



## Розділ II. Теоретико-методичні засади професійної підготовки майбутніх педагогів

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### DEVELOPMENT OF THE STUDENTS' LINGUISTIC AND TECHNOLOGICAL COMPETENCE IN THE CONTEXT OF THE TEACHING COURSE "UKRAINIAN LANGUAGE (FOR PROFESSIONAL PURPOSES)"

**Abstract.** The article considers the problem of the unconformity of the received by a student educational product to the modern educational requirements, existence of contradictions between accessibility of information and development of a self-sufficient personality, who is ready for scientific and pedagogical mobility. Actuality of the raised problem is caused by considerable informatization of the society, which eliminates the elements of the educational and scientific creativity of students and lets them use a ready informational product.

The aim of this article is the research of the gist of the concept "linguistic and technological competence", detection of applied aspects of its development. This foresees the highlighting of this concept in the structure of the informational and technologic competence on the basis of its detailed analysis.

The usage of the methods of scientific abstraction, analysis and synthesis, induction and deduction, statistical and comparative analysis, systematization and generalization gave the opportunity to detect the problematic aspects of the development of linguistic and technological competence of the students of pedagogical professions. For example, development of the motivational and cognitive components of future teachers of primary schools of the mountainous locality is hindered by the low-level material maintenance of those schools. The experimental research, which was conducted among the students of the profession "Primary Education" during the study of the course "Ukrainian Language (for Professional Purposes)", has revealed shortcomings in the development of the operational, transformational and ethical components of technological competence.

The operational and transformational components, in view of the amount of their content repletion, give the opportunity to highlight linguistic and technological competence in the structure of the informational and technologic competence by determining it as the skills of technologically and linguistically literate arrangement of typed text and the skills of turning it into presentational material. The problem of formation of linguistic and technological competence becomes especially relevant and must be solved systematically because pedagogical activity of a teacher or a scientist cannot be effective without usage of modern technical means of education and didactic software. The students with the master's degree are suggested to do special courses like "Informational and Technologic Culture of a Teacher", "Polycultural Education", "Linguistic and Technological Discourse".

**Keywords:** informational and technologic competence, linguistic and technological competence, educational presentation, scientific presentation, virtual personality, mountainous school.

### ФОРМУВАННЯ ЛІНГВО-ТЕХНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ У КОНТЕКСТІ ВИКЛАДАННЯ КУРСУ „УКРАЇНСЬКА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)“

**Анотація.** У статті розглядається проблема невідповідності отриманого студентом навчального продукту сучасним освітнім запитам, наявність суперечностей між доступністю інформації та формуванням самодостатньої особистості, готової до науково-педагогічної мобільності. Актуальність піднятої проблеми зумовлена значною інформатизацією суспільства, що нівелює елементи навчально-наукової творчості студентів, спрямовуючи їх на використання готового інформаційного продукту.



Метою статті є дослідження сутності поняття „лінгво-технологічна компетентність”, виявлення прикладних аспектів її формування. А це передбачає виділення названого поняття в структурі інформаційно-технологічної компетентності на основі проведення її поелементного аналізу.

Використання методів наукового абстрагування, аналізу і синтезу, індукції та дедукції, статистичного та порівняльного аналізу, систематизації та узагальнення дає можливість виявити проблемні аспекти формування лінгво-технологічної компетентності студентів педагогічних спеціальностей. Зокрема, розвиток мотиваційного й когнітивного компонентів у майбутніх учителів початкових шкіл гірської місцевості гальмується низьким рівнем матеріально-технічного забезпечення цих шкіл. Експериментальне дослідження, проведене серед студентів спеціальності „Початкова освіта” під час вивчення курсу „Українська мова (за професійним спрямуванням)”, виявило недоліки в формуванні операційного, трансформаційного й ціннісного компонентів технологічної компетенції.

