

# LINGUISTIC COMPETENCE AS BASIC COMPETENCE IN THE STRUCTURE OF THE PROFESSIONAL COMPETENCE OF A TEACHER

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## ABSTRACT

Determining the essence of the linguistic competence of a teacher-word reader is made possible primarily through the analysis of the concepts of "lingvo-methodical" and "lingvo-methodical basis".

## INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The terms "linguodidactics" and "linguomethodology" are used in the Russian language teaching methodology. The term "linguodidactics", which appeared in the 70s in the methodology of teaching Russian as a non-native language, is interpreted as "a general theory of language teaching", the task of which is "to develop a methodology of teaching a foreign language" (Azimov 1999, p. 137; see also: Lvov 1997, p. 103). "Lingvo-methodology", according to the definition of M. R. Lvov, is "the same as the methodology of teaching a language, native or non-native" (ibid.). The scientist specifies that the term linguomethodology "is more often used in linguistic publications, in methods of teaching Russian language in a national school" (ibid.). It is obvious that in strict sense the terms "linguodidactics" and "lingvometodika" are, in fact, identical concepts which from positions of pedagogical terminology lie in one plane (we will note that the concept "didactics" is wider than the concept "technique"). However, it has already become a tradition in a certain sense to differentiate different areas of language teaching science: "linguodidactics" - "methods of teaching Russian as a foreign language" - "linguomethodics" - "methods of teaching Russian as a native language.

Let us characterize the concept of "lingvo-methodical" in the context of teaching Russian as a native language.

One of the first mentions of this concept we find in the manual for the teacher "Linguomethodical bases of teaching Russian language in general school" under the editorship of professor V.V. Babaytseva. The specificity of the given manual was that the estimation of methods, receptions and means of teaching of Russian language was given, "proceeding from essence of the linguistic phenomena, through a prism of them" (Babaytseva 1980, page 78). The authors of the manual, having shown the closest interrelation of the linguistic material and methodical equipment of the process

Teaching language in 4-8 grades, came to an important conclusion that the effectiveness of the lesson of the Russian language "depends on the personality of the teacher, his linguistic and mathematical training, passion for the subject, love for students" (ibid.).

Thus, since 80th years of XX century the concept "lingvometodicheskie bases" in a technique of teaching of Russian language as native at school and higher education institution is included into the terminological case of a science (see), For example, the works of V.A. Sidorenkov (1980), E.V. Lyubicheva (1984), S.A. Kotelnikova (1984), A.I. Yakimovich (1992), T.G.

Ramzaeva (1997, 2007), N.I. Kolesnikova (1999), T.K. Emelya–nova (2003), N.V. Fomina (2007). In the beginning of 80th years in A.I.Hertz LSPI the special collection of the scientific works devoted to linguistic and methodical bases of work with the text at training of Russian language (Linguistic bases 1982) comes out. Explaining the essence of this work, Professor V.V. Stepanova pointed out that in the development of linguistic-methodical foundations of the use of texts are important "primarily the selection of linguistic concepts necessary to determine the content of work on the text their methodical understanding and experimental verification" (1982 p. 3).

As we can see, the meaning of the term "linguomethodical" is embedded in the very essence of the activity of a teacher-word reader in the process of language teaching, going from the selection of linguistic material to the optimal ways of its acquisition, the effectiveness of which is assessed by him through an analysis of the level of formation and types of speech activity of students. It means that the quality of linguistic and methodical training of a teacher determines the level of language education of schoolchildren, which, according to the concept of Professor T.G. Ramzaeva, acts as a linguistic and methodical category, which represents "the process and result of cognitive activities aimed at learning the basics of language theory for communication purposes, on speech mental and aesthetic development, on mastering the culture of the people - native speaker" (1998, p. 4). Consequently, reflecting the specifics of the professional competence of a teacher-speaker, the linguistic and mathematical competence in its structure is basic.<sup>15</sup>

Let us formulate the definition of the concept "linguistic and methodical competence" as a generalized way of action, which provides productive solution of professional tasks in the field of language education of a schoolboy:

