DEVELOPMENT OF THE SPEECH COMPETENCE TO TECHNICAL UNIVERSITY STUDENTS IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

The article considers the content-structural essence of the speech competence of the individual and its significance. Special attention is focused on the necessity to comprehensively study and model the process of forming the competence studied in the article, because the degree of mastering the speech competence reflects the professional and personal level of development of the specialist, and the competence itself occupies a special place among the components of linguistic education. The phenomenality of the speech competence is emphasized: it is the result of the educational process, on the one hand, and the most important means of education, on the other. Various approaches to the definition of concepts are analyzed: “speech competence”, “language personality”, “speech activity”; the complexity of their natural affinity are proved. The speech competence characterizes the level of development of a language personality, it is the result of mastering of the speech activity by a person, initiates it and at the same time improves it in the process of this activity, because it is the basis of communication and evolves in the process of communication.

Key words: competence approach, language and communication competence, language personality, speech activity, speech competence

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1. INTRODUCTION

In the context of the competence approach in the modern educational paradigm of higher education, the formation of the speech competence is given great importance. According to scientists’ opinion, modern University graduates should not be only educated, able to analyze and solve complex problem situations, but also should pay attention to their own speech

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culture, which is a mandatory component of their professional and personal development (Sharshov, Makarova, 2010).

Language education must obligatory include three components: the formation of the language (linguistic) competence (scientific knowledge of the language), the speech competence (knowledge of functional registers of the language), and the communicative competence (the ability to effectively use all verbal and non-verbal means to implement successful communication in different areas of communication) (Smirnov, 2004).

The interest in the structural and content features of the speech competence is due to the fact that the competence studied by linguists occupies a special place among the components of linguistic education: it is an important link between language as a system of signs and symbols (the language competence) and successful communication (the communicative competence) (Manaenko, 2013).

The “New dictionary of methodological terms and concepts (theory and practice of language teaching)” notes that “the speech competence is a part of the communicative competence. It means that the personality must possess the ability to form and formulate thoughts through language and also have the ability to use such methods in the process of perception and generation of speech. However, the speech competence, like the language one, is not an end in itself, but an intermediate link on the way to the communicative competence. It must be mastered to such extent, that its level of development would be quite sufficient to solve the problems of interaction in the process of communication in accordance with the norms of the language being studied and the traditions of the culture of this language. The content of the speech competence for different levels and stages of education is fixed in the state educational standards” (Azimov, Shchukin, 2009).

2. METHODOLOGY

Language is a structure-forming element of education, since it is the knowledge of the language that makes it possible to fully master academic disciplines. The anthropocentric orientations of modern linguistic science and the concept of language personality, which is relevant in modern linguistics, are extremely important for the formation of a new concept of language education.

It was V. V. Vinogradov who used this concept for the first time in his works. Later on Yu. N. Karaulov (2010) introduced this concept in broad use and offered to understand under language personality “the set of abilities and characteristics of the person contributing to creating and reproducing by him/her speech works (texts), which differ in: a) the degree of structural-linguistic complexity; b) depth and accuracy of reflection of reality; c) target orientation...”.

Researchers suggest including the following components in the content of the language personality:

- A valuable, worldview component of the content of education, that is, the system of values, or life meanings. Language provides an initial and deep view of the world, forms the language image of the world and the hierarchy of spiritual ideas that are the basis for the formation of national character and are implemented in the process of language communication;

- A cultural component, that is, the level of development of culture as an effective means of increasing interest in the language. Attracting facts of the culture of the language being studied, related to the rules of speech and non-speech behavior, contributes to the formation of skills of adequate use and effective influence on the communication partner;
A personal component, i.e., something individual and deep that is present in every person (Leontiev, 2004).

A language personality assumes the formation of a number of competences that characterize its speech behavior: the language competence, the speech competence, and the communicative competence.

According to the researchers, the language competence is reduced to:

- The knowledge of the language itself, mastering language norms, including spelling and punctuation (Antonova, 2007);
- The language consciousness, the reflection of a specific language structure in the subconsciousness of native speakers (Nefedova, Ukhova, 2006);
- The potential of a person’s linguistic knowledge, a set of rules for analyzing and synthesizing language units that allow building and analyzing sentences, and using the language system for communication purposes (Zimnaya et al., 1999).

The language competence is related to the receptivity of the essence of language units at all levels of the language (phonetic, lexical, word-forming, morphological, syntactic), with the understanding of lexical and grammatical meaning, with the understanding of the theory of speech, assumes awareness of the system of the Russian language and the semantics of language units at all levels, characterized as the ability to understand and produce an unlimited number of correct sentences using the learned language signs and rules for their connection. The language competence in the Russian language system will contribute to the formation of the language competence in a foreign language.

The communicative competence is understood as mastering of various types of speech activity based on the language knowledge, choosing and implementing programs of speech behavior depending on the person’s ability to navigate in a particular communication environment, the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation. This competence also implies the possession of words for the purpose of effective communication, the acquisition of theoretical knowledge in the field of communication, which consists in transmitting information from a person or from a group to a person and involves practical knowledge of forms of interaction in the process of life using language and other sign systems.

