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THE COMMUNICATIVE AND LINGUISTIC COMPETENCE FORMATION MODEL AMONG STUDENTS OF PHILOLOGY

The relevance of this article is due to the need to create a model for the formation of the communicative and linguistic competence of students-philologists through the development of psychological mechanisms. It is proposed to consider the formation of communicative and linguistic competence as a process aimed at acquiring skills, abilities and knowledge, developing qualities and abilities that help solve the communicative tasks of philology students. A detailed review of the model for the development of the communicative and linguistic competence of philology students is given. The model includes 5 blocks and 3 modules. The developed model is aimed at developing the linguistic persona of the philologist, ready for a competent dialogue with the interlocutor, in which there is awareness and acceptance, as well as the development of his communication and language skills in order to correctly state his position.

Keywords: model, communicative and linguistic competence, training, linguistic persona, communicative and linguistic competence of philology student.

Introduction

Society at the present stage of its development is characterized by the renewal of structural and content aspects. It makes very high demands on the communicative and linguistic competence of philology students. But more often in practice, future philologists, while still students of a pedagogical university, and possessing at the proper level a certain amount of theoretical knowledge within the framework of their specialty, do not always achieve the maximum improvement of their efforts in practice and the results of labour activity due to the low level of communicative competence. Therefore, in a pedagogical university, the problem of organizing the formation of the communicative culture of a future specialist becomes especially urgent.

Nowadays, most of the students of pedagogical specialties do not have the proper level of communicative culture. But on the other hand, a philologist is a future teacher, and, as research performs, they experience the greatest difficulties in solving professional problems when faced with problems related to communicative competence. Therefore, the communicative culture of students-philologists of pedagogical specialties can be considered as the basis of their professionalization.

The relevance of this article is due to the need to create a model for the formation of communicative and linguistic competence through the development of psychological mechanisms.

Such scientists as J. Raven, V. I. Baydenko, E. F. Zeer, I. A. Zimnyaya, O. E. Lebedev, A. V. Khutorskoy, L. M. Mitina L. A. Petrovskaya, V. D. Shirshov, G. K. Selevko and others were actively involved in the problems of communicative competence.

The subject of the research: A large circle of researchers who have studied this problem confirms that the subject of research is of significant interest, since communicative and linguistic competences are important for specialists in any professional field.

The object of the research: students-philologists who are being taught in pedagogical faculties to develop their communicative linguistic competences.

The aim of the research: to perform the formation model of students-philologists communicative and linguistic competences.

The objectives of the research:

- to reveal an efficient model;
- to represent and describe appropriate blocks and table to observe the process of competences formation.

Written verbal competence is a combination of several particular competences. It is a linguistic competence (possession of lexical means and grammatical rules of their organization) determining subject competence (knowledge of fragments of the surrounding world, a conceptual picture of the writer's world); sociolinguistic competence (the ability to generate texts adequately to the situations of written communication, defining the subject matter, the forms of communication and the types of texts produced in these situations); sociocultural competence (knowledge of the national and cultural features of the construction of written texts, as well as language skills, serving these texts); discursive competence (the ability to construct and interpret texts, the achievement of the integrity of individual utterances in meaningful communicative models); strategic competence (the ability to fill in the communication process the lack of knowledge of the language, as well as the speech and social experience of communication in a foreign language) all of them interrelated and interdependent with communicative competence.

