalization, the process of

integration of the individual is particularly intense, which leads to a transition to a new educational paradigm, providing an update of the strategy for training specialists that meet international communicative competences, which largely determine the degree of competitiveness of specialists. When employing a specialist, employers today pay attention not only to professional knowledge and skills but also to a wide range of general competencies: the ability to find a solution in a new situation, to take responsibility, to build interpersonal relations. In the context of multi-level education, an important aspect of the formation of university graduate's professional competencies is linguo-communicative competence, which promotes mutual understanding and cooperation between people, intellectual, emotional and moral development of the personality, self-creation, and self-realization based on communication and tolerance.

Linguo-communicative competence in the system of professional competence of the future FL teacher. Competence-oriented education (competence-based education – CBE) began its formation in the 1970s of the XX century in the United States. The "competence-based" education approach that is relevant for the present, based on humanistic and culture-oriented methodology, defines the "competence system" as the goals and the final result of education (Kunanbayeva, 2010). Although

standards. New economic relations of international interaction, the modern market of educational services stipulate the personality to master

the concepts of competency and competence are key categories of the modern approach, in the theory and methodology of modern education these terms are often used ambiguously.

Thus, the American linguist Noam Chomsky first introduced the term "competence" in scientific use in 1965. At the same time, N. Chomsky noted "the fundamental difference between competence (knowledge of one's own language, speaking and listening) and usage (real use of the language in specific situations) (*Zolotykh, Lapteva, Kunusova, & Bardina*, 2012, p.17). Competences, in essence, are individual dimensions of behavior that underlie in the basis of effective work. These are areas of observed behavior or observed actions that can be assessed.

Competences are a fusion of traditional knowledge, skills and abilities with the learners' personal characteristics, concepts of "competency" and "competence" is the understanding of the "competency" of a person as an acmeological category and the potential of intellectual and professional development of a person, characterized by "competences" that should be formed in the educational process as systemic quality neoplasms. "Competence" acts as an integrated characteristic of the qualities of education and training of graduates, i.e. competency/competence are considered in unity, reflecting the relation of the "potential whole" (the final quality result of education) to the "actualized private" (development of competence during training) (Kunanbayeva, 2010).

Analysis of the scientific literature with their awareness, reflection in the course of cognitive activity, are often viewed as a human-conscious ability to implement knowledge and skills for effective activity in a specific situation (Elizova, 2014). This is a kind of standard, a requirement given in advance for the education of students. Competency is a complex education of the individual, the willingness and ability of a person to act in any area. That is, competency is the possession of the relevant competence, i.e., a set of interrelated personality traits (knowledge, skills, abilities, attitudes) established in relation to a specific range of objects and processes for productive action with them.

Thus, the most generally accepted judgment in the relationship between the convincingly demonstrates that there is a large range of works that reveal the essence and structure of communicative competence, which is an important component of foreign language education. Let's attempt to identify the meaning of the concept of "foreign language communicative competence". Dell Hymes, an American sociolinguist who proposed the concept of communicative competence, rightly noted that knowledge of language signs and rules is not enough for verbal communication. Also for this purpose one should have knowledge of "cultural and socially significant circumstances". He referred to communicative competence as a complex structure that includes both linguistic and socio-cultural components (Hymes,

1972). Many Russian scientists, including I.L. Bim, A.M. Novikov, R.P. Milrood, A.V. Khutorskoy, I.A. Zimnyaya have also explored this concept.

We find the definition of the term "communicative competence" in the scientific works of many researchers. So, this is "knowledge of the language and the ability to use language means in real situations of professional communication" (Agafonova I.D., 2009, p. 14); "The ability to enter into communication in order to be understood, as well as the possession of communication skills" (Selevko, 2005, p. 11). A. Khutorskoy believes that communicative competence includes knowledge of "ways to interact with others and distant people, teamwork skills, and possession of various social roles in a team" (Khutorskoy, 2002).

