

Forming Speech and Communicative Competency of Future Philologists

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Abstract: The article deals with theoretical grounding and experimental verification of the formation of future philologists' speech and communicative competency, which is considered an integral part of future professionals' vocational training. The basic requirements to effective formation of future philologists' speech and communicative competency have been identified. In the course of the research the structure of the system for the effective formation of future philologists' speech and communicative competency has been determined. It is represented as the combination of the methodological, content, technological and diagnostic components. Each of them has its definite aim and content. The study was conducted from 2017 to 2020 and included four successive stages: exploratory and analytical, theoretical and experimental, formative, analytical. The experiment was conducted in the Municipal Establishment "Kharkiv Humanitarian Pedagogical Academy" of Kharkiv Regional Council and involved 16 teachers and 83 students divided into experimental and control groups. took part in the experimental work. Out of 83 students, 43 were in an experimental group, and 40 in a control one. In total, 59 people participated in the experiment. All the participants gave their written content on taking part in the experiment.

Keywords: *philologist; speech; communication; competency; formation; higher education.*

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1. Introduction

In higher education, a cognitive-communicative approach to language learning has high priority for linguistic didactics today. A modern pedagogue, in particular a linguist, must not only be a native speaker, but also have thorough knowledge of both basic linguistic units of different structural levels and all language means as well as peculiarities of implementing them in communication. The basis to create such an approach to studying courses on the Ukrainian language is to form students' speech and communicative competency.

Training a highly qualified specialist is an important component of the modern system of higher education and pedagogical schools in Ukraine. The conceptual ideas on the content and organization are highlighted in the laws of Ukraine "On Education", "On Higher Education", State National Program "Education" ("Ukraine of the 21st Century"), "National Doctrine of Education Development", "The Bologna Declaration on the European Higher Education Area" and UNESCO recommendations which focus on implementing a competency-based approach in training students.

In Ukrainian didactics, the focus of researchers was on theoretical and practical aspects of communication culture, speech as branches of linguistics related to psychology and stylistics; linguistic training of future teachers-philologists, patterns of forming teachers' communicative skills, development of communicative competency when training a future teacher.

It should be noted that Semenoh, O. (2005) believes that professional training involves a set of psychological and moral qualities of personality, knowledge, skills necessary to teach certain subjects in secondary schools. Accordingly, it results in updating the methodology of content and technologies to train competent professionals, taking into account competency-centered and communicative approaches.

When studying English language acquisition, Labinska, Matiichuk and Morarash (2020) point out that it is closely connected with different types of activities with audio and video that help to motivate students to communicate and enhance their communicative competence of English through listening and speaking.

In the scientific article (Hrydzhuk et al., 2020), the authors stress that one of the factors defining the efficiency of person's professional activity is their formed linguistic and communicative competence.

At the same time, Kucherenko, Mamchur, L., Mamchur, Y., and Bidyuk, N. (2020) define a communicative competence as an integral complicated concept which consists of major components speech, lingual,

discourse, socio-cultural, active competences. In the research, the authors use the system of communicative exercises to facilitate the competence formation, including language, conditionally-speech and communicative exercises. Interestingly, Kachmarchyk, Khrystiuk and Shanaieva-Tsybmal (2019) carried out an experiment to prove that the creative level of foreign language communicative competence can be increased by means of blended learning technology.

Demchenko, N. (2017) points out that professional skills of a philology teacher is formed and improved in the process of continuous self-development and depends on knowledge, skills, professional abilities that help to perform pedagogical tasks creatively, skillfully and efficiently, as well as provide a high level of self-organization in accordance with modern innovative aspects of language learning.

Analyzing educational programs, scientists define two key competences that influence the formation of communicative qualities of a future specialist: general and professional competences (Chagovets et al., 2020). Scientists believe that professional competency is 'a set of knowledge, skills, abilities and willingness to act in a difficult situation and solve professional issues (issues with a high level of uncertainty); ability to achieve a better result of work, treating one's profession as a value' (Yelnykova, 2010). Professional competency of future philologists is about understanding history of literary language, an ability to recognize, name and define linguistic concepts; use linguistic knowledge; demonstrate lexicographic skills; be aware of the spelling reform; have an ability to identify connections between different linguistic sciences, etc.

For more accurate understanding of the issue it is necessary to define future philologists' professional competency. It is the result of mastering general cultural, pedagogical, psychological, linguodidactic, educational-cognitive, linguistic, speech, communicative and sociocultural competencies.

A proficient philologist must be a professional who has mastered not only a system of special knowledge, skills and abilities but can also expertly use scientific terminology, knowledge about world history and culture, country studies; apply various stylistic techniques to create literary texts; be able to compare and contrast linguistic phenomena; define main ideas and basic concepts; identify connections between facts, events and concepts; find information on the history and culture of different countries; make a plan to reproduce materials (either read or heard); take notes of what was read or heard; interpret read or heard text in a broad or narrow context.

