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**INTERCONNECTED FORMING OF PROFESSIONAL AND FOREIGN LANGUAGE SPEECH COMPETENCES IN FUTURE POLITICAL SCIENTISTS IN THE CONTEXT OF EUROPEAN INTEGRATION OF UKRAINE**

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**Abstract.** *The article deals with the urgent issue of preparation of future political scientists for the pursuit of their professional activity in English in the context of European integration of Ukraine. One of the ways of such training is forming of professional and foreign language speech competences in the specialists of the specified field. The authors defined the essence of these concepts and proved that they have a similar conceptual apparatus, that is, they consist of identical components (competencies) that interact both in their essence and in their subsequent implementation. Such similarity causes effective integrated training of future political scientists for qualitative performing their professional duties in English.*

**Keywords:** *professional competence, foreign language speech competence, future political scientists, integrated training, European integration of Ukraine.*

Fundamental changes taking place in public life of Ukraine these days are determined by the desire of its citizens for the soonest European integration. These shifts form a new political reality characterized, on the one hand, by global awareness of the society of current political processes and, on the other hand, by such their multidimensionality and controversy which require a professional approach to their discussing, analyzing, commenting and predicting their possible consequences.

All operations mentioned above are performed by political scientists who should also master professional English speech to be able to share their points of view with their foreign colleagues.

Consequently, in the context of European integration of Ukraine it is necessary to form in future political scientists two types of competences which they need for the qualitative performing of their professional duties: professional and foreign language ones.

The analysis of the latest studies on the researched problem has shown that professional competence is characterized by the scientists as a complex concept consisting of certain constituents. However, scholars define differently both their number and their content. M. Holovan, V. Kremen, M. Chaplak suggest considering professional competence as “an integrated characteristic of specialists’ personal qualities that reflects the level of their knowledge, skills, experience sufficient to achieve the goal of a certain type of professional activity” [3].

However, in our opinion, the concept under analysis is much broader. It also comprises motivation of future specialists, their psychological readiness for performing their professional tasks, the ability to analyze the production process, and to evaluate the outcomes of their own professional activity.

All these constituents of professional competence can be found in the works by such researchers as V. Bolotov, A. Khutorskoi, I. Zymnya. From their point of view, “professional competence consists of the following components: a) motivative, i.e. the readiness for demonstration of the competence; b) cognitive, i.e. possession of the knowledge of the content of the competence; c) behavioral, i.e. the experience of the competence in various standard and non-standard situations; d) value-notional, i.e. the attitude to the content of the competence and the object of its application; e) emotional-volitional, i.e. the regulation of the process and the result of demonstration of the competence” [5].

Agreeing with the suggested list of the components in the structure of professional competence, it should be underlined that in the condition of modern Ukrainian education professional competence of any future specialist should also include foreign language speech competence. Possessing it Ukrainian political scientists will be able to communicate with their foreign colleagues all over the world enriching their professional knowledge and skills.

***The aim of the paper*** is to substantiate the interconnection of professional and foreign language speech competences in the integrated preparation of future political scientists for professional activity in the English language.

To achieve the goal of the paper the components of professional competence singled out by I. Zymnya should be analyzed. According to them, our own ones will be specified. After that we will consider how the components of professional competence interact with the competencies of foreign language speech competence in the process of integrated preparation of future political scientists for performing their professional duties in English.

Analyzing the list of the components in the structure of professional competence singled out by I. Zymnya, it should be noted that motivation itself cannot be considered as the readiness for demonstration of the competence, it only stimulates the need for it. According to Psychological Dictionary, “the motive is: 1) something that makes a person act; 2) the subject which determines the direction of the activity; 3) the reason causing the choice of actions of an individual” [1]. In our case, the starting mechanism of professional competence of future political scientists is their need to solve special problems in the subject area of political science. Among their motives such needs can be singled out: to analyze current political events, i.e. to differentiate and summarize them; to synthesize the acquired information, i.e. to summarize it; to predict the consequences of the deployment of political processes, i.e. to model different situations. These motives can be satisfied through the fulfillment of educational tasks in the field of political science.

As regards to the cognitive component, we do not share Zymnya’s opinion that it is limited by the students’ knowledge of the content of professional competence as it is not an information object itself. The cognitive component is the demonstration of the knowledge of the subject of professional activity. High-qualified political

scientists should know: key theories of recent political thought; basic categorical and conceptual apparatus of modern political science; fundamental principles of political processes; functioning and interconnection of political systems; various ways of solving political conflicts.

