

## НОВІТНІ ТЕХНОЛОГІЇ НАВЧАННЯ У ВИЩІЙ ШКОЛІ

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### LEVELS AND CONDITIONS OF FORMING FUTURE FOREIGN LANGUAGE TEACHERS' PHILOLOGICAL COMPETENCE

The article defines the content of future foreign language teachers' philological competence as the integrity of bilingual culture of communicative behaviour and culture of reading. Its practical, practical-theoretical and bilingual levels have been singled out and conditions of their effective consequent forming have been formulated.

*Key words: future EFL teachers' philological competence, practical, practical-theoretical, bilingual levels of formation.*

**The research problem statement.** Integration of education and culture is recognized as one of the guiding principles in the current national education reform. It defines the aim of the national education as the nation's development through mastering both the national and the world culture, contributing to the universal cultural heritage by developing students' intellectual and emotional culture, ensuring their creative self-fulfillment [8]. In this aspect, educational-cultural integration presupposes axiological adequacy of the pedagogical impact and requires revising the teaching content, forms and methods for creating a qualitatively new basis for the personal development of the subjects of the teacher's training process [1, p. 13]. The cultural conformity of education is most relevant for training teachers of foreign languages, who are to fulfill the intercultural mediator functions in their professional activity. The processes of global deverbalization and deculturalization being undeniable [2], the intercultural mediator functions are definitely growing in importance. The ability to efficiently perform them depends on the level of foreign language teacher's intercultural philological competence. These considerations prove the **topicality** of theoretical grounding and practical development of the pedagogical conditions of forming foreign language teachers' philological competence in the course of their professional training.

**Analysis of recent research and publications.** The content of pedagogical philological education has been investigated by S.S. Averintsev, A.S. Ahmanova, O.V. Afanasyeva, D. Bolinger, D. Crystal, A.G. Gimpson, A. Grafton, O.A. Radchenko, V.V. Vinogradov, and G.O. Vinokur. Philological competence as one of the three major components (along with foreign language communicative and methodological competences) in the structure of the foreign language teachers' professional competence has been considered by I.L. Bim, A.K. Markova, K.S. Makhmuryan, H.I. A. Muhammad, E.A. Porechenkova, E.N. Solovova, and A.V. Schepilova. The

content of philology itself as a scientific and educational category being unclearly defined leads to controversial nature of the content of the term «philological competence» (A.N. Bystrova, G.O. Vinokur). Most commonly philological competence is treated as the general notion of theoretical linguistic disciplines providing normative command of the target language, and of the humanitarian sciences, such as history and theory of foreign literature, literary criticism, cultural and lingua-cultural studies, all of which reveal the essence of the spiritual culture of the society [6]. Equally common is the view that philological education should be based on teaching speech interaction, cultural linguistic behavior, textual activities, etc. (I.L. Bim, A.V. Schepilova). M.K. Kolkova [7] does not consider it necessary to single out philological competence as a person's separate ability and defines it as a component of foreign language communicative competence. However, it is the cognitive, not communicative, component that is predominant in the structure of the philological competence.

K.S. Makhmuryan [5] rightly insists on the interdisciplinary character of philological competence, while teachers' foreign language communicative competence and methodological competence rest more heavily on definite subjects, and suggests singling out certain levels in the process of forming philological competence according to the practical and theoretical disciplines under study.

**Unsolved aspects of the problem stated.** Analysis of the existing works on the problem under investigation shows researchers' uncertainty concerning the target component of forming future foreign language teachers' philological competence in terms of specific knowledge, habits and skills, the role and place of separate linguistic and philological disciplines in the process of its formation, as well as ways of implementing interdisciplinary connections, integrating theoretical philological knowledge and means of realizing teachers' professional communicative activity.

**The purpose of the article** is to outline levels and conditions of forming philological competence of foreign language teachers in the course of their professional training.

**The main material of the research.** In the broad sense of the term, philological competence regardless of professional and social status of its bearer is an indicator of the command of the national verbal cultural code, a high level of a person's language personality. Its content is wider than the content of communicative competence, since it covers not only the ability to exercise effective communication, but also the awareness and ability to axiological orientation in the national cultural space in its diachronic and synchronic verbal projections. Outwardly, philological competence is manifested through a number of qualitative features of a person's receptive and productive cognitive-communicative activities that together constitute the culture of speech behavior and the culture of reading.

In modern anthropocentric linguistics the culture of speech behavior is defined as the speaker's ability to the constructive speech interaction, which allows him to achieve the optimal perlocutionary effect of the speech act, simultaneously contributing to harmonizing the interlocutors' interpersonal relations [3]. The study of speech from the position of the language users, especially in terms of their ongoing choices and restrictions they face in social interaction, as well as the impact of their use of speech means on the other participants in the speech act is the prerogative of pragmalinguistics [9]. G. Kasper [10] defines the individual's ability to perceive and produce a speech act based on consideration of social status and social distance between interlocutors, cultural knowledge and explicit and implicit linguistic knowledge as pragmatic competence. Thus, strengthening pragmatic orientation of the process of language acquisition is the condition of forming students' culture of speech behavior.

