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LANGUAGE COMPETENCE OF A FUTURE SPECIALIST AS A COMPONENT OF GENERAL PROFESSIONAL COMPETENCE (ON THE EXAMPLE OF A CIVIL PROTECTION SERVICE OFFICER)

The article outlines the conceptual foundations of the research of the place of linguistic competence in the structure of general professional competence of a modern specialist (on the example of the civil protection service officer). The main elements of professional competence are highlighted and characterized, in particular: psychological features (qualities), acmeological invariants, activity competence, developing competence, internal personality component, interpersonal component, social component, professional component. The description of contradictions in the language training of future officers in the departmental institutions of higher education of the State Emergency Service of Ukraine is provided. The factors influencing the professional growth of a specialist are substantiated and include individual characteristics, the need of a society in these specialists and potential opportunities. The distinctive features of the professionalism of civil protection service officers are investigated and disclosed by objectives, tasks and results. It is emphasized on the conditionality of the goals and objectives of the service of social orders and their consolidation in laws, statutes and orders; the combination of a variety of components in professional tasks that determine the polyfunctionality of the civil protection service; the integrative nature of the results of labor, consisting of the readiness of the unit (part), the moral and psychological state of the personnel; compliance of the individual qualities and actions of the officer with the goals, tasks and functions of the State Emergency Service of Ukraine. The theoretical approaches to understanding the concept of "language competence" are investigated. In considering the problem, the author noted that the term "language competence" in the scientific researches of contemporary domestic scientists is identified with the terms "linguistic competence", "knowledge of language", "language proficiency", "communicative competence". The author considers language competence in terms of a competent approach to the preparation of future officers in a departmental institution of higher education; so far it is an integral component of their professional competence. It is emphasized that language proficiency requires assimilation of the set of linguistic and socio-cultural knowledge, acquisition of experience of behavior in typical linguistic (problem) situations.

Key words: competence, linguistic competence, language competence, specialist, officer, civil protection service.

Formulation of the problem. Analysis of the monographs, dissertation researches devoted to the problem of language training of the highly professional officers, as well as analysis of conference materials and synthesis of pedagogical experience in solving problems related a number of problems. Firstly, it's necessary to mention the gap between the level of language training of cadets and students in higher education and the requirements that modern society applies to them. At the same time, it is possible to achieve a radical restructuring of the system of language training system by overcoming the contradiction between the existing capabilities of the educational system and the dynamically increasing requirements to the level of language competence of the graduates. Secondly, the experience of Cherkasy

Institute of Fire Safety named after Chernobyl Heroes shows that within the prescribed periods of study, it is very difficult to fully and efficiently implement programs for teaching the native language for professional purposes and a foreign language due to the increasing volume of educational material and decreasing time of classroom hours. At present, the process of language training is developing at a high rate, but, nevertheless, it does not cover all the necessary sections of language education for future officers. Therefore, the problem has become the subject of many researches and is up to date.

Analysis of recent publications. The term «language competence» is primarily associated with the notion of communicative competence as a knowledge or ability for effective communication

(A. Bohush, T. Honchar, Yu. Emelyanov, T. Kobzar, O. Kolesnikova, S. Makarenko, M. Peneluk, L. Petrovskaya, O. Popova, etc.), which closely correlates with social competence (N. Kalinina, O. Kolesnikova, L. Lepikhova, A. Mudrik). Considerable attention is paid to the study of speech competence in professional activities, in particular, to activities directly related to communication (N. Zavinichenko, L. Lyubchak, S. Makarenko, Yu. Paskevskaya, N. Shatskaya, etc.).

The purpose of the article is the identification and scientific substantiation of the role of language competence in the general professional competence of a specialist (on the example of a civil protection service officer).

The main material. In accordance with the Law "On Higher Education", the State Higher Education Standard, the Pan-European Recommendations for Language Education, the Concepts of language education, the priority task of higher educational institutions in Ukraine is the preparation of a competent specialist. One of the leading characteristics of a specialist and one of the most important manifestations of his/her integrity and self-sufficiency is a language competence.

In the context of educational reforms in Ukraine, new demands are being placed on the education system, which must be implemented in the professional training of the specialists. In this regard, researches on the problems of creating psychological and pedagogical comfortable learning environment, the choice of adequate technologies and communication tools and teaching methods, scientific organization of creative pedagogical activity are intensively conducted in educational institutions.

However, the analysis of the theory and practice of university studies makes it possible to draw conclusions that, in spite of the huge interest of researchers in the problem of using the technological approach in the language training of future officers, the theoretical and applied aspects of forming the language competence of the cadets of the military high school by the means of training technologies based on the cadet-centered approach remain little-studied, not sufficiently developed and very relevant.

The noted features allowed us to single out a number of existing contradictions in departmental institutions of higher education of the State Emergency Service of Ukraine:

- between the required level of language competence of a specialist (according to the State Educational Standard of Higher Professional Education and qualification requirements for a university graduate) and the real possibilities of its formation in departmental institutions of higher education;

- between the social need for specialists with creative and independent thinking and the difficulty of this kind of training with the traditional models

and training technologies established in higher educational institutions.

