

Olena ZELENSKA,
orcid.org/0000-0002-7128-8262
Doctor of Pedagogy, Full Professor,
Professor of the Department of Foreign Languages
and Culture of Professional Speech
of Lviv State University of Internal Affairs
(Lviv, Ukraine) opzelenska@rambler.ru

THE IMPORTANCE OF THE LANGUAGE AND COUNTRY STUDY COMPETENCE IN FOREIGN LANGUAGE LEARNING OF THE STUDENTS TAKING THE NON-LINGUISTIC MASTER'S COURSE

One of the necessary demands to training students taking the non-linguistic Master's course is their having the command of a foreign language as a means of intercultural communication. The aim of learning the foreign language by the students which is in forming foreign language professional competence, the ability for the professional intercultural communication at the level that guarantees achieving the goals of the professional interaction, the complex of the professional skills and moral characteristics, which are necessary for the further personal and professional advance and active participation in the life of the society is defined. It is stated that among the general professional competences which the future masters must have is their readiness to communication in the foreign language oral and written forms for solving the tasks of the professional activity, for conducting intercultural communication, which is the process of verbal and non-verbal communication between the communicants, adequate understanding the participants of the communicative act who belong to various cultures and languages, their interaction. It is underlined that the language is regarded as an inseparable part of culture, as an important means of intercultural communication that accumulates all the achievements of the particular linguistic community. The future master must have the foreign language communicative competence that makes it possible to integrate into the multi-language and multi-cultural professional environment. The language and country study competence is presented as a component of the communicative competence that embraces the knowledge of the lexical units having the national and cultural semantics and certain abilities to use them in the speech activity in the different situations of intercultural communication. A number of the components that constitute this competence is defined. The main features of the language and country study competence as an important aspect of learning the foreign language by the students taking the non-linguistic Master's course are revealed.

Key words: foreign language, language and country study approach, language and country study competence, student, non-linguistic Master's course.

Олена ЗЕЛЕНСЬКА,
orcid.org/0000-0002-7128-8262
доктор педагогічних наук, професор,
професор кафедри іноземних мов і культури фахового мовлення
Львівського державного університету внутрішніх справ
(Львів, Україна) opzelenska@rambler.ru

ЗНАЧЕННЯ ЛІНГВОКРАЇНОЗНАВЧОЇ КОМПЕТЕНЦІЇ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В НЕЛІНГВІСТИЧНІЙ МАГІСТРАТУРІ

Однією з обов'язкових вимог до підготовки здобувачів вищої освіти освітнього ступеня «магістр» у нелінгвістичній магістратурі є володіння ними іноземною мовою як засобом міжкультурного спілкування. У статті визначається мета навчання іноземної мови в нелінгвістичній магістратурі, що полягає у формуванні іноземномовної професійної компетенції, здатності до професійної міжкультурної комунікації на рівні, що забезпечує досягнення цілей професійної взаємодії, комплексу професійних умінь і моральних характеристик, необхідних для подальшого особистісного та професійного зростання і діяльної участі в житті суспільства. Зазначено, що серед загальнопрофесійних компетенцій, якими повинні володіти майбутні магістри, є їхня готовність до комунікації в усній та писемній формах іноземною мовою для вирішення завдань професійної діяльності, для здійснення міжкультурної комунікації, що є процесом вербального та невербального спілкування між комунікантами, адекватного розуміння учасників комунікативного акту, які належать до різних культур і мов, їх взаємодії. Наголошується, що мова розглядається як невід'ємна частина культури, як найважливіший засіб міжкультурного спілкування, що акумулює всі надбання конкретної мовної спільноти. Після закінчення магістратури у магістра повинна бути сформована іноземномовна комунікативна компетенція, що дозволяє інтегруватися в мультимовне і мультикультурне професійне середовище. Доведено, що лінгвокраїнознавчий підхід передбачає поєднання лінг-

вістики з країнознавством. Лінгвокраїнознавча компетенція представлена як компонент комунікативної компетенції, що містить знання лексичних одиниць з національно-культурною семантикою та певні вміння застосовувати їх у мовленнєвій діяльності в різних ситуаціях міжкультурного спілкування. Визначено низку компонентів, що входять до складу цієї компетенції. Розкрито основні характеристики лінгвокраїнознавчої компетенції як важливого аспекту навчання іноземної мови здобувачів вищої освіти освітнього ступеня «магістр» у немовній магістратурі.