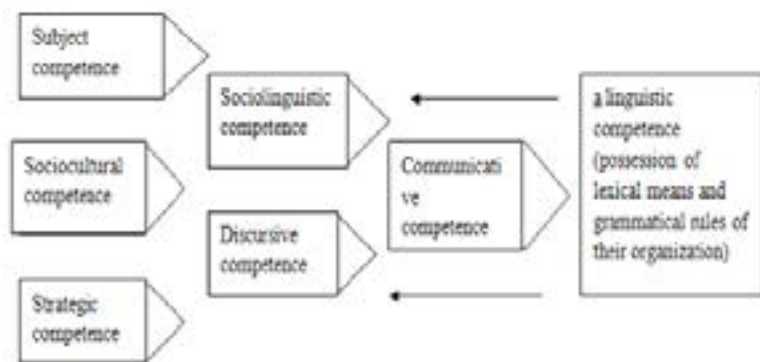


Figure 1

In the given article, communicative and linguistic competence is considered as a psychological characteristic that presupposes a set of knowledge that determines the various aspects of communication, aimed at creating and maintaining emotional contact, forming the features of a linguistic personality that affect the essence of the communication process, an individual system of optimal models of interpersonal interaction and control of communicative behaviour.

This definition was compiled on the basis of an analysis of a set of concepts and based on the structural components of communicative and linguistic competence.

We consider the formation of the communicative and linguistic competence of students of a pedagogical university as a process aimed at acquiring knowledge, abilities and skills, the development of individual psychological qualities and abilities that help to solve various communicative problems.

We proposed a model for the formation of communicative and linguistic competence among students of philological specialties, which included 5 blocks.

The first block is diagnostic. This block involved the research of indicators of communicative and linguistic competence among students of pedagogical specialties.

As a result of the ascertaining experiment, it was concluded that most of the subjects were at the average and below average levels - 168 people (80 %), which indicates the insufficient formation of the indicators of communicative and linguistic competence.

Analyzing the results obtained, it can be argued that, in general, the components of communicative and linguistic competence are not sufficiently

formed. Based on the results obtained, students of philological specialties lack certain knowledge about the culture of communication, practical skills and aspirations to develop themselves and improve.

The second block is motivational. Following the results of the previous block, conversations were held with student-teachers based on the results of the research. The need for the formation of communicative and linguistic competence is revealed. Recommendations for its formation are given. In addition, the final participants of the experimental group was determined.

The third block – indicative – was the beginning of work with the participants of the experimental group. The purpose of this block is to form ideas among students of philology about the goals and objectives of the upcoming joint activities. The most effective method for the formation of communicative and linguistic competence among students of philology, in our point of view, is group psychological training.

This psychological training consists of 12 sessions, lasting 2 hours. Each lesson includes an introductory, main, relaxation and final part.

The introductory part was aimed at creating a supportive and friendly atmosphere in the group.

The main part consisted of exercises reflecting the goals and objectives of each lesson that were aimed at relieving stress and maintaining the working capacity of the group, as well as developing group interaction skills.

The relaxation part of the sessions helped to relieve psycho-emotional, muscle tension, release from unnecessary loads in general.

A distinctive feature of this training was that each lesson included one of the elements of fairy tale therapy, drama therapy or art therapy.

The final part included exercises to facilitate the establishment of positive emotional contact between the participants and reflection of each session.

The fourth block – constructive and formative, is aimed at developing adequate and more complete ideas among students of philology about individual psychological qualities and abilities that provide an effective solution to various communicative problems

This block assumed the implementation of three modules:

- The first module is aimed at the development of the psychological mechanism of attraction, which has an impact on the formation of communicative and linguistic competence through the installation on another person.
- The second module is aimed at the formation of the psychological mechanism of empathy, which influences the communicative and linguistic competence through conscious empathy with the current emotional state of another person without losing the feeling of the external origin of this experience.

• The third module, aimed at the development of reflection. It contained classes that allow a student-philologist to draw the attention of himself and his consciousness.

The fifth block is a generalizing one, aimed at consolidating the acquired knowledge and practical skills. The generalizing block assumed the completion of work on the formation of the structural elements of communicative and linguistic competence through the influence on psychological mechanisms.

Summarizing all of the above, it is worth noting that the model we have developed is aimed at developing the linguistic persona of the philologist, ready for a competent dialogue with the interlocutor, in which there is awareness and acceptance, as well as the development of their communicative and linguistic skills to correctly state their position. We assume that the formation of communicative and linguistic competence among students of pedagogical specialties will contribute to the saturation of students' subjective ideas about how to communicate correctly.