The names of such scholars as Van Eck, A. Holliday, Joe Sheiles, D. Hymes are connected with the search for the component composition of communicative competence in foreign didactics. We can speak of two variants of the component composition of foreign language communicative competence: Common-European and Russian. Comparison of the Common-European and Russian variants shows that the components of foreign language communicative competence have much in common. The Russian version: language, speech, socio-cultural, compensatory, educational and cognitive competencies. The Common-European version: linguistic, sociolinguistic,

sociocultural, discursive, strategic, social competence (Tayurskaya, 2015).

M.N.Vyatyutnev suggested to understand the communicative competence as "the choice and implementation of speech behavior programs depending on a person's ability to navigate in a given communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes, arising from students before the conversation, as well as during the conversation in the process of mutual adaptation" (Vyatyutnev, 1977, pp. 38-45).

The concept proposed by M. Canale and

M. Swain became the basis for further research of the formation of foreign language communicative competence. They consider communicative competence as the underlying system of knowledge and skills necessary for the implementation of communication (Keen, K., 1992).

At the same time, as E.N. Grom (1999) suggests, initially among the key components of foreign language communicative competence, scholars have attributed linguistic (designated in a number of works as linguistic or grammatical competence) and speech (referred to by some authors as pragmatic or strategic), as well as sociocultural and sociolinguistic competences.

Thus, modern scientists offer different components of communicative competence, for example, depending on the

professional

orientation of future specialists: motivational,

cognitive, emotional-sensual, behavioral (Agafonova, 2009); motivational-axiological, cognitive, operational-activity (Reshetova, 2006); gnostic, behavioral-procedural, individual-personal (Kudashkina, 2009); information-analytical, motivational-targeted, planned-prognostic, organizational-executive, informative, technological, controlling- evaluative, regulatory-corrective (Dolgih, 2007) and other components.

After analyzing a number of works devoted to the problem under consideration, we came to the conclusion that there is no consensus in the definition of the term "foreign language communicative competence" and its component composition. Communicative texts of a special area of knowledge; focus on the addressee factor in the exchange of special information (selecting an appropriate style, tone, tone of the professional text message, depending on the status of the partner); the formation of communicative speech culture (the development of all types of speech activity - speaking, listening, writing, reading, as well as the skills and abilities underlying them) (Bikmurzin, 2007).

New directions in the improvement of the linguo-communicative competence of a student are opened by a reflexive-humanistic concept, the meaning of which is to create effective ways of personal development and self-development on the basis of co-creation

competence is interpreted by most scientists as the ability to understand and generate foreign-language statements in a variety of communication situations.

In their turn, such scientists as A.N. Leontyev, V.A. Malikova, V.L. Temkina and others studied linguo-communicative competence.

Formation of linguo-communicative competence implies: improvement of communicative skills and abilities (analysis of the speech situation and selection of the most effective strategy of speech behavior; implementation of this strategy in communication using various speech tactics; seizure and retention of the communication initiative; providing the partner with the opportunity to realize his/her plan depending on intentions; generation and interpretation of and reflection of activity subjects. The integrity of the linguo-communicative culture is ensured by introducing the axiological- semantic, personal, activity and knowledge components into the structure of education. The basis of the psychological mechanism of the experience of this education content is a developing verbal educational situation, which guarantees the actualization and satisfaction of the sociogenic needs of the student, the personal status aspirations of the future specialist, and his/her competitiveness.

Elizova, in turn, under the linguo-communicative preparation of students understands a specially organized, controlled process of interaction between teachers and

students, aimed at the formation and development of linguo-communicative competence and culture of students, which are

necessary in the professional activities of specialists in the field of foreign languages. Linguo-communicative preparation of students involves not only mastering speech using a variety of language tools in different language conditions, but also the willingness to solve many communicative tasks, be able to make a social diagnosis according to the speech portrait, have skills of not only interpersonal interaction with the interlocutor, but also skills of influencing the audience. Since the language personality of the future specialist is the "category of the result of education", the linguo-communicative competence of the student becomes a part of his/her professional ideas and an indicator of his/her readiness for professional communication (Elizova, 2010).