Операційний і трансформаційний компоненти, з огляду на обсяг їх змістового наповнення, дають можливість виокремити в структурі інформаційно-технологічної компетентності лінгво-технологічну, означивши її як уміння і навички технологічно й лінгвістично грамотного впорядкування друкованого тексту та перетворення його в презентаційний матеріал. Оскільки педагогічна діяльність вчителя чи науковця не може бути ефективною без використання сучасних технічних засобів навчання та дидактичного програмного забезпечення, проблема формування лінгво-технологічної компетентності стає особливо актуальною й повинна вирішуватися системно. Для студентів освітнього рівня „магістр” пропонується введення до навчальних планів спецкурсів на зразок: „Інформаційно-технологічна культура педагога”, „Полікультурна освіта”, „Лінгво-технологічний дискурс”.

**Ключові слова:** інформаційно-технологічна компетентність, лінгво-технологічна компетентність, навчальна презентація, наукова презентація, віртуальна особистість, гірська школа.

## INTRODUCTION

The dynamic development of the modern world, which is full of excessive information and technical means of its receiving and usage, has caused the appearance of the new generation of users, who are oriented to the fast search of information without any intellectual consumptions on its analytic comprehension and correct linguistic and technological arrangement. Completely relying on the Internet, a modern average student loses the ability of independent creation of an informational product, motivation to study the primary sources, motivation of analysis, synthesis of information and drawing conclusions. Besides, there is observed the neglect of the linguistic and technological norms of arrangement of typed works, which is caused by the lack of knowledge and the incomprehension of the necessity of their usage.

In this context, there appears the problem of the development of the students' linguistic and technological competence as a necessary component of a highly skilled worker's competence paradigm.

## AIM AND TASKS RESEARCH

The aim of our article is the analysis of the gist and the functional loading of the concept “linguistic and technological competence”, the research of the specificity of its development in the context of teaching course “Ukrainian Language (for Professional Purposes)”.

The aim of the article foresees solving of the such tasks:

- 1) formulation of a definition of the concept “linguistic and technological competence” as a component of the informational and technologic competence;
- 2) outlining of problematic aspects of the development of the linguistic and technological competence of the students of pedagogical professions.

## RESEARCH METHODS

The researches within the suggested problems were conducted on the basis of the received methods: scientific abstraction (formulation of a definition of the concept “linguistic and technological competence”); analysis and synthesis; induction and deduction (for separation of the components of the technological competence); statistical and comparative analysis; systematization and generalization (for processing of the experimental research results).

## RESEARCH RESULTS

The informational and technologic competence of a future scientific and pedagogical worker is considered by us as an ability to solve informational and didactic problems using modern technological means. The structural analysis of the informational and technologic competence [1, pp. 129-130] discovered the existence of five components in all of its parts: motivational, operational, cognitive, transformational and ethical.

While the development of the informational competence (of all of its components) can and must take place in the context of any programmatic course of preparation of the primary education experts, the technological competence still stays little-developed somewhere only touching the normative competence paradigm of a future scientific and pedagogical worker.

For example, the development of the motivational and cognitive components of the technological competence encounters the obstacles of the material and technical character. The future pedagogical workers who are oriented towards a job placement in rural schools, especially in distant mountainous areas, possess the information about the material and technical maintenance of those schools (availability of computers, printers, the Internet, multimedia maintenance) and lose their motivation to self-education and self-perfection in the sphere of informational and communicative technologies because it is not the best.

As the practice of working at the pedagogical faculty shows, the operational component of the technologic competence of the Masters of Primary Education is developed partially. The students, who have mastered the algorithm



of work in "Microsoft PowerPoint" by themselves, possess absolutely no information about the kinds and the rules of creation of electronic presentations. There can be highlighted several aspects.

1. Of course, understanding the difference between educational and scientific electronic presentations is very important for a future scientific and pedagogical worker. So, a student should receive the information about the peculiarities of organization of presentational material, which is purposed for working with children in a class, a speech at a practical lesson, at a conference or during defense of a master's work. There are certain possibilities of this during the study of the course "Ukrainian Language (for Professional Purposes)", but an insignificant number of hours and the fact that this discipline is taught only to the second-year students considerably reduce the effectiveness of learning.

Besides, there is not included the material about the categories of educational (pedagogical) presentations: a conspectus of a lesson, a slide show, a typed presentation, animated schemes, filling a chart, analysis of a picture, a training, a test, a workbook etc.