Concerning the behavioral component of professional competence singled out by I. Zymnya the following should be noted. Professional competence of future political scientists cannot be associated with their behavior as the latter “is not always purposeful, often passive opposed to activity, which is active, has a purpose, helps to create a material or a spiritual product. Activity consists of actions, i.e. processes aimed at achieving the goal” [1]. Consequently, future political scientists should be able to perform such professional actions: to operate basic terminology apparatus, to comment on and interpret current political events; to analyze political processes on local, national, and international levels; to predict their consequences. Such professional actions make up the activity component of professional competence of future political scientists.

To the value-notional and the emotional-volitional components of professional competence singled out by I. Zymnya corresponds the reflexive one. Reflection is a broad concept that comprises not only emotional component, but also an evaluative one. Reflection is: “1) comprehending the world and understanding the ways of self-organization to be successful in it; 2) understanding the essence of professional actions and ways to improve them; 3) conscious perception of other people’s actions and opportunities for professional correction to co-exist with them successfully” [2]. Therefore, the fourth component of professional activity is the reflexive one.

Thus, professional competence of future political scientists is defined as a complex phenomenon based on their need to perform special tasks in the field of political science. The concept comprises deep theoretical knowledge of this discipline, students’ skills to comment, analyze, interpret, and predict current political events and the ability to regulate their own professional activity, evaluate and correct it according to the current political reality.

However, the aim of this paper is to demonstrate how future political scientists can perform their professional duties in English. To achieve this goal, it is necessary to define another key concept of the research “foreign language speech competence” of specialists of this field.

O. Solovova suggests considering this kind of competence as “an individual’s quality characterized by volume and nature of acquired foreign language knowledge and skills, formed in the process of modelling foreign language professional activity” [4].

According to the experts from the Council of Europe, foreign language speech competence is an integrated phenomenon having a complicated structure. It contains the following components (competencies): linguistic, sociolinguistic, discourse, and strategic ones.

Despite this rather rational structure, scientists underestimated the importance of motivating a foreign language activity, especially outside the linguistic environment. A motive is the main driving force behind the accomplishment of professional tasks. In order to solve professional problems by means of a foreign

language, specialists need it for real activity either in the conditions of the country, where that language is dominant, or in the implementation of production projects together with foreign experts. Considering that Ukraine is now rapidly increasing its integration into European political, economic and educational space, the motivation for political science work is increasing. Therefore, the first and the main component of foreign language speech competence of future political scientists must be the motivational one. Its realization will encourage experts in the field to improve their level of English through reading specialized authentic literature, participating in international political conferences, creating their own projects to resolve important political conflicts of today.

Another component of foreign language speech competence is linguistic competency which involves mastering a certain amount of formal linguistic knowledge and skills related to various aspects of the language – phonetics, vocabulary, grammar. When studying political science students should master vocabulary tokens, as well as the necessary active grammatical minimum for their expression and passive grammatical minimum for understanding printed sources of information. However, “vocabulary, grammatical constructions are learnt in order to transform them into meaningful utterances, that is, they must have a clear spoken orientation” [4]. Speech is always situational, it depends on the communication situation, the composition of participants and even the venue. Therefore, in order to transform their linguistic knowledge into speech skills related to every professional situation, future political scientists should possess sociolinguistic and discourse competencies.

Sociolinguistic competency implies the ability to understand and produce sentences with a form and meaning relevant to the specific sociolinguistic context of foreign language communication. Discourse competence, in its turn, is the ability to combine individual sentences into a coherent oral or written message, discourse, using various syntactic and semantic means. Future political scientists, performing their professional duties, form a certain discourse. In order to achieve it, they provide political information, state their points of view on various professional issues, agree or disagree with the position of foreign colleagues, substantiate their opinions, predict political events in the dynamics of their implementation.

The last component of foreign language speech competence is strategic competency. It implies a specialist’s ability to participate in foreign language communication effectively, choosing the right discourse strategy. According to its purpose they master language phenomena consciously, organize their training in pre-speech and speech activities independently: from actual conscious language operations to consciously controlled speech actions. Furthermore, future political scientists determine the strategy of their speech behavior as in the process of speaking they make linguistic and semantic decisions. Self-control and self-analysis of their learning outcomes are an integral part of strategic competency.

Consequently, foreign language speech competence of future political scientists is a complex phenomenon based on the need to pursue their professional activity in a foreign language. It comprises foreign language knowledge and skills required for professional commenting, analysis, interpretation, and forecasting of current political

events, as well as students' ability to determine the strategy of the discourse, to correct and evaluate its outcomes.

The structures of professional and foreign language speech competences, as well as their interconnection in the integrated preparation of future political scientists for their professional activity in English are shown in Diagram 1.