Thus, it can be argued that the linguo-communicative competence as one of the important aspects of the basic culture of an individual, develops the ability of students to listen and hear, understand and recognize the thought of another, evaluate and compare the cultural values of a foreign culture with their own and accept them.

Context-technology in the formation of linguo-communicative competence. Modern competence education, being essentially interdisciplinary, systematic and activity-based, requires strengthening practice-oriented and subject-professional aspects in teaching, changing the significance of experience and personal implications. One of the leading technologies to achieve high

efficiency in the formation of future specialist competencies is contextual teaching. The theory of contextual teaching and the essence of applying this technology in the system of higher professional education were developed by the scientific school of A.V. Verbitsky (Verbitsky, 2004).

At the heart of contextual teaching lies the category of "context". In the newest philosophical dictionary, the following definition is given to the concept of "context" (lat. Contextus - connection, close connection) - a quasi-text phenomenon (a phenomenon experienced in sensory experience), generated by the effect of systematic text as expressive-semantic integrity and consisting in super additivity of the content and meaning of the text in relation to the meaning and value of the sum of its constituent language units. In linguistics and logic, a context is understood as a relatively complete semantic passage of text or speech, in which the content and meaning of words or sentences contained in it are revealed and as the linguistic environment of a particular language unit. "Context" can also be defined as a system of internal and external conditions of life and human activity, which affects the perception, understanding and transformation of a particular situation, giving the meaning and significance of this situation, both to the whole and to its components. The internal context is an individual psychological characteristics, knowledge and experience of a person. The external context is the subject,

socio-cultural, dimensional-temporal and other characteristics of the situation in which it operates.

According to A.V. Verbitsky, it is necessary to "recreate in the education the subject and social contexts of the professional activity acquired by students" (Verbitsky, 2009).

The contextual approach to teaching is an approach to the design of didactic systems and the implementation of the educational process, in which the whole system of didactic forms, methods and tools simulates the subject and social content of the future professional activity of a specialist, and their mastery of abstract sign means is imposed on the framework of this activity. The creation of diverse contexts of life and with the skills to use them in various conditions of practical activity. With the help of educational problem tasks and situations that simulate the subject and social contexts of activity, students experience future professional activities. The main value of the individual in the context of personality-oriented education is personal meaning and personal experience, which becomes the property of a person only when he/she oneself gives rise to the value of knowledge and the value of correct behavior personally for himself/herself. This requires an active intellectual activity of the consciousness, which independently makes decisions about the value of something.

professional activity in the educational process ensures the personal inclusion of the student in the processes of knowledge and mastering the future professional activity. The main unit of the content of contextual teaching is not a block of information, but a system in all its substantive and social ambiguity and inconsistency (Verbitsky, 2009).

Thus, the ideas of contextual teaching, i.e. training in the context of future professional activities, have great potential for development in the professional education system, since it has a high professional activity, applied focus. Contextual training allows bringing the educational process to the future professional activity, arming students not only with the sum of knowledge, but also

The dynamics of social changes, the contexts of world development create the need for new qualities of a future FL teacher. Therefore, the training of teaching staff for intercultural professional cooperation, the training of a foreign language teacher of a new generation, the so-called mediator of cultures, is of particular importance. Teachers of a foreign language are distinguished by a special view of the world, erudition and high culture, ability for empathy, reflection, tolerance, innovativeness, mobility, and informativeness.

Innovativeness characterizes the readiness to explore, set and solve fundamentally new professional tasks. Mobility characterizes the readiness to update existing experience and

knowledge, to adapt
to changes in productive relations, to master a

new social and professional experience. Informativeness is the willingness to solve problems of information: automated storage, processing and retrieval of information.