2. The demands on the structure of scientific and educational presentations look obvious, but the practice shows that students make considerable mistakes in them. The most widespread of them are:

- usage of considerable amount of text on a slide, which makes it visually unacceptable;
- presenting several different theses on a slide;
- usage of verbs in different tenses;
- non-informative headings or their absence;
- presenting secondary information on a slide and absence of main information, conclusions or generalizations;
- orthographical and stylistic mistakes;
- usage of a bright background or usage of a picture as a background, what complicates the perception of text;
- decorating a slide with excessive pictures, which do not correspond to the scientific style of a presentation and create a barrier on the way of effective passing of information;
- different design styles of slides;
- avoidance of sound accompaniment for the reason of inability to use it; the researches have shown that the simultaneous usage of the visual and hearing perception of information raise its effectiveness up to 65%;
- usage of italics or underlining words in text, what complicates the perception;
- usage of a large number of animated effects, which are often inappropriate;
- usage of too fast or too slow motion of animated objects.

3. The correct usage of an electronic presentation during a speech, voice accompaniment of a multimedia picture have not been the subject of study of any educational course yet, although the ability to present information correctly, in according style and with proper intonation is determinative for the level of hearers' perception. These are the typical defects:

- showing a considerable amount of text and reading it in parallel (presentational material does not need vocal dubbing);
- stylistic unconformity of intonation and presented material (the intonation of the scientific style is infringed the most frequently);
- avoidance of vocal pointing to certain illustrations on slides;
- absence of etiquette markers like "Thank you for your attention!", "Thank you for your question!" etc.

As we can see, there is not included a considerable amount of the professionally important material. This will have a negative influence on qualifying characteristics of a Master of Primary Education on the condition of the low level of the students' self-education readiness.

As the practice shows, the process of the development of the transformational component of the technological competence of the Masters of Primary Education, which includes the skills of technologically and linguistically literate turning of handwritten text into typed, also requires a considerable improvement. The checking of the students' works (abstract, course, master works, informational projects) has shown the low level of the mentioned skills and has proved the importance of their inclusion to the list of the programmatic material of the certain educational courses.

Besides, we consider that it is necessary to emphasize the such typical defects of the linguistic and technological direction:

- 1) inobservance of the word hyphenation rules:
  - wrapping surnames to a next line while leaving initials or abbreviations like "gr.", "prof.", "doc.", "acad." in the end of a previous line;
  - breaking initials between two lines;
  - breaking numbers and abbreviated names of measures, which belong to them, between two lines ("2018 r.", "20 cm");
  - wrapping grammatical endings that are connected with numbers by a hyphen to a next line ("2-y", "15-omu");
  - breaking graphical abbreviations like "vyd-vo", "i t. in.", "t-vo" between two lines;
  - wrapping punctuation marks to a next line (except of a dash);
  - leaving an opening bracket or quotation mark in a previous line;
- 2) mixing up the punctuation marks "dash" (—) and "hyphen" (-): a dash is a punctuation mark, a hyphen is not; we use the mark of a "short dash" (—) as a dash, not the marks of a "hyphen" (-) or a "long dash" (—);



- 3) usage of different types of quotation marks («»; „”; ""; “ ”) in typed text;
- 4) mistakes connected with the mark “space” (or “gap”) or its absence [2, с. 4-8]:
- absence of a non-breaking space between a number and a word or an abbreviated name of a measure (“2 hrs”, “12 km”);
  - a gap in the structures that consist of numbers and letters and should be written together (“the house 8b”, “the case 25B”);
  - usage of gaps in decimal fractions (3,5; 6,8);
  - absence of a gap between a number and the signs “number” (№), “paragraph” (§), „degree” (°);
  - a gap between a number and the signs “percent” (%), “minute” (’), “second”(”) and between the signs “degree” and “Celsius” (25 °C);
  - absence of gaps between numbers and the arithmetical signs “plus” (+), “minus” (-), “multiplication” (\*), “division” (/), “equality” (=);
  - absence of a non-breaking space between initials;
  - absence of a non-breaking space between initials and a surname, after geographical abbreviations, inside the abbreviations “i t. d.”, “i t. p.”, between items inside text and information that is after them, between the classes of numbers of many figures starting from the numbers of five digits;
  - a gap before punctuation marks, after an opening bracket or quotation mark, before a closing bracket or quotation mark;
  - gaps before and after a hyphen;
  - usage of more than one gap between words (“Show Formatting Marks” is a “Microsoft Word” function that can help to control the usage of spaces; it can be activated by clicking the icon “¶”);

