



SPEECH COMPETENCE AS A COMPONENT OF PROFESSIONAL TRAINING FOR FUTURE VOCATIONAL EDUCATION TEACHERS

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Abstract

Relevance: The prioritization of developing speech competence in future teachers of vocational education is necessitated by the need to equip learners with competencies for lifelong learning, aligning with the qualification requirements of higher education graduates amidst the reforms in the national higher education system and its integration into the European space.

Objective: To substantiate the importance of speech competence as a component of professional training for future teachers of vocational education in higher education institutions.

Methods: Analysis, synthesis, and generalization of scientific works and legislative and regulatory documents were used for the theoretical analysis of key concepts of the study, defining the term "speech competence as a component of professional training for future vocational education teachers"; comparison was employed to identify approaches to solving the researched problem; generalization and systematization were used to formulate conclusions and prospects for further research.

Results: Analysis of scientific works revealed that the speech competence of future vocational education teachers develops through the integration of the main tenets of linguistic sciences, psychology, and pedagogy. It is hierarchically subordinated to the principles of implementing a competence-based approach in the education system and integrates into the system of key (general) competencies as a distinct component. Speech competence, as defined in the Standard of Higher Education at the Bachelor's level, field of study 01 – "Education / Pedagogy", specialty 015 – "Professional Education (by specializations)" and in educational-professional programs, is determined by specific learning outcomes, mastery of which provides the ability to obtain an educational qualification. The level of speech competence within the system of general competencies for lifelong learning is a guarantee for the systemic further personal and professional development of a vocational education teacher according to the standards and socio-cultural trends.

Conclusions: Innovative and European integration development of educational systems, current scientific research in pedagogy and psychology, technological changes, and the digitalization of society require a systemic update of educational content components to effectively develop the speech competence of future vocational education teachers and to ensure their ability to organize and conduct pedagogical activities effectively.

Keywords: *speech competence, communicative competence, future vocational education teacher, higher education institution, professional training, standard, educational-professional program.*

Introduction. Modern transformations of the national higher education system are aimed at improving traditional approaches to professional training, updating educational content according to labor market needs, and developing and implementing innovative teaching technologies focused on developing competencies for lifelong learning in students. Among the current factors that necessitate the modernization of educational processes in higher education institutions (hereafter – HEIs), the significance of European integration processes in the country and the compliance of the national higher education system with the paradigm of the European Higher Education Area are gaining importance. The leading characteristics of this paradigm include the development of professional and key (universal) competencies in students, which ensure the individual's competitiveness in the labor market and readiness to model effective interaction patterns in professional and social environments.

According to the requirements of the European Union's Framework Programme on updated key competencies for lifelong learning, among the eight main key competencies identified are: communication in mother tongue and communication in foreign languages. The importance of these competencies is confirmed by the opinion of international experts (80% for the mother tongue, 72% for foreign languages). In the context of understanding the content of these competencies, the focus is also on the fact that more attention should be paid to literacy and personal language development during their formation, considering specialized or academic language, features of digital communication, and professional environment specifics (European Commission, 2018).

The future professional activity of vocational education teachers is directly related to communication and subject-subject interaction among participants of the educational process, and the level of formation of linguistic competence determines the effectiveness and quality of achieving the main goal of the professional activity of vocational education teachers regarding "organization and implementation of pedagogical activities, including professional-practical training of students, in institutions of vocational (vocational-

technical), advanced professional, higher education and other subjects of educational activity" (Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, 2022). It is not only about the significance of linguistic tools and possession of the appropriate communicative toolkit, but also the development of extralinguistic abilities to analyze communicative situations, consider standards and behavior models of communication participants, and cultural and ideological tendencies of the social environment.

The development of speech competence in future teachers of vocational training integrates with the development of general and professional competencies, including communicative competence. This encompasses linguistic, extralinguistic, and operational components that ensure an individual's ability to use the language system in conditions of active communicative activity.

The purpose of this article is to substantiate the significance of speech competence as a component of the professional training of future teachers of vocational training in higher education institutions.

Methods. Analysis, synthesis, and generalization of scientific works, legislative and normative documents are used to conduct a theoretical analysis of key concepts of the research and to define the definition of "speech competence as a component of the professional training of future teachers of vocational training"; comparison is used to determine approaches to solving the researched problem; generalization and systematization are employed to formulate conclusions and perspectives for further research.