The speech competence in the language studies is understood as the level of proficiency in the basic skills and abilities of all types of speech activity in vital areas and genres of communication for a given age (Ksenofontova, 2001). Linguists consider the speech competence as the ability to create and understand different types of discourse and therefore call speech competence discursive.

The phenomenality of the speech competence determines the dynamics of its interdisciplinary nature: the concept of “speech competence” goes beyond the framework of linguistic science and is firmly included in the conceptual apparatus of psychology and pedagogy. In works on pedagogy the speech competence is interpreted in two ways: as knowledge, skills and abilities necessary for understanding others and generating their own programs of speech behavior, adequate fields, spheres, situations of communication, and as a set of knowledge about the language system, its functions, structure, skills and skills of normative use of language tools to achieve spelling, punctuation and speech literacy (Kabardov, Artsishevskaya, 1996; Leontiev, 1975).

In the works of L. V. Kazantsyeva, which are devoted to the study of the speech competence of a foreign language teacher, the speech competence refers to the knowledge, skills, and powers of a teacher to indicate the optimal solution to the problems of a foreign
language lesson. The researcher in the concept of the speech competence includes the following characteristic features: conceptual experience, which is expressed in the designation of ideas, activity experience, which is expressed in the designation of actions and sensory experience, which is indicated by sensorics. Defining the place of the speech competence of a foreign language teacher in the professional competence of a teacher, L. V. Kazantseva (2001) uses an exact metaphor, calling the speech competence an “iceberg”, and the speech competence is not only the “surface part” of the professional competence, but also the deep spheres of professional thinking and management of learning and educational processes.

It should be noted that the scope of the concept of the speech competence in special studies is not always defined correctly. For example, S. N. Mitina (2004), investigating the problem of forming the speech competence of a future teacher, includes in the analyzed concept, in addition to their own communication skills, also knowledge of the basic concepts of linguistics. In the analyzed point of view, there is a clear confusion of the main competences of language education: the language (linguistic) competence, the speech competence and the communicative competence.

A reasonable definition of the speech competence was given by E. V. Soifer: “The speech competence, otherwise discursive, is associated with the ability to create and understand different types of discourse”. At the same time, discourse is understood as “a complex communicative phenomenon that includes a social context that gives an idea of both the participants of communication (and their characteristics) and the processes of production and perception of the message” (Soyfer, 2003).

In discourses, the individual realizes the accumulated subjective content, translates the results of reflection and self-analysis, and orders himself and his individual experience. In connection with this fact, the speech competence is also called the discursive competence in some sources. The speech competence is formed on the basis of actualization of a person’s language ability in certain social conditions: the same contextual, social nature of the speech competence is obvious, which was emphasized by all researchers within the broad semantic field of the competence category.

There is no doubt that there is a substantial component in the structure of the speech competence. Thus, L. I. Kirilina characterizes the speech competence as a set of knowledge and skills necessary to generate their own programs of speech behavior, adequate to the goals, areas, and situations of communication, including:

- Knowledge of the basic concepts of the speech linguistics styles, types of speech, structure of description, reasoning, narration, ways of connecting words and sentences in the text;
- Abilities and skills of text analysis;
- Communication skills - skills of speech communication in relation to various spheres and situations of communication, taking into account the addressee and style (Kirilina, 2005).

The mentioned above analysis of the definitions of the competence studied in the article shows that the concept of “speech competence” is filled with different content. Obviously, it includes characteristics, some of which can be attributed either to the language competence or to the communicative competence, whereas the competence studied by linguists is a special characteristic of the language personality.

The speech competence is determined by the language competence, a wide speech practice of communication, a large volume of literature of different genres being read and determines the communicative competence (Romanova, Philippov, 2010). It should be noted
that, in contrast to the language competence and the communicative one, the speech competence has a discursive nature and reflects the quality of verbal behavior of students focused on the requirements of the profession.

The speech competence is a unique phenomenon, since it can be attributed to several groups (types) of special competences according to the classifications of different researchers. For example, it is part of all four types of the professional competences (special, social, personal and individual), which Markova identifies in her work “Psychology of professionalism”. The type of competence studied by linguists is also an important component in both substructures of pedagogical competence (activity and communication), identified by L. M. Mitina (1998).

I. A. Zimmaya identifies three main groups of competences: the competence related to oneself as a person, as a subject of life; the competence related to human interaction with other people; the competence related to human activity, manifested in all its types and forms. It is clear that all these three groups of competences are based on the speech competence.

The cognitive function of the speech competence is closely related to the role of speech in the implementation of higher mental functions of a person, especially with thinking, since speech is an instrument of thinking, on the one hand, and the product of mental activity, on the other. Speech is the main tool in pedagogical activity, which allows the teacher to organize and implement it both in the classroom and in extracurricular time (Bargsted, 2017).