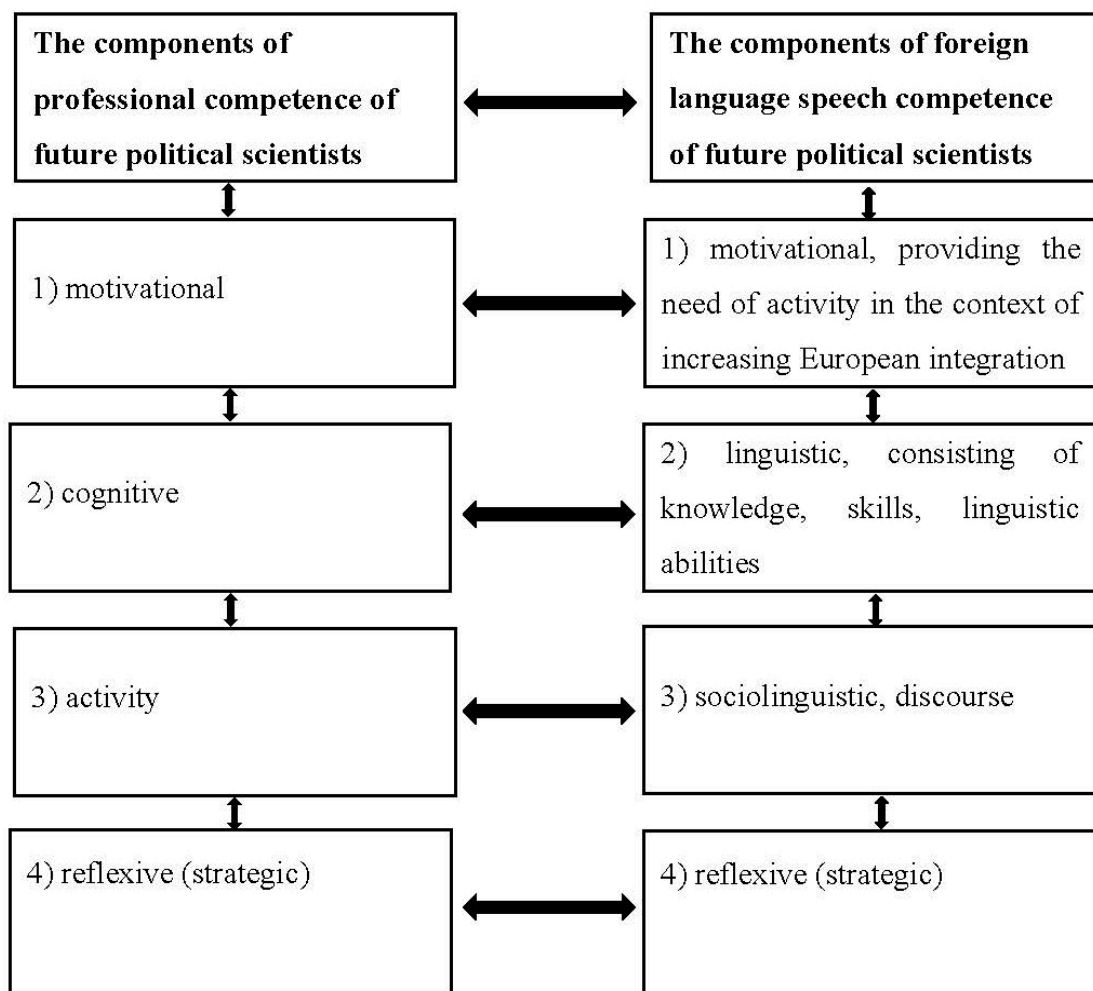


Diagram 1

*Interconnection of professional and foreign language speech competences in the integrated preparation of future political scientists for their professional activity in English in the context of European integration of Ukraine*

According to the diagram, the components of professional and foreign language speech competences of future political scientists are interconnected and interdependent. In order to achieve professional motivation, it is necessary to possess a foreign language speech one, as the latter will encourage future specialists to expand their professional knowledge by obtaining additional information from foreign language professional sources, as well as to familiarize with the achievements of the world's well-known political scientists. Cognitive and linguistic components interact as follows: the foreign language component depends on professional knowledge: a) in lexical content, in a grammatical way of expressing professional content; b) in automatism, i. e. fluency of using vocabulary and grammar relevant to

professional subject in simple speech patterns in the form of phrases and sentences; c) in the ability to use this linguistic material in various types of speech activity. The foreign language activity component in the form of sociolinguistic and discourse competencies of foreign language speech competence depends on the activity component of professional competence in abilities to comment, analyze, interpret, predict current political processes. The strategic foreign language component depends on the students' ability to reflect, that is, to regulate, correct and evaluate their own professional actions.

Thus, the research conducted in the paper has proved that professional and foreign language speech competences of future political scientists have an identical conceptual apparatus in the form of corresponding competencies which are subordinated both in the essence of their development and in the subsequent implementation. Such similarity causes effective integrated training of future political scientists for qualitative performing their professional duties in English.

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