A modern teacher should ensure that the educational process stimulates students' desire to use their knowledge in solving practical problems, analyze the surrounding reality and develop their own views and opinions. He/she teaches and educates not so much as actualizes and stimulates students for development, creates conditions for their self-promotion based on the use of emotional value experience, both his/her and students. Then there arises the priority of subject-semantic teaching, as compared with informational training, the need to diagnose personal development, use the semantic-exploratory dialogue, and include educational tasks in the context of life problems. The object of the students' work is not the "piece of information", but the situation in all its subjective and social uncertainty and inconsistency.

Based on the foregoing, contextual teaching is such teaching, in which with the help of innovative forms, methods and technologies of teaching, the subject and social content of the professional activity acquired by students is modeled. It includes the forms of educational, quasi-professional and educational-professional activities organized with the help of semiotic, imitational, and game (social) teaching models (Akhmetshina & Kiryukhina, 2015).

There are used new forms and methods of teaching, such as trainings, workshops, group works, case-situations, project methods, working with a case, and etc. It is difficult to carry out truly practice-oriented training of students without the participation of the professional community of practitioners (employers) in this process.

In the professional-oriented speech situations created by the teacher, the social and substantive content of the future professional activity is modeled, which helps students realize its essence and requirements, mentally build an image of a professional who is able to effectively perform this activity, correlate it with the image of their own "I" and develop an action strategy aimed at achieving the desired result (Pendyukhov, 2006).

Thus, the method of analyzing a specific situation is a pedagogical technology based on modeling a situation or using a real situation in order to analyze a case, identify problems, find alternative solutions and make the optimal solution to a problem. Case-study analysis is an effective method for enhancing the learning and cognitive activity of students. A situation in a case is a reality-relevant set of interrelated factors and phenomena, thoughts and hopes of characters, characterizing a certain period or event and requiring resolution through analysis and decision making. Creative professionally-oriented communicative situations can be represented by situations-problems and situations-improvisations.

Thus, in situations-problems and tasks, students are offered to solve situations containing a specific problem. At the first stage of training it is necessary to present the essence of the problem, a brief description and understanding of the situation. After the students have understood and comprehended the existing problem situation, they are asked to formulate goals for further work, which happens during the group discussion. Identifying the problem and identifying its root causes, the students as if "make a diagnosis", which requires an understanding of interdependencies and functional relationships in the analyzed situation.

The next step is to collect information. Since didactic cases can comparing all the found alternatives to solving the problem, drawing attention to the advantages and disadvantages of each individual alternative, as well as their consequences, the students find a joint solution.

Finally, in conclusion, they must provide a presentation of the solution to the situation. In the process of discussion, in which each group tries to argue its decision, taking into account the objection of groupmates, students find a solution to the situation. Comparison of different points of view on the solution of a situation makes it possible to critically examine both the situation and the decision made.

contain, along with a description of the situation, a brief summary, work assignments and questions for discussion, they will help students navigate throughout the process of doing the work. At this stage, students need to not only analyze the factual material provided, but also independently collect and evaluate additional information.

The third stage is the development of alternatives to action. With the help of creative abilities, students need to find as many alternatives as possible to solve the situation, examining the problem in complex from different angles. The task of the teacher is to help students to discover diverse ways of thinking and imagination, explaining to them that decisions are always made on the basis of

a choice from many alternatives. By

Thus, the main task of the linguo-communicative preparation of a future

specialist in the field of foreign languages is not only to lay the foundation for communicative competence, but also the desire to develop interpersonal skills in the process of intercultural communication, the ability to analyze one's own speech and the interlocutor's speech. Thanks to the use of context technologies, conditions for the formation and development of professional knowledge are created, skills and abilities to solve professionally significant problems, the experience of creative activity are developed, the interest to the chosen profession increases, readiness for the implementation of future professional activities is formed.

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