Ключові слова: іноземна мова, лінгвокраїнознавчий підхід, лінгвокраїнознавча компетенція, здобувач вищої освіти, нелінгвістична магістратура.

Formulation of the problem. The reform of higher education foresees raising the activity of the establishments of higher education on a qualitatively new level that corresponds with the modern conditions and needs of the society. Every subject, including a foreign language, plays a definite role in solving the tasks of higher education. The methods of teaching the foreign languages envisage besides the practical command of a concrete foreign language its mastering as a means of oral and written communication and obtaining the new information, raising the literacy necessary for every educated person, more profound acquaintance with the cultural values of the other countries, their achievements in various spheres of science, economy, policy, culture, the development of the skills of using references, cultivating diligence, forming the ability of independent work, self-education, broadening the educational world outlook and raising the cultural level of the students, namely those, who take the non-linguistic Master's course. The non-linguistic Master's course envisages the foreign language as the means of the effective professional interaction and development of the professional competence of the future masters in the system of the general cultural and professional competences. Training the students taking the non-linguistic Master's course for foreign language communication, forming the communicative ability without their gaining the norms of the adequate speech behaviour and without their knowledge about the life, reality, and culture of the country the language of which they learn are impossible. It defines the importance and topicality of the issues connected with developing the culturological approach, in particular its language and country study aspect in learning the foreign language by the students taking the non-linguistic Master's course.

Analysis of recent research and publications. The culturological approach to education is concerned in the papers of E. Sapir, V. Sydorenko, N. Trubetsky, L. White, A. Zapesotsky. The culturological approach to learning the foreign languages, in particular its language and country study aspect was researched by B. Baars, M. Bennet, I. Bim, L. Bloomfield, S. Elliott, C. Folomkina, O. Jespersion, G. Kytai-gorodska, V. Kostomarov, R. Lado, R. Milrud, Yu. Passov, E. Shubin, V. Skalkin, S. Ter-Minasova,

E. Vereschagin, M. Waissburg, I. Zymnya and others. But the issues connected with the peculiarities of the aims, content and technologies of learning the foreign language by the students taking the non-linguistic Master's course, with the development of the model of developing the program of the foreign language for them, with the specificity of choosing and organizing mastering the language and speech material for forming the foreign language professional competence of the students, with the problems of intercultural communication, the content of the communicative competence, in particular of such its components as the socio-cultural competence, country study competence, language and country study competence, etc. need their further research.

Aim of the paper. Taking into account the modern concept of masters' training the aim of the paper is to ground the importance of the language and country study approach in foreign language learning of the students taking the non-linguistic Master's course and the formation of the language and country study competence, and to define their essence.

Results and discussion. The concept of the organization of training the masters in Ukraine foresees that this training is necessary taking into consideration the high dynamics of the modern labour market, the need to orientate the masters to its concrete segments and to realize the highest possible efficient usage of the scientific and pedagogical potential of the establishments of higher education (On the Concept of the Organization of Masters' Training in Ukraine, 2010). After taking the Master's course the master must have the foreign language communicative competence that makes it possible to integrate into the multi-language and multi-cultural professional environment. The foreign language has such functions as follows: it is the means of cognition; the custodian of culture; the means of communication; the instrument of development and education; the means of interpersonal and international communication. Culture is a condition that defines the realization of the creative potential of a personality and society, a form of the affirmation of peoples originality and a basis of the nation's spiritual health, a humanistic orientator and criterion of a person's and civilization development (Declaration of Culture Rights, 1996). The language