The informative function of the speech competence is associated with the transferring and assignment of information (obtaining knowledge, mastering skills) in the educational process and creating a favorable environment for the success of the pedagogical process. The information function of speech activity also assumes the information function of the speech competence, which consists in making the information received by students to acquire a personal meaning. The value of the information increases depending on its demand in specific life situations and circumstances (Elizabeth, 2007).

The communicative function of the speech competence consists in the ability to choose speech tools in an adequately developed pedagogical situation. First of all, it is the diversity of the arsenal of speech skills and the adequacy of their choice in relation to the current situation.

The stimulating (motivational) function of the speech competence is determined by a value-oriented attitude to the profession. The teacher’s chosen style of professional activity is also expressed in speech activity. The speech competence determines the orientation of the teacher’s personality, i.e. the set of needs and motives of the individual that determines the main direction of his/her behavior. The stimulating function of the speech competence is manifested in speech behavior (Ragin, 2014).

The essence of the speech competence cannot be defined without describing its structure. The structural components of the phenomenon under study can be identified by generalizing the efforts of researchers of the three main approaches to determining competence. According to linguists, the structure of the speech competence can be represented as a sum of the following components:

- Motivational-target, related to the socio-practical orientation of the activity (professionographic approach);
- Meaningful, characterized by the presence of a complex of knowledge and skills, focused on the discourse of a particular activity (competence approach);
- Personal, determined by the potential of professionally significant psychological qualities of the subject (acmeological approach).
It should be noted that the content and personal components of the competence are distinguished by most researchers. The following points of view are proof of the presence of a motivational-target component in the structure of the speech competence (Banerjee, Borhade, 2016).

I. A. Zimnaya, describing the key competences as a new paradigm of the result of modern education, gives a short list of 39 types of competences (according to J. Raven), among which she indicates a tendency to a clearer understanding of values and attitudes in relation to a specific goal, attention to problems related to the achievement of goals.

Yu. V. Vardanyan believes that the formation and development of the professional competence is characterized not only by the acquisition of strategic, tactical and operational skills by a specialist, but also by giving them a significant professional orientation in relation to themselves as a person, object, and subject of professional activity. Thus, the ability to design and implement the perspective of their professional development becomes one of the foundations of competence formation (Vardanyan, 1998).

A. B. Khutorskoy (2003) notes that “... a competence is always personal... Such qualities can be a whole fan: from semantic and worldview (why I need this competence) to reflexive-evaluative (how successfully I will apply it in my life”.

3. RESULTS
The speech competence is the result of mastering speech activity by a person. This competence is manifested in speech activity as the basis of human activity. The specificity of the speech competence, in the opinion of researchers, is due to the fact that it is fundamental both in the personal and professional component of a graduate of any University. The competence approach, which has become fundamental in the Russian educational system, assumes the formation of the speech competence as one of the key ones.

The uniqueness of the speech competence lies in the fact that it is the result of the educational process, on the one hand, and the most important means of education, on the other. The binary nature of the speech competence is also manifested in interpersonal communication: it is the basis of communication and evolves in the process of communication (Makarova, 2005).

Being a special independent type of activity, speech activity is a necessary part of any activity performed together with other people. The educational process is implemented in speech activity through communication and cognition, so students must understand and realize the importance of speech activity as the basis of the pedagogical one: by engaging in it and being active, they become competent in it, i.e. able to solve specific tasks.

4. RESULT ANALYSIS
Analyzing the above said, it should be emphasized that the educational process of preparing a future engineer is based on speech activity in the study of both special disciplines and a foreign language. All its features are expressed in this activity: speech perception of the other participant, the expression of speech by teachers and students, the impact on speech partners in educational activity with the help of logical and expressive forms of speech activity. Speech activity permeates the entire educational process at the University and determines the nature of future professional activity, because it is:

- A means of learning students;
- An expression of the student’s cognitive activity;
- A basis of various interpersonal relationships.
Speech activity also contributes to the formation of the student as a subject of the professional activity, and therefore his competence.

Therefore, it is necessary to organize the educational process at the University in such a way that the process of forming the speech competence becomes more effective. Successful formation of the speech competence should become one of the main tasks not only in the study of speech science disciplines, but also all other disciplines studied by students in accordance with the curriculum: any academic discipline in the professional training of a future specialist should aim to develop the speech activity of students, taking into account the specifics of a particular discipline, individual abilities of each student (Premavasumathi, Sivasankari, 2016).

5. CONCLUSION
Summing up the above, it should be noted that the task of each teacher is to use speech activity in the educational process to form the most important personal formations of students, leading them to an active position of the subject in educational activities. Thus, the need to use this function of speech activity in their future professional activities is formed. This is the role of speech activity in the formation of the speech competence: putting the student in a subjective position in speech activity, we determine the direction of his future professional activity, which will have a humanistic character.

Nowadays, it is obvious to everyone that more attention should be paid to the formation of students’ speech competence in the system of professional education, because it determines, on the one hand, the personal development of a University graduate, and on the other, the level of development of a society as a whole.

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