Sources. Research on the development of speech competence of future teachers of vocational training is based on the analysis of scientific works on the importance of the competence approach in the professional training of higher education seekers (V. Andrushchenko, S. Kalashnikov, V. Kremen, V. Lugovyi, T. Sulyma, O. Slyusarenko, Z. Talanova, S. Khotkina, et al.). The introduction of the competence approach in higher education programs is considered by scientists as a way to enhance the quality of educational services and to strengthen their professional-applied orientation, which leads

to the transformation of the content of education, aimed at the final result of the educational process – the acquisition of relevant competencies (Andrushchenko & Lugovyi, 2011). Taking into account the principles of structuring key (general) competencies, which are their "canonicity (essential uniqueness), irreplaceability, and fundamental necessity" (Rashkevich, 2014, p. 62), we agree with V. Lugovyi's opinion (2009, p. 11) regarding the types of human activity in the system of subject-object (subjective) relations of competence, which can be grouped into five types: intellectual-knowledge, creative-innovative, value-orientation, dialogical (consensual)-communication, and artistic-creative. The speech competence of the future teacher of vocational training in the context of pedagogical activity as an independent ability belongs to the dialogical (consensual)-communication type, yet in the system of comprehensive professional training it integrates into all groups of competencies and is defined in pedagogical theory and practice as a component of communicative competence. As noted by O. Korniyaka (2011), communicative competence is a defining component of the professional competence of a teacher, mediates the implementation of relevant professional functions, and encompasses a number of hierarchically subordinate competencies: informational, speech (language culture, correctness, expressiveness, and aesthetic quality of speech), competence in social interaction, competence in perception and understanding of another person. Investigating professional-pedagogical communication of future teachers, N. Volkova (2007) believes that to achieve mutual understanding and subject-subject relations in the educational process, they must master communicative-speech, informational-instrumental, organizational-technological, non-verbal, informational-search communicative skills.

Several scholars' works (Bosa, 2017; Honcharuk, 2012; Lukatska, 2018; Orap, 2010; Ostrovska & Beganska, 2009; Skybun, 2016; Sokolina, 2018; Khotkina, & Sulyma, 2019) focus on exploring the nature and characteristics of language and speech competence development among individuals at various educational levels, which is characterized by a diversity of scientific approaches, attributes of the target audience,

specifics of the educational process, and nuances of professional training. We align with M. Orap's (2010) position that language competence is a prerequisite for the development of speech competence, which is a broader concept and reflects the level of knowledge about the regularities of forming coherent statements from a given language system to articulate thoughts. As Y. Lukatska (2018) notes, speech competence is a system of skills and abilities used in communication to convey information. In our view, the essence of the concept of "speech competence" integrates principles from linguistic sciences (speech experience, language mastery, the ability to apply speech skills and abilities, etc.), psychology and pedagogy (the ability for interpersonal interaction in professional environments and life activities; the ability to establish effective communication and apply pedagogical communication techniques; understanding and accepting one's own communicative potential and the capabilities of the interlocutor, etc.), and sociology (the ability to adapt and socialize). In the context of researching speech competence in educational process participants, the fundamental positions of the relevant sciences are subordinated to the principles of implementing a competence-based approach in the education system, particularly in the process of professional training of future vocational education teachers in higher education institutions. An analysis of scientific works on the development of speech competence in higher education students allows us to assert that there is a lack of research in the scientific theory and pedagogical practice dedicated to the development of speech competence among future vocational education teachers.

Results and Discussion. The personality of the future professional education teacher develops and is revealed through individual characteristics thanks to language, its lexical-conceptual apparatus, communicative potential, and techniques used in both educational and future pedagogical activities. The potential of speech competence ensures the development of the future teacher of professional education as a highly qualified specialist. Hence, the task of higher education institutions in the process of professional training is to form not only professional competencies in higher education students but also to develop skills for the appropriate use of language

tools in practice, thereby ensuring excellence in their own linguistic culture and the ability to organize effective communicative interaction in any pedagogical situation.