forms a person, reflects the people's self-consciousness, their mentality, national character, morals, system of values, world perception and world vision, defends the cultural gains and passes them on from one generation to another. The language is the product of culture. The languages must be learned in their indissoluble connection with the world and culture of the people who use them (Ter-Minasova, 2000). Culture and language have two functions of influence on the society: the function of the language influence that is realized by the linguistic means, and the function of the influence of the national cultural environment. The foreign language can be considered as the phenomenon of culture, as the element of culture, as the "crossroads of culture", and the means of culture transmission. Foreign language culture is that part of general culture of the humanity which the person who studies can master in the process of communicative foreign language education in the cognitive (culturological), developing (psychological), up-bringing (pedagogical) and educational (social) aspects (Passov, 2000: 27). The language accumulates all the achievements of the particular linguistic community; it is a system of coding the information about the reality that reflects that world perception which those who speak this language have. The command of the foreign language is not enough without mastering knowledge of the socio-cultural sphere of life that the native speakers have, and the ability to decode the foreign language socio-cultural information. The cultural concept as a complex formation that embraces the subject, image, notional, and valuable components is the most important category of linguoculturology (Zelenska, 2012). It is necessary to learn culture of the native speakers with all its traditions and customs, to have access to the best thoughts and institutions of the other nation, its literature, its culture, in other words, to the spirit of the nation in direct sense of this word (Jespersion, 2006). In this case an important role in achieving the goals of learning the foreign language during the non-linguistic Master's course has language and country study that is an aspect in learning the foreign language in the process of which it is possible to bring material and spiritual culture of the native speakers within the reach of the students. The language and country study approach foresees the connection of linguistics and country-study. It defines the choice of the language material, the content and the main aims of learning taking into account the specificity of the main types of the speech activity. The usage of the language and country study approach in learning the foreign language is dictated by the needs of the natural communication. Under these conditions it is

necessary to prepare the students for real communication, to form their communicative competence which has as the final result the possession of the foreign language skills and habits, knowledge of the country, the language of which they learn, following the certain norms of the lingual and extra-lingual behaviour that are necessary for adequate communication on the basis of complete understanding which is impossible without their having the main information about the surrounding reality.

The communicative competence is the ability to solve by means of the foreign language urgent for the learners and society tasks of communicating on everyday, academic, industrial, and cultural topics, the ability to use the facts of the language and speech for the realization of the communication aims (Azimov, 2000: 98). Communication can be carried out when the communicants have the extra-lingual information, namely, knowledge of the national-cultural denotations and their relations. The country study information is presented with the help of the philological means; the result of this is the process of forming certain language and country knowledge. The basis of this knowledge has the roots in the subject "Foreign language" which is taught at school and during the Bachelor's course. This knowledge is broaden and extended during the Master's course, the certain language and country study abilities are gained, and the language and country study competence is formed, which is the component of the communicative competence. It is an integral system of knowledge about the culture of the country the language of which is learned gained from the linguistic units containing the national-cultural component of semantics which are learned by the students in the process of mastering the foreign language; it is also a whole complex of certain language and country knowledge and skills which help to carry out the foreign language speech activity in different situations of intercultural communication. Such an approach to organizing the foreign language academic process, to choosing the material and information having the country study character that show both the common features and differences between the national forms of cultures and their new achievements and for teaching the main types of the speech activity increases the motivation of leaning and also optimizes the formation of the language and speech competences.

Thus, the language and country study competence is an important aspect of learning the foreign language by the students taking the non-linguistic Master's course because: it is an aspect of the methods of teaching the foreign languages that pertains to the choice and methods of introducing knowledge about

the country, the language of which is learned, with the aim of its practical mastering; it is an aspect of learning the foreign language that reflects the national-cultural component of the language material; it provides the realization of the communicative competence in the acts of intercultural communication through the adequate perception of the interlocutor's speech or information, i.e. it gives the possibility to the students to associate with the linguistic unit the same information that the native speaker has and thus achieve valuable communication; it increases the motivation (communicative, social, and esthetic ones) of the students to learn the foreign language because they apply both to the language and to the culture; it provides more efficient solving the practical, general educational and up-bringing tasks; it considers the word as a cultural-historical phenomenon, as an image that embraces different associations, first of all those which are grounded on national culture and are natural for the native speakers and bearers of this culture; it foresees learning the vocabulary having national-cultural (denotative) semantics, facts, phenomena, valuables of national culture, ethical and esthetical norms accepted by the society; it reflects the national-cultural component of the language material; it is the means of revealing the possibilities to create with the help of the language the broader picture of the surrounding world, to perceive the nationally marked figurativeness deeper; it makes the solution of the philological problems of the adequate understanding of the text or any information possible; it is the linguistic basis of translation; it forms the country study competence – skills and habits of the analytical approach to learning culture of another country in the comparison with culture of ones own country, and makes it possible to reveal the differences between two cultures; it is aimed at acquiring the basic vocabulary (knowledge that all the representatives of the linguistic community have; knowledge of the realities that the communicants have and that is the basis of languages communication without

which valuable communication is impossible; general human, regional, ethnic, and local knowledge and knowledge of a micro-collective); it helps to reveal how the national mentality is reflected in the language phenomena; it raises the emotional, personal, estimative and intellectual level of the students; it can be used for teaching all the types of the speech activity; it helps to get information and to solve the communicative and educational tasks; it provides the realization of mutual understanding between the communicators who belong to various cultures, and also makes their intercultural communication possible.