The culture of reading lies in perceiving written discourse as a performed thinking act, which requires reader's intellectual counter-activity [4], the capacity to perform critical analysis of the text [6]. Yet, such analysis has to be rather axiological than ontological or epistemological in nature, i.e., to be aimed at enhancing reader's understanding of the author's concept due to developing skills of the functional decoding of the verbal code of an artistic work. This testifies to the necessity of strengthening cognitive-pragmatic aspect of studying such disciplines as history of foreign literature, literary theory, special courses in foreign literature.

In the terminological word combination «foreign language teacher's philological competence» the determiner 'foreign language teacher's' is of principal consequence. Firstly, «teacher's philological competence» presupposes its interaction with methodological competence, as

the teacher is to be able to diagnose and improve his students' philological culture, as well as have a highly developed second language personality. Secondly, the most characteristic feature of a foreign language teacher's philological competence is its bilingual character. As it is, requirements to foreign language teacher's philological competence are twice as high as those to the corresponding competence of a teacher of native language and literature.

At the same time, the practice of foreign language teacher training testifies to the insufficient level of the first-year students' philological competence in their mother tongue, their limited reading experience and narrow outlook in general. Hence a highly challenging task of the university teaching staff to integrally develop students' first and second language philological competence.

The cycles of general-professional and practical-professional bachelor training of a foreign language teacher contain the number of theoretical and practical linguistic and philological disciplines sufficient for providing stage-by-stage forming foreign language teachers' philological competence. The traditional sequence of subjects concerning foreign linguistic studies prompts singling out two first stages of forming students' philological competence: 1) the practical stage and 2) the theoretical-practical stage.

The aim of the practical stage is forming the first level of students' philological competence – the culture of foreign communicative behavior. Its formation will be effective provided that the communicative-pragmatic approach is applied to teaching practical disciplines such as practical courses of the first and second foreign languages, practical phonetics, practical grammar, special seminars in foreign languages.

The communicative-pragmatic approach to teaching practical disciplines supposes stimulating students' reflexive pre-communicative and post-communicative activity aimed at better understanding of the functional range of foreign language means at all levels, explicit and implicit acquisition of constructive tactics and strategies of communicative behavior in a foreign language.

The aim of the theoretical-practical stage consists in forming and developing students' skills in pragmatic decoding of verbal information at any level: phonetic, lexical, semantic, and discourse as the combination of the former three, as well as the levels of an artistic text and the literary process of a certain epoch. The approach to teaching theoretical linguistic disciplines at this stage (theoretical phonetics, theoretical grammar, lexicology, stylistics, lingua-cultural studies, and special foreign language courses) can be thus defined as cognitive-pragmatic.

No matter how effective the first two stages of forming students' philological competence might prove, it will not acquire its true bilingual character without the third stage aimed at consolidation and integration of students' philological competence in their mother tongue and in the foreign language or languages. Such disciplines as theory and practice of translation and interpreting, foreign literature history, special courses in foreign literature allow for developing the target level of students' philological competence – the bilingual one – provided that comparative-pragmatic approach is employed. The approach focuses on investigating both common and contrasting features in the-native-language and the-foreign-language pictures of the world, their axiological analysis and harmonization.

**Conclusion.** The content of a foreign language teacher's philological competence has been defined as the integrity of bilingual culture of communicative behavior and culture of reading, which ensures the capacity to participate effectively in cross-cultural communication and orient oneself axiologically in the intercultural space in its diachronic and synchronic projections.

The conditions of effective forming of foreign language teacher's philological competence are the communicative-pragmatic approach to teaching special practical disciplines, the cognitive-pragmatic approach to teaching theoretic linguistic disciplines, and the comparative-pragmatic approach to teaching theory and practice of translation and interpreting, foreign literature history, special courses in foreign literature. Meeting these conditions enables stage-by-stage formation of the practical, theoretical-practical and bilingual levels of the competence under consideration.

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У статті визначено зміст феномена «філологічна компетенція вчителя іноземної мови» як сукупність білінгвальної культури мовленнєвої поведінки і культури читання. Виділено її практичний, теоретико-практичний та білінгвальний рівні та сформульовано умови ефективності їх послідовного формування.

*Ключові слова: філологічна компетенція вчителя іноземної мови, практичний, теоретико-практичний, білінгвальний рівень сформованості.*

В статті определено содержание феномена «филологическая компетенция учителя иностранного языка» как совокупность культуры речевого поведения и культуры чтения. Выделены ее практический, теоретико-практический и билингвальный уровни и сформулированы условия эффективности их последовательного формирования.

*Ключевые слова: филологическая компетенция учителя иностранного языка, практический, теоретико-практический, билингвальный уровни сформованности.*

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