Considering the speech competence of future teachers of professional education as a result of professional training, we understand that the procedure for forming the outcomes of learning and competencies is based on adherence to the principles of the competency-based approach. This includes considering the content of descriptors of the national qualifications framework at the corresponding qualification levels and European criteria, requirements of the professional standard, higher education standard, content of educational-professional programs, and curricula of mandatory and elective disciplines. The implementation of a competency-based approach leads to a reorientation of the dominant educational paradigm from knowledge transmission and skill formation to creating conditions for mastering a complex of competencies that define the graduate's ability to sustain life activities in a modern multifactorial environment. Thus, in the context of mastering speech competence as a component of professional training, the functional features of the competency-based approach become relevant (methodologically-regulative, conceptually-theoretical, project-technological, modeling-predictive, criterion-assessment, qualitative, orientation, practice-oriented, adaptive, standardization-normative, coordination-harmonic).

According to the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the National Qualifications Framework," a descriptor of qualification levels is "communication" as one of the results of the corresponding professional competence, which together with knowledge, skills / abilities, responsibility, and autonomy ensures "interaction of individuals for the purpose of transmitting information, coordinating actions, and joint activity" (Cabinet of Ministers of Ukraine, 2011). Future teachers of professional education, who obtain a 6th level qualification of the National Qualifications Framework (educational qualification – bachelor's degree), must possess knowledge, skills/abilities, be responsible and autonomous, and according to the generalized result by the descriptor "communication" – must ensure:

conveying to specialists and non-specialists information, ideas, problems, solutions, personal experience, and arguments; collecting, interpreting, and applying data; communicating on professional topics, including in a foreign language, orally and in writing (Cabinet of Ministers of Ukraine, 2011).

The convergence trends of the National Qualifications Framework with European criteria involve the implementation of updated key competencies for lifelong learning in the vocational training process of educational seekers, among which language competence is defined as "the ability to use various languages effectively for communication" (European Commission, 2018). This competence includes understanding, expressing, interpreting concepts, facts, opinions, and feelings both orally and in writing; it encompasses the ability to listen, speak, read, and write within relevant social and cultural contexts.

The main knowledge, skills, abilities, and attitudes associated with language competence include: the use of vocabulary, knowledge of the functional grammar of various languages, and awareness of the main types of verbal interaction and language registers; knowledge of social customs, cultural aspects, and language dialects; the ability to understand conversational messages, initiate, maintain, and conclude conversations, read, understand, and compose texts in various languages according to personal needs; the ability to learn languages in a system of formal, non-formal, and informal education throughout life; valuing cultural diversity, showing interest in different languages and intercultural communication; respecting individual linguistic features of each person, including those belonging to minorities and/or migrants.

Thus, the national and European contexts for qualification level requirements of future professionals determine linguistic competence as a mandatory component for acquiring, attributing, or confirming a qualification, and its recognition on the domestic and international labor market.

According to the Professional Standard for Vocational Education Teachers (2022), communicative competence is listed among the general competencies as "the ability to communicate within professional activities," and speech competence is defined as "the ability to

communicate on professional topics in both the state and foreign languages (orally and in writing)" (Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, 2022). Based on the Methodological Recommendations for the Development of Professional Standards (National Qualifications Agency, 2023), general competencies that reflect the content descriptors "communication," "responsibility and autonomy" in contemporary professional standards must be formulated as categories of learning outcomes in the context of professional competencies, involving their development, assessment, and acquisition both in educational institutions and by authorized Qualification Centers. Consequently, it can be asserted that even the Higher Education Standard for the first (Bachelor's) level in the field of knowledge 01 – "Education / Pedagogy," specialty 015 – "Professional Education (by specializations)" (Ministry of Education and Science of Ukraine, 2019), requires updates to broaden the range of professional competencies a modern vocational education teacher should possess, and to enhance the importance of speech competence in the implementation of pedagogical functions in accordance with the demands of the modern educational services market.

Directly in higher educational institutions, the professional preparation of future teachers of vocational education is conducted according to educational-professional programs (hereinafter referred to as EPPs). The system for developing competencies is aimed at ensuring appropriate learning outcomes, recorded in the EPPs, directed towards achieving the integral competence ("Ability to solve complex specialized problems and practical issues in vocational education, which involves the application of certain theories and methods of pedagogical science and other sciences relevant to the specialization 015.39 'Digital Technologies' and characterized by complexity and uncertainty of conditions") (Ministry of Education and Science of Ukraine & Kryvyi Rih National University, 2022, p. 7). Thus, the general competencies in the EPP "Professional Education (Digital Technologies)" for the specialty 015 "Professional Education (by specializations)" (specialization 015.39 "Digital Technologies") (Ministry of Education and Science

of Ukraine & Kryvyi Rih National University, 2022) are defined as follows: "ZK 2. Ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society, and in the development of society, technology, and technologies, using various types and forms of physical activity for active rest and leading a healthy lifestyle"; "ZK 3. Ability to communicate in the state language both orally and in writing"; "ZK 4. Ability to communicate and find ways to solve professional problems in a foreign language"; "ZK 7. Ability to learn and master modern knowledge"; "ZK 9. Valuing and respecting diversity and multiculturalism".