The authors find relevant the idea of Horoshkin and Popova (2010) that linguistic competency is practical knowledge of the Ukrainian language, vocabulary, grammar, following language norms in oral and written speech.

The concept of speech competency implies that students mastering the language domineering in their environment build not only an individual system of knowledge about the language (linguistic competency) but also acquire knowledge of Ukrainian as a sign system, its development, structure and functioning, enrich their active vocabulary and grammar, form abilities to analyze and evaluate linguistic facts and master orthographics and orthoepics (speech competence).

The scholar Oriekhova (2005) provides the definition by Geichman, L., who treats communicative competency as an ability to comprehend, establish and maintain contacts with other people, solve communicative problems in various situations of professional interaction by adequate means, i.e. use the system of internal resources necessary for effective communication.

The most complete interpretation of the above competencies in modern linguodidactics is made by Karaman, S. and Karaman, O. (2007). The scientist notes that there are four main types of competencies: linguistic, speech, socio-cultural and functional-communicative. Linguistic competency is based on mastering orthoepic, orthographic, lexical, word-building, grammatical and stylistic norms. Speech competency is implemented when listening, speaking, reading and writing. Socio-cultural competency includes knowledge of national culture, history, economics, etc. However, the scientist believes functional-communicative competency to be the most important. It is considered as an ability to use language tools to create texts of different styles.

The issues raised in the article have attracted attention of foreign scholars as well. For instance, the importance of intercultural communicative competence approach in language teaching is emphasized by Piątkowska (2015), Ferrada & Del Pino (2020) explore communication competence traits in the framework of Spanish language teachers. The authors Safford and Kelly (2009) stress on the necessity to integrate pedagogic knowledge and practices with teachers' and students' multicultural and multilinguistic backgrounds to ensure effective formation of the communicative competence of the latter.

The questions of learners' plurilingualism, the importance of forward-looking policies and advanced practices in language education

aimed at the promoting students' communicative competency have been studied by Vorstman, Szőnyi, & Siarova (2020).

The scholar Măță (2013) suggests an innovative approach for the training of pre-service mother-tongue teachers in Romania with the goal of developing pedagogical standards as well as linguistic and communicative competences development. Bohush (1997) explains the way preschoolers' speech develops. Leung and Lewkowicz (2012) analyse communicative competence formation in language classes on the grounds of a two-year London-based language and literacy research project. In the article (Forsberg et al., 2019) teaching practices of English as a foreign language acquisition and formation of students' communicative competence in Sweden and Germany are compared.

Some scientists indicate also emotional and reflexive components as integral parts of communicative competence. For example, Warwas and Helm (2017) examine roles that teachers' emotions and instructional behaviours play for promoting activity-related enjoyment among their students and the effectiveness of their language acquisition. Radojevic, Arsic & Kompirovic (2019) focus on determining the self-assessment and assessment of the development of the communicative competencies of teachers in Montenegro.

After analyzing the references, the following conclusion can be made: most scientists consider each competency to be a separate personal quality of students, but very few combine the listed types into one concept of speech and communicative competency, which is an integral part of future philologists' professional competency. Therefore, the authors suggest considering speech and communicative competency an integral part of future professionals' vocational training (Figure 1).

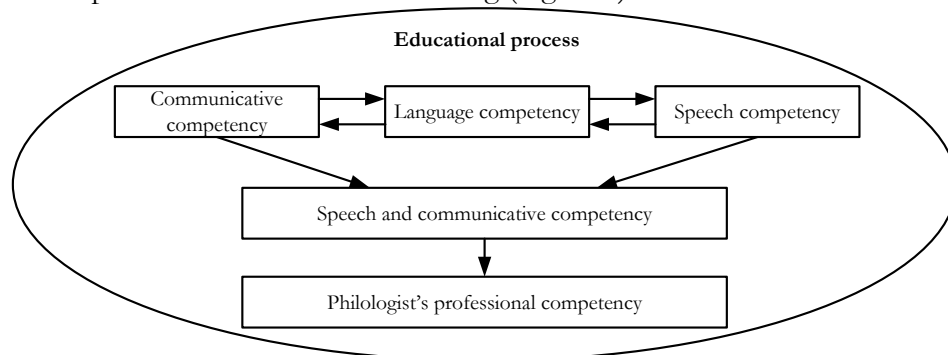


Figure 1. The structure of forming future philologists' speech and communicative competency

Thus, in the research speech and communicative competency of future philologists is a personal quality of a student, who is linguistically erudite, has a high level of modern literary language, shows appropriate personal qualities and a high level of language culture in situations of professional communication with school students, their parents, colleagues, administration, etc.; uses professional terminology and terms in oral and written professional speech; shows deep knowledge of theory, history, stages of formation and development of language and literature, personalities, which is an indicator of high qualification.