- 5) an incorrect design of headings and subheadings:
- length more than 40 symbols;
  - hyphening of words;
  - division of a big heading between several lines not in the logic of content;
  - absence of highlighting of a heading with a font (using capital letters);
  - an incorrect system of numeration of headings and subheadings (not in ascending order, mixing up the numeration that consists of Roman and Arabic numerals, capital and small letters, usage of full stops and brackets after a number of a part, a paragraph or a subparagraph etc.);

6) “hand-operated” making of indentions, numeration in a list etc.

The mentioned norms are not regulated by “Ukrainian Spelling”, they are only in handbooks for technical editors and partially in the DSTU 4163-2003, so there appears the necessity of their generalization and systematization for the improvement of the future scientific and pedagogical workers’ qualifying level.

The educational content of the course “Ukrainian Language (for Professional Purposes)” gives an opportunity to include the mentioned material into the question “Demands on Arrangement of Documents” in the context of working with the DSTU 4163-2003.

The operational and transformational components, in view of the amount of their content repletion, give the opportunity to highlight the linguistic and technological competence in the structure of the informational and technological competence by determining it as the skills of technologically and linguistically literate arrangement of typed text and the skills of turning it into presentational material. The analysis of the scientific sources has proved the absence of this concept in the modern research circle.

The ethical component of the technological competence of a Master of Primary Education includes a wide circle of questions that are caused by the fast informational development of the society. The future pedagogical workers who are mastering the modern technologies of the remote communication should be competent in the normative and ethical area of their usage.

As the results of the remote education of the students of the discipline “Ukrainian Language (for Professional Purposes)” and the communication using e-mails, the social networks, chats and forums show, the special attention should be paid to the such aspects of this activity:

- 1) the real-time communication in the Internet requires complete knowledge of a subject of a conversation, logical and laconic speech, clear formulation of questions with the purpose of time saving;
- 2) the anonymous character of communication in the virtual environment does not eliminate the ethical norms, the rules of the etiquette, which exist in the society;
- 3) e-mails should be written in accordance with the rules of arrangement of business documentation;
- 5) information that is published in the Internet spreads in a moment and cannot be completely deleted, so it can do harm both to its addressee and its author;
- 6) the choice and the appropriateness of the usage of the non-verbal graphic means of Internet communication (“smiles”) depend on a style and a genre of communication (a forum, an e-mail, a private chat, a blog, an Internet conference etc.);
- 7) during Internet communication it is necessary to pay attention to a geographical and time distance (information may be not actual or may be related to another culture etc.);



8) the Law on the Protection of Copyrights also applies to information that is published in the Internet (original texts, audio, photo and video materials etc.) .

E. A. Ignatyeva emphasizes that “the virtual communicative skills are characterized by a speaker’s ability to estimate an interlocutor by creating a psychological portrait, to understand and accept digital information, to create virtual relations, strategy and tactics of conduct with a virtual interlocutor, to react to an interlocutor’s actions, by the ability of self-presentation. The criteria of the expert appraisal of the level of mastering of the skills of the virtual communication are the abilities to express an opinion, to understand and accept information, to create virtual relations, individual strategy and tactics of conduct” [2].

The network etiquette (netiquette) should be included into the structure of the course “Ukrainian Language (for Professional Purposes)” including the topic “The Culture of Verbal Professional Communication” because there is a necessity of preparing a modern student to the safe and efficient communication in the virtual space.

Besides, there appears the necessity of creation of a professionally oriented special course for the Masters of Primary Education like “Informational and Technologic Culture of a Teacher”, “Polycultural Education”, “Linguistic and Technological Discourse” for the development of the informational and technologic competence of a future scientific and pedagogical worker.

### CONCLUSIONS

So, the results of the research (which was conducted on the basis of the analysis of the students’ written works and presented verbal speeches) prove the necessity of the inclusion of the concept “linguistic and technological competence” into the scientific usage and making some changes and additions to the educational and methodical complexes of the certain educational disciplines with the purpose of the development of the linguistic and technological competence of the students of pedagogical professions.

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