

A FOREIGN LANGUAGE TEACHER DIFFERENT COMPETENCIES

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Linguistic competence. Proceeding from the foregoing, it is advisable to make accuracy in the definitions of linguistic, linguistic and speech competencies that have different approaches to the interpretation of these concepts among scientists dealing with this problem in foreign languages, and, thus, to come to the general structure of linguocultural competence. For example, linguistic competence is sometimes considered in the linguistic structure, and speech competence is included in the linguistic or communicative competence. Based on the above study, it can be argued that these competencies occupy an equal position along with communicative and cultural competence in the structure of linguocultural competence. The term "linguistic competence" is sometimes used as a synonym for language competence, but it would be more promising to delineate their meaning. The need for differentiation is due to the fact that mastery of the language is primarily the assimilation of linguistic units and rules in order to understand and construct utterances. Вісник № 15 (1340) PDF "Інноваційні дослідження у наукових роботах студентів", pp. 80–88; Вісник № 5 (1359) PDF "Інноваційні дослідження у наукових роботах студентів", pp. 3–10.

Linguistic competence – includes knowledge of the fundamentals of the science of language, information about the phoneme, grapheme, morpheme, word combination, sentence, sentence members, lexical and grammatical units, etc., the notion that the language changes, what aspects in the most relevant, what is the role of language in the life of society and man [1]. Linguistic competence is also knowledge about the history of science, about the methods of linguistic analysis, about outstanding linguists. Mastering the methods and skills of actions with the studied and studied language material also forms a linguistic competence. The program for the development of the system of continuous pedagogical education determines the following parameters and criteria for assessing the linguistic (philological) competence of a foreign language teacher: thus, the beginning teacher has the necessary linguistic knowledge about the structure of native and foreign languages. The culture of speech in the second sense is a set of skills and knowledge of a person, providing an expedient and uncomplicated application of the language for communication purposes. The culture of speech in the third sense is the domain of linguistic knowledge of the culture of speech as a totality and the system of its communicative qualities. Вісник № 6 (1360) PDF "Інноваційні дослідження у наукових роботах студентів", pp. 83–89.

References:

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