Exploring the language competence of an officer, we should consider the general professional competence of an officer as a broader concept, the essence of which is expressed in the complex of qualities that meet the requirements of his/her profession [4, p. 20], and the content of the professionalism of a specialist is determined by the goals, objectives and nature of his professional activity.

The distinctive features of the officers' professionalism (according to the goals, objectives and results of their professional activity) are the following: the conditionality of the goals and objectives of the service to the social orders and their fixation in laws, regulations and orders; the combination in the tasks of the diversity of the components that determine the multifunctionality of labor; the integrative nature of the results of labor, which consists of the combat readiness of the unit(s) and the moral and psychological state of the personnel; the conformity of the individual qualities and actions of the serviceman to the proposed goals, objectives and functions.

Factors affecting the professional growth of a civil protection service officer can be divided into three main groups:

- individual characteristics (tendency to service, availability of qualities necessary for the chosen specialty, properties that are either transmitted genetically or acquired in the process of training and education),

- social need for these specialists (demand for specialists of a certain profession and a certain level of qualification, knowledge of computer technologies, knowledge of foreign languages),

- nearby opportunities (a certain level of knowledge, financial situation, etc.).

The distinctive features of professionalism of an officer of civil protection service are the following: conditionality of the goals and objectives of service to the social orders and their fixation in laws, regulations and orders; the combination of the diversity of the components in the tasks that determine the multifunctionality of professional activity; the integrative nature of the results of labor, which consists of the combat readiness of the unit(s) and the moral and psychological state of the personnel; the conformity of the individual qualities and actions of the serviceman to the proposed goals, objectives and functions [2].

The characteristics of professional competence of the civil protection service officers according to the conditions, content and technology of their labor have the following characteristics: social and legal, functional and temporary regulation of labor (professional activities, relationships and personal development of personnel); extreme conditions for the performance of professional duties; the collective nature of service and the direct interaction of servicemen in the process of activity and communication.

Based on the foregoing, the structure of professional competence of a military specialist can be represented as follows. The psychological characteristics (qualities) of an officer are a combination of the general psychological properties of a personality: an analytical and constructive type of thinking; emotional and volitional stability; stress tolerance and adaptation to extreme conditions and factors of military service; empathy and reflection; general psychophysiological activity. The specific differentiation of military professions makes demands and narrowly specific character. They make it necessary to form, along with general qualities, and specifically special ones, which allow the officer to successfully perform command, educational, engineering and other functions and duties [4].

Acmeological components of professionalism determine activity, initiative and creativity of an officer in achieving the best possible results in work, but some, as a rule, have not been previously claimed. Among them are those that determine the advancement of an officer in work: a developed forecasting ability, foresight, insight, personal pretensions, developed self-regulation, achievement motivation, constant involvement in the decision-making process, etc.

Activity competence implies experience, effective planning strategies and ways to achieve goals, as well as constant personal growth at the expense of individual reserves. Activity competence includes the following components: ability to set goals and plan ways of their achievement, ability to see the problem and ways to achieve the desired result. Achieving the goal is related to the ability to make decisions, find ways to eliminate emerging problems and overcome obstacles. Development is impossible without reflection on the results, selection of successful experience and analysis of the causes of failures [5].

Personality development also includes mastering the necessary moral norms, the growth of their own personal potential, formation of the skills of social interaction. Thus, professional activity of an officer is a purposeful activity, the process of implementing specific functions and duties. The coincidence of the proposed goals and objectives with personal positions and qualities is the principle and condition of the productiveness of their implementation.

Developing competence is a decisive condition under which the level of competence steadily grows and always corresponds to current tasks. Developmental competence includes the following components: intrapersonal, interpersonal and social.

The intrapersonal component includes an awareness of one's strengths and weaknesses in order to further enhance capabilities and personal growth. The holistic image of a civil protection service officer includes characteristics of a psychological resource, mental qualities, processes and states, character, temperament; motivational and activity features (professional identity, orientation); ability to remain in the

position in any condition due to the enduring importance of the officers' labor, to develop and implement abilities and creative potential, to achieve the optimality of all aspects of professional activity.

The interpersonal component refers to the ability to effectively interact with personnel and civilians, good leadership qualities, including the distribution of leading roles and functions in a team. The everyday relations of an officer are his/her interaction which ensures cognition, information exchange or satisfaction of his/her contact needs in the team's relationships [3].

Language competence of the future specialist in modern conditions is one of the main factors affecting the readiness of a graduate to withstand competition and take a worthy place not only in society, but also in the international community.

In didactics, language competence is most often revealed as a set of specific skills needed by a member of the linguistic community for speaking with others and mastering the language as an academic subject.

The lists of the distinguished skills do not match and not all are clearly marked. This is due to an objectively large number of allocated skills and the lack of correct hierarchization (such as proficiency in vocabulary, grammar, ability to adequately perceive and generate text).