These competencies ensure the formation of the following learning outcomes: "RN 4. Master skills of communication, interaction, and cooperation in international cultural and professional contexts"; "RN 5. Possess the culture of speech, choose the optimal communication strategy in communication with groups and individuals"; "RN 6. Clearly and unambiguously convey professional knowledge, reasoning, and conclusions to specialists and the general public in the state and/or foreign languages"; "RN 13. Possess skills in fostering cognitive interest, motivation for learning, professional self-determination, and self-development of education seekers."

The development of competencies and learning outcomes is carried out during the implementation of the mandatory components of the Educational and Professional Program (EPP) (MC 2 "Ukrainian Language (for professional orientation)", MC 3 "Foreign Language"; MC 8 "Psychology", MC 10 "Methodology of Professional Education", MC 12 "Professional Pedagogy") and during the mastery of elective disciplines (ED 1.2 "Business Foreign Language (for professional orientation)", ED 3.3 "Foreign Language for Specific Purposes", ED 4.1 "Conflictology in Professional Activity").

In the process of teaching disciplines, especially those that belong to the mandatory component of the EPP, the language competence of higher education students is developed primarily through subject-subject activity, which is

subordinate to ensuring active communication under traditional learning conditions or using distance technologies, but with mandatory consideration of individual psychological features and cognitive abilities of the learning subjects.

The organization of pedagogical communication between the teacher and the students precedes the design of a specific lesson: determining the goal and task, selecting educational tools, methods, and forms of education. During the design phase, the teacher already begins a "cognitive dialogue" with the target audience, anticipating the expected result of the joint communicative activity under the existing conditions of subject-subject interaction. Thus, we determine that the basis for the development of language competence of future teachers of professional education is laid by the teacher of the discipline, demonstrating and implementing pedagogical functions in terms of their structural, functional, and reflective components. If the structural component is largely determined by normative requirements, methodological and professional skills of the teacher, then the functional and reflective parts are provided thanks to the communicative function, which includes the possession of language competence by participants in the joint educational process.

The development of language competence of future teachers of professional education takes place according to the content of the educational programs of the general and professional cycles of training. Thus, functional support includes: knowledge about professional language, knowledge about accuracy, appropriateness, and correctness in the use of linguistic means (verbal and non-verbal); industry terminology; lexical units, speech etiquette, the structure of a speech act; the atmosphere of communication; social roles of the communicator; features of the activities of the subjects of the pedagogical process; the essence and peculiarities of professional-pedagogical activity; designing the content of educational material; developing didactic technologies; organizing the educational activities of students of professional (vocational-technical) education in mastering theoretical knowledge and forming practical skills; the educational activity of students based on collaboration; creating a favorable

psychological climate; striving for creative self-improvement, and more.

In this process, we perceive a dual result of the prospective use of higher education students' acquired linguistic knowledge and skills. The first is achieving learning outcomes in accordance with educational program requirements and mastering professional speech, speech techniques, logic, intonation, persuasive and influential means, and methods of building effective communication models in a professional environment, including in the digital space. The second result involves developing a comprehensively advanced personality through the emotional and aesthetic influence on the learners in the process of developing speech skills necessary for life activities in various social spheres. It concerns understanding the significance and appropriateness of using speech constructions (for example, phraseological units, dialectisms, slang, and a system of foreign phrasal units in the context of communicative interaction). Such speech skills enhance communication processes and are effective during the study of disciplines in the professional cycle, particularly in psychological and pedagogical fields, where speech competence is honed and polished in solving pedagogical situations.

Since the work with future professional education teachers is integrated, encompassing both general and specialized training, developing speech competence should address controversial aspects during the study of humanities disciplines in the training cycle (gaining particular importance during remote learning in wartime conditions). With such an approach, speech becomes substantive and well-argued.