Conclusions. Thus, improving the process of learning the foreign language as one of the main communicative means in the modern world is an inalienable component of the pedagogical process at the establishments of higher education of Ukraine. Solving the problems that appear in different branches of the life of the country cannot take place beyond the development and extension of the communicative processes between cultures and realization of forming the new socio-cultural space and the new personality that determines the necessity of the theoretical comprehension of the processes of intercultural communication. Intercultural communication helps to carry out the common activity pertaining to creating the common valuables, the new common cognition and the single socio-cultural space in which the representatives of different cultures can develop and interact in full value. The practical course of the business foreign language or the language for specific purposes develops in the students taking the non-linguistic Master's course among the range of the competences (lingual-didactic, speech, communicative, socio-cultural, foreign language, informative) the language and country study competence, i.e. knowledge about the national customs, traditions, realities of the country the language of which is learned, the ability to get from the linguistic unit the country study information and use it for achieving valuable communication.

REFERENCES

1. Azimov E.G., Schukin A.M. Novy slovar metodicheskikh terminov i ponyatiy (teoriya i praktika obucheniya yazykam) [New dictionary of methodical terms and concepts (the theory and practice of language teaching)]. Moscow: Ikar, 2009, 448 p. [in Russian].
2. Deklaratsiya prav kultury [Declaration of rights of culture]. SPb: SPbGUP, 1996 [in Russian].
3. Zelenska O.P. Do pytannya navchannya inozemnoyi movy v konteksti mizhkulturnoyi paradygmy [Regarding foreign language learning in the context of the intercultural paradigm]. Rozum v XXI stolitti: materialy Vseukrayinskoyi nauko-vo-praktychnoyi konferentsiyi. Simferopol: Krymsky instytut biznesu UEU, 2012, t. 1, pp. 15-20 [in Ukrainian].
4. Passov E.I. Programma-kotsepsiya kommunikativnogo inoyazychnogo obrazovaniya [Programme-concept of communicative foreign language education]. Moscow: Prosvescheniye [Education], 2000, 174 p. [in Russian].
5. Zakonodavstvo Ukrainy. Pro Kontsepsiyu organizatsiyi pidgotovky magistriv v Ukraini [On the concept of the organization of Master's training in Ukraine]. Nakaz Ministerstva osvity i nauky Ukrainy vid 10.02.2010 za № 99. Dostupno: <<http://zakon.rada.gov.ua/rada/show/v0099290-10>> [in Ukrainian].
6. Ter-Minasova S.G. Yazyk i mezhkulturnaya kommunikatsiya [Language and intercultural communication]. Moscow: Slovo [Word], 2000, 624 p. [in Russian].
7. Jespersen, O. How to teach a foreign language. London, 2006, 220 p. [in English].

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Азимов Э. Г., Щукин А. М. Новый словарь методических терминов и понятий (теория и практика обучения языкам). Москва : Икар. 2009. 448 с.
2. Декларация прав культуры. 1996. Санкт-Петербург : СПбГУП.
3. Зеленська О. П. До питання навчання іноземної мови в контексті міжкультурної парадигми. *Розум в XXI столітті* : матеріали Всеукраїнської науково-практичної конференції. Сімферополь : Кримський інститут бізнесу УЕУ, 2012. Т. 1. С. 15–20.
4. Пассов Е. И. Программа-концепция коммуникативного иноязычного образования. Москва : Просвещение, 2000. 174 с.
5. Про Концепцію організації підготовки магістрів в Україні : Наказ Міністерства освіти і науки України від 10.02.2010 р. № 99. URL: <http://zakon.rada.gov.ua/rada/show/v0099290-10>.
6. Тер-Минасова С.Г. Язык и межкультурная коммуникация. Москва : Слово. 2000. 624 с.
7. Jespersen O. How to teach a foreign language. London, 2006. 220 p.