It is necessary to note that many researchers do not use the term "language competence" and replace it with the expressions "language proficiency", "knowledge of language", implying individual skills, but integral large blocks, which in some cases coincide among specialists of different specialties.

In the methodology of teaching languages, language competence is characterized by selectivity and variability in the choice of language means, an infallible mastery of the language form, the ability to find the differences between native and foreign languages, adequate conscious and automatic transfer of language means from one type of speech activity to another, from one situation to another; language instinct [4].

In the modern world, knowledge of language (native and foreign) is one of the main demands for a specialist in the labor market, his/her career growth and professional success. Therefore, in this study, language competence is considered from the point of view of a competence-based approach to the training of future officers in a higher educational institution, that is, language competence is an integral component of their professional competence.

Mastering a language (foreign or native) requires the assimilation of a set of linguistic and encyclopedic (for example, sociocultural) knowledge [4]. In addition, mastering the language is inseparable from gaining experience of behavior in typical speech (problem) situations. Finally, the level of language proficiency will be limited without immersion in the real-life environment with its inherent diversity of lan-

guage, socio-cultural traditions and ideas about the “proper” standards of behavior.

In the language competence we can distinguish the basic and advanced levels. At a basic level, language acquisition is assumed as a means of communication. The advanced level means that proficiency in a language allows a specialist to carry out productive activities and solve practical problems. An advanced level of competence is interdisciplinary in nature and can be judged by the achieved result.

Considering the structure of language competence, we take into account the point of view of R. Milrud, who defines it as a combination of knowledge (skills), problem tasks and the student’s activity [1]. The knowledge presented declaratively and procedurally (skills and abilities) are a traditional component of this paradigm. Problem tasks are an actively developed component of the formation of the so-called “creative” thinking [5].

Cognitive psychology shows that knowledge is formed by transferring information from the teacher to the cadets, as well as during interchange between cadets in the course of their joint work. The experience of solving problematic tasks is the result of active learning, when academic achievements are the result of thinking, discussion and the actual construction of knowledge through formation of the corresponding skills of individual and collective thinking. Speech skills are formed in the process of speech activity (even if not automated) in real or academic

communication. Cadets learn how to solve problem-situational tasks with the help of communicative tasks that stimulate speech thinking and interaction of participants.

Conclusions. On the basis of the analysis carried out, the following definition of the concept “language competence of a future specialist” can be formulated – a set of linguistic knowledge and skills acquired at the higher educational institution, as well as the ability to master ways to solve problem-cognitive tasks and carry out activities to achieve goals that are important for a specialist in his/her professional communication.

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Ненько Ю. П., Хряпак С. О. Мовна компетенція майбутнього фахівця як компонент загальної професійної компетентності (на прикладі офіцера Служби цивільного захисту)

У статті окреслено концептуальні засади дослідження місця мовної компетентності у структурі загальної професійної компетентності сучасного фахівця (на прикладі офіцера Служби цивільного захисту). Виділено та схарактеризовано основні елементи професійної компетентності фахівця, зокрема: психологічні особливості (якості), акмеологічні інваріанти, діяльнісна компетентність, розвиваюча компетенція, внутрішньо особистісний компонент, міжособистісний компонент, соціальний компонент, професійний компонент. Наводиться опис суперечностей у мовній підготовці майбутніх офіцерів у відомчих закладах вищої освіти Державної служби України з надзвичайних ситуацій. Обґрунтовано фактори, що впливають на професійне зростання фахівця, як-то: індивідуальні особливості, потреба суспільства в таких фахівцях і потенційні професійні можливості. Досліджено та розкрито відмінні риси професіоналізму офіцера Служби цивільного захисту за цілями, завданнями і результатами. Наголошено на зумовленості цілей і завдань служби соціальним замовленням і закріпленні їх у законах, статутах і наказах, поєднанні в професійних завданнях різноманіття складників, які визначають поліфункціональність Служби цивільного захисту, інтегративному характері результатів практичної діяльності, що складається з боєготовності підрозділу (частини), морально-психологічного стану особового складу, відповідності індивідуальних якостей і дій офіцера цілям, завданням і функціям служби. Досліджено теоретичні підходи до розуміння поняття «мовна компетентність». При розгляді проблеми зауважено, що термін «мовна компетенція» в наукових розвідках сучасних вітчизняних дослідників ототожнюється з термінами «мовна компетентність», «знання мови», «володіння мовою», «комунікативна компетентність». Автор розглядає мовну компетенцію з точки зору компетентнісного підходу до підготовки майбутніх офіцерів у відомчому закладі вищої освіти Державної служби України з надзвичайних ситуацій, тобто як невід’ємний компонент їхньої професійної компетентності. Підкреслюється, що оволодіння мовою вимагає засвоєння запасу мовних та соціокультурних знань, набуття досвіду поведінки в типових мовних (проблемних) ситуаціях.

Ключові слова: компетентність, мовна компетентність, фахівець, офіцер, служба цивільного захисту.