Lingvo-methodical competence is the ability to teach native Russian language, performing in the educational process a metapredimensional function, based on the system of knowledge about the language and methods of its teaching through the prism of axiological categories of pedagogical activity and awareness of language as a national and cultural phenomenon. In this definition, the axiological component is denoted through the intertwining of the meta-subject activities of a teacher-word reader who is aware "that language is the beginning of all origins, <...> the most important component of culture". (Wheels 2006a, p. 4) and "subject of subjects" as well as the principle of interrelation of socio-cultural and educational values (Slastenin 2003, p. 114). The cognitive component as the basis of linguistic-methodological competence is represented by the system of knowledge about the language and its teaching methods. The operational-activity component of the linguistic methodical competence is the ability to solve professional tasks in the field of language education of a schoolboy on the basis of this knowledge: "A teacher must not only know his subject, but also be able to convey what he knows - wrote in the preface to the book "On teaching the national language" in 1844, F. I. Buslaev. - <...> must look at science deeper and further than he informs his students".<sup>1</sup>

It should be emphasized that in the structure of the linguistic-methodological competence it is the axiological component that sets the vector of formation of its other substructures, determining the content of the future pedagogical activity of a teacher-word reader as a teacher who is able to "understand the texts that fill the poly-linguistic educational space" (Senko 2007,

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<sup>1</sup> We believe that, along with linguistic and methodical competence, another basic competence in the structure of professional competence of a teacher-word reader is the competence in the field of disciplines devoted to the study of literature and methods of teaching it

p.24). Here the understanding of texts is considered as the teacher's own text activity, the use of texts of culture for educational purposes and text activity of students, which forms the value attitude<sup>16</sup> to the native language of both the teacher and students. This is one of the most important components of the humanitarian nature of teacher education.

So, let's deduce a theoretical model of formation of lingvo-methodical competence of the teacher of the native Russian language.

Humanitarianization is recognized today as the leading strategy in education. The humanization of education is interpreted as a part and means of its humanization, as a result of which "the formation of the personality of a person who can not just survive, but live in a modern society, realizing his creative potential and helping others in this" (Kraevsky 2007, p. 154). At the turn of the century the analysis of humanitarian knowledge as knowledge-inclusion, knowledge-dialogue, knowledge-experience is of paramount importance "in view of the dominance of technocratism and pragmatism in modern civilization" (Kraevsky 2007, p. 154). (Shore 2001, page 112).

Studying the essence of humanitarian knowledge, Professor I.A. Kolesnikova deduces such properties as personalization, orientation Under the value relation we will understand the inner position of a personality reflecting "the interrelation of personal and social values" (Slastenin 2003, p. 124). On Values, Dialogicality, Context (quoted in: Boritytko 2008, p. 13). These properties define "the character of the teacher's position - dialogicality" and "the purpose of humanitarianism - development of "human quality", what constitutes a human essence, in its relation to the world of values, culture, and human relations". Thus, "the humanitarian strategy translates the perception of a human being into the sphere of his inner activity, activity, subjectness - into the sphere of being, <...> supposes active and interested participation of a learner or pupil in the pedagogical process" (ibid. (Ibid., p. 12), and the effect of humanitarian education which, according to scientists, "there is no alternative any more, <...> can be achieved if the knowledge which is being mastered by students is gaining value for them first of all on the basis of criteria of humanity and morality" (Sukhotskaya 2006, p. 60).

Pedagogical education is humanitarian in nature, and "it is the humanitarian relations of the direct participants in the pedagogical process that determine ontology, the very fact of its existence" (Senko 2007, p. 6). The humanitarian strategy of education, in its turn, adjusts the vector of development of competence oriented professional pedagogical education, the purpose of which is "the formation of professional competence of a teacher" (font of authors - N.S.) (Competent approach in pedagogical education 2004, p. 13).

Okay, let's get on with the simulation.<sup>2</sup> the course of forming the linguistic-methodological competence of a student philologist, meaning by model a system of objects or signs that reproduces the properties of the original, capable of replacing it so that "its study gives new information about this object" (Kojaspirova 2000, p. 4). (Kojaspirova 2000, p. 85, 86), which "gives the didactic characteristics of learning as a component of an integral educational process, considers the elements of the learning process in their interrelationship, regularities and logic of

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<sup>2</sup> Comparing the concepts of "design" and "modeling", V.E. Radionov points out that in the process of designing the researcher "resorts to modeling as a means of representation and transformation of the object

that is not yet in reality" (1996, p. 37).

the learning process, its stages and links, the features of this process depending on the type of educational subjects" (Kraevsky 2007, p. 126).