The main idea was to develop an effective training model, in the process of implementation of which students-philologists form clear ideas about communicative and linguistic competence and communicative culture in general.

The described model assumes the repeated implementation of the entire complex of psychodiagnostic techniques, as well as comparison of the obtained results of the control and experimental groups among themselves, which makes it possible to evaluate the effectiveness of this model.

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С. Х. Қылышпаева, А. Т. Оналбаева

Филология студенттері арасындағы коммуникативті және лингвистикалық құзыреттілікті қалыптастыру моделі

Қазақ ұлттық қыздар педагогикалық университеті,
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Модель формирования коммуникативно-лингвистической компетенции студентов-филологов

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Республика Казахстан, г. Алматы.
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Бұл мақаланың өзектілігі психологизмдерді дамыту арқылы филолог-студенттердің коммуникативті және лингвистикалық құзыреттілігін қалыптастыру моделін құру қажеттілігімен байланысты. Қатысымдық және лингвистикалық құзыреттілікті қалыптастыруды филология студенттерінің коммуникативтік міндеттерін шешуге көмектесетін дағдылар, біліктер мен білімдерді игеруге, қасиеттер мен қабілеттерді дамытуға бағытталған процесс ретінде қарастыру ұсынылады. Филология студенттерінің коммуникативті және лингвистикалық құзыреттілігін дамыту моделіне толық шолу жасалған. Модельге 5 блок пен 3 модуль кіреді. Өзірленген модель сұхбаттасушымен құзыретті диалогқа дайын филологтың лингвистикалық тұлғасын дамытуға бағытталған, мұнда хабардарлық пен қабылдау бар, сонымен қатар оның позициясын дұрыс көрсету үшін оның қарым-қатынасы мен тілдік дағдыларын дамытуға болады. Педагогикалық мамандықтар студенттерінің коммуникативті

және лингвистикалық құзыреттілігін қалыптастыру студенттердің лингвистикалық және коммуникативтік құзыреттіліктерді қалай дұрыс дамыту керектігі, лингвистикалық тұлғаны қалыптастыру моделін қалай құру туралы субъективті ойларын қанықтырады. Негізгі идея – оқытудың тиімді моделін жасау; филолог студенттер студенттерді коммуникативті-лингвистикалық құзыреттілік және жалпы коммуникативті мәдениет туралы нақты түсінік қалыптастырады.

Кілтті сөздер: модель, коммуникативті және лингвистикалық құзыреттілік, дайындық, лингвистикалық тұлға, филология студентінің коммуникативті және лингвистикалық құзыреттілігі.

Актуальность статьи обусловлена необходимостью создания модели формирования коммуникативной и лингвистической компетентности студентов-филологов через развитие психологических механизмов. Предлагается рассматривать формирование коммуникативно-лингвистической компетенции как процесс, направленный на приобретение навыков, умений и знаний, развитие качеств и умений, помогающих решать коммуникативные задачи студентов-филологов. Дан подробный обзор модели развития коммуникативной и лингвистической компетенции студентов-филологов. Модель включает 5 блоков и 3 модуля. Разработанная модель направлена на развитие языковой персоны филолога, готового к грамотному диалогу с собеседником, в котором есть осознание и принятие, а также развитие свои коммуникативные и языковые навыки, чтобы правильно изложить свою позицию. Формирование коммуникативной и лингвистической компетенции у студентов педагогических специальностей будет способствовать насыщению субъективных представлений студентов о том, как правильно развивать языковые и коммуникативные компетенции, как выстраивать модель формирования языковой личности. Основная идея заключалась в разработке эффективной модели обучения, в процессе реализации которой у студентов-филологов формируются четкие представления о коммуникативно-лингвистической компетенции и коммуникативной культуре в целом.

Ключевые слова: модель, коммуникативно-лингвистическая компетентность, обучение, языковая личность, коммуникативно-лингвистическая компетентность студента-филолога.

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