The ability to adapt speech knowledge and skills to the specifics of the professional or sociocultural environment and the characteristics of the interlocutor, the skill to analyze speech and communicative processes, and to manage and correct one's own communicative potential are the most significant traits of a personality that characterize a high level of speech competence formation and practical application. In the discussed context, the speech competence of future professional education teachers is both a result of training in higher education institutions and a primary means of future pedagogical activity in educational institutions of various levels.

Conclusions. Thus, the speech competence of a future teacher of professional education is an indicator of the expression of his general linguistic culture and, in a professional environment, ensures the quality performance of labor functions regarding the organization and implementation of pedagogical activities in institutions of professional (vocational-technical), specialized secondary, higher education, and other educational entities.

The development of speech competence during the professional training of future teachers of professional education in higher education institutions must be ensured with an orientation towards national and European qualification requirements, among which the components of communicative activity, particularly linguistic (speech) competence, are the system-forming component of a professional's competence. As a result of training, speech competence integrates into the content of professional competence, providing the dynamics of its formation for the performance of future pedagogical activity, and in the context of general competencies for lifelong learning – it is a guarantee of systematic further personal and

professional development of a teacher of professional education.

Modern requirements for the level of professional qualification of a teacher of professional education imply primarily the renewal of the Higher Education Standard of the first (Bachelor's) level, field of knowledge 01 – "Education / Pedagogy", specialty 015 – "Professional Education (by specializations)." At the current stage of updating the content of normative disciplines, we see the expansion of sectoral specificity according to the reform and innovative development of education, current scientific pedagogical and psychological research, European integration processes, technical-technological progress, and the digitalization of society.

Perspectives for further scientific research within the studied problem are seen in justifying the forms, methods, and innovative pedagogical technologies for developing the speech competence of future teachers of professional education in higher education institutions based on the study of disciplines of the profile cycle of training the normative and elective component of the educational program.

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МОВЛЕННЄВА КОМПЕТЕНТНІСТЬ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ

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Реферат:

Актуальність: пріоритетність розвитку мовленнєвої компетентності майбутніх педагогів професійного навчання зумовлюється необхідністю формування у здобувачів освіти компетентностей для навчання упродовж життя, що співвідноситься із вимогами до рівня кваліфікації випускників закладів вищої освіти в контексті реформування національної системи вищої освіти та її входження до Європейського простору.

Мета: обґрунтувати значення мовленнєвої компетентності як складової професійної підготовки майбутніх педагогів професійного навчання у закладах вищої освіти.

Методи: аналіз, синтез, узагальнення наукових праць, законодавчих і нормативних документів – для здійснення теоретичного аналізу ключових понять дослідження, визначення дефініції «мовленнєва компетентність як складова професійної підготовки майбутніх педагогів професійного навчання»; порівняння – з метою визначення підходів до розв’язання досліджуваної проблеми; узагальнення й систематизація – для формулювання висновків і перспектив подальших досліджень.

Результати. На основі аналізу наукових праць з’ясовано, що мовленнєва компетентність майбутнього педагога професійного навчання розвивається на основі поєднання основних положень лінгвістичних наук, психології та педагогіки, ієрархічно підпорядковується принципам реалізації компетентнісного підходу в системі освіти та інтегрується до компетентності окремою складовою системи ключових (загальних) компетентностей, зокрема комунікативної. Мовленнєва компетентність у змісті Стандарту вищої освіти першого (бакалаврського) рівня, галузі знань 01 – «Освіта / Педагогіка», спеціальність 015 – «Професійна освіта (за спеціалізаціями)» та в освітньо-професійних програмах визначається відповідними результатами навчання, опанування якими забезпечує можливість присвоєння освітньої кваліфікації. Рівень сформованості мовленнєвої компетентності у системі загальних компетентностей для навчання упродовж життя є запорукою системного подальшого особистісного та професійного розвитку педагога професійного навчання відповідно до вимог стандарту та соціокультурних тенденцій.

Висновки: інноваційний та євроінтеграційний розвиток освітніх систем, актуальні наукові дослідження у сфері педагогіки та психології, техніко-технологічні зміни та цифровізація суспільства вимагають системного оновлення змісту освітніх компонентів задля якісного розвитку мовленнєвої компетентності майбутніх педагогів професійного навчання та забезпечення здатності до ефективної організації і здійснення педагогічної діяльності.

Ключові слова: мовленнєва компетентність, комунікативна компетентність, майбутній педагог професійного навчання, заклад вищої освіти, професійна підготовка, стандарт, освітньо-професійна програма.

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