The aim of professional training of a student philologist in the disciplines of the linguistic cycle and methods of teaching Russian language will be the formation of skills to solve professional problems in the field of language education of schoolchildren, or the formation of linguistic competence.

The concepts of humanization and humanitarianization of education, competency-based approach, theory of contextual learning, theory of activity are the methodological basis for the realization of this goal.

Principles of educational and cognitive process of formation of the linguistic and methodical competence of the future teacher-word reader are the following: fundamentality; socioculturability; value relation to the Russian language; awareness of meted subject function of the Russian language; inter subject integration; professional orientation; practical orientation. These principles are interdependent, they interact and complement each other, representing a system of knowledge of the Russian language<sup>3</sup>, possessing the property of harmony, as this system is called upon to make "the tendencies of the process functioning" of forming the linguistic-methodological competence of a student - philologist "...contribute to the harmony of the course and the results of the education" (Zagvyazinsky 2004, p. 47). We concretize the principles of educational and cognitive process of students-philologists during the study of methods of teaching Russian language and disciplines of linguistic cycle necessary and sufficient for the construction of models taking into account the specifics of these subject areas.

The most important principle of training and selection of the content of professional education is the principle of fundamentality. According to the fair opinion of the prominent Russian linguodidacht E.I. Passov expressed more than twenty years ago in his article on the principles of professional training of a teacher, "Fundamentalization means mastering not the "tops" of science (especially in the leading specialty), but its most modern foundations. Fundamentalization has actually an antipragmatic orientation. It is called upon to introduce into a specialist's consciousness the idea that restricting knowledge only by the fact that "at school it is not necessary", "for the school it is not necessary", etc., and is harmful, because in the end it affects even the possession of a limited circle of knowledge, and immoral. Besides, it is known that fundamental knowledge has the ability to transfer more widely, retains its value longer and therefore helps to save both time and money for retraining of personnel in the future". (Passov 2006, p. 179). Processes of integration of the European educational process force to reconsider fundamentality of high school preparation which always was characteristic for the Russian higher school. Today "it is necessary to develop and improve it in new conditions" as "fundamentality is the basis of professional flexibility" (Grebnev 2004, p. 36). In the professional training of the future teacher fundamentalization means the concentration of teaching material and emerging experience around the basic categories of pedagogy, the mastery of which is necessary to solve the professional pedagogical problems, as well as the problem construction of content on the basis of a holistic consideration of the world history of the pedagogical process in the universal evolution of human civilization (Competence-based approach in teacher education is the ability to design and construct the teaching and learning).

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<sup>3</sup> We understand the system as "an integral complex of elements connected with each other in such a way that with the change of one the others change" (Kraevsky 2006, p. 201).

One of the leading principles of the competency-based approach in the professional education of a teacher is the principle of socio-cultural expediency, which implies taking into account the socio-cultural conditions "in which the professional activity of a teacher is carried out, including the peculiarities of the meso-environment, cultural and historical traditions, the specifics of a particular territory...", as well as the peculiarities of assimilation of "cultural patterns and values" by schoolchildren (Competent Approach in Teacher Education 2004, p. 14). Following Professor Yu. N. Senko, in our work we will interpret the pedagogical education as "a process of professional formation of a teacher in culture", which entails setting the most important task of a higher school - "creation of cultural educational, first of all, humanitarian environment". (Senko 2007, p. 71). "The main thing in humanitarian education - according to the fair opinion of Professor E.O. Galitskikh – becomes value as an inseparable relationship between generations, as the preservation of classical cultural meanings and the creation of new ones (font of the author. - N.S.)" (2004, p. 33).

The results of the study of the genesis of the lingvo-methodical competence of the native Russian language teacher in retrospect, presented in the 1st chapter of the dissertation, allowed to establish that the regularity of the professional ideal formation is its conditioned by the status of the native language at a certain historical moment of the state development, other layers, the status of the Russian language in the Russian state determines the requirements for the professional qualities of the teacher-speaker. From the given regularity follow special principles of training and selection of the content of disciplines of a linguistic cycle and a technique of teaching of Russian language for productive formation of the linguistic and methodical competence of the student - philologist. We will formulate these principles and reveal their meaning.

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