When forming competencies of students, in particular philologists not only the content of education is prevailing but also an educational environment of higher education institutions, organization of educational process, educational technologies, including students' individual work, etc. (Kornienko, 2009).

Forming future philologists' speech and communicative competency is defined as development and implementation of a system that us allows to effectively provide educational services of the quality required by prospect employers. This, in turn, provides for design, achievement and maintenance of the educational process quality, its implementation and results.

Scientists have been studying the issue of forming speech, linguistic and communicative competencies for years. However, according to studies of speech skills of future philologists at theoretical and practical levels, despite a wide range of analysis, the formation of speech and communicative competency when teaching students of pedagogical universities, in particular philologists, should be further analyzed, generalized and systematized.

The purpose of the research is to theoretically substantiate and experimentally test the effectiveness of the formation of future philologists' speech-communicative competency.

The research hypothesis is based on the assumption that the system for forming future philologists' speech and communicative competency, developed on the basis of systemic, synergetic, activity and learner-centered approaches and introduced in the educational process of the higher education institution, will significantly improve their professional competence due to the integration of linguistic and psychological pedagogical knowledge, usage of interactive training methods, actualization of self-education and self-development under the conditions of providing realization of an integral complex of its components (methodological, content, technological, diagnostic) as well as coordination and consolidation of efforts of all management subjects.

In accordance with the purpose and the hypothesis of the research the following objectives are to be achieved:

1) to reveal the essence and structure of future philologists' speech and communicative competency;

2) to describe theoretical and methodological approaches to the effective formation of future philologists' speech and communicative competency;

3) to substantiate the basic requirements for the effective formation of future philologists' speech and communicative competency;

4) to determine the criteria and indicators of the levels of formation of future philologists' speech and communicative competency;

5) to develop and scientifically substantiate the model of the system for forming future philologists' speech and communicative competency and to experimentally test its effectiveness.

2. Material and methods

The outlined purpose, hypothesis and objectives of the research presupposed the choice of a set of interrelated methods:

theoretical: interdisciplinary synthesis and systematic analysis of pedagogical, philosophical, psychological, linguistic, linguistic-didactic, pedagogical scientific and educational methodological literature, documentation of structural subdivisions of the higher education institution, generalization, comparison aimed at clarifying the theoretical foundations of the research; design and modelling, adjustment and specification to develop the system of forming future philologists' speech and communicative competency;

empirical: sustained observation, interview, questionnaire, expert evaluation, psychological testing, focused interview, rating assessment, pedagogical experiment to test the effectiveness of the model for the system of forming future philologists' speech and communicative competency;

mathematical methods for processing experimental data, quantitative and quantitative analysis of the empirical material and interpretation of the research results.

In the course of scientific research, theoretical and methodological approaches have been characterized: at the general scientific level (systemic, synergetic, action and learner-centered) and scientific-specific (normative-didactic, social-marketing and program-specific) to solve the issue of forming future philologists' speech and communicative competency. It is highlighted that norm-didactic approach is focused on regulatory goals of

universities that are set by educational standards, educational plans and programs, and the level of students' literacy is the main education result that is measured with quasimetric means. The authors emphasize that this approach features content, knowledge characteristics of education quality, which can be found on the basis of objective criteria and quantitative indicators. Today, a shortcoming is that students should study a lot of materials on their own which requires using such methods of studying linguistic subjects that provide students with thorough knowledge and ensure a high level of mastery and drilling materials.

We believe that the cognitive-communicative approach is an effective way to solve the problem under research. However, it can be applied only by defining priorities, developing and accepting a program of education development. The effectiveness of the cognitive-communicative approach to teaching linguistic disciplines is achieved by doing a set of exercises, taking into account students' individual and personal characteristics, their cognitive styles and strategies. With the cognitive-communicative approach to teaching future philologists, it is possible to provide quite a good deal of professionally oriented scientific and linguistic information necessary for students, even with a small number of ECTS credits.

The research made it possible to substantiate basic requirements for the effective formation of future philologists' speech and communicative competency:

- 1) the process should be organized on the principles of managing quality of future philologists' professional training, systemacy, rationally combining rights, obligations and responsibilities, scientific competency, humanization, professional competency, successful managerial activities, goals unity, aim- and criteria-focus, systematic evaluation and multi-channel feedback;

- 2) management of forming speech and communicative competency should have the following functions: organizational, analytical-prognostic, regulatory-coordinative, information-methodical, social, controlling, and innovation-implementing;

- 3) to implement the matrix structure of managing the formation of speech and communicative competency it is necessary to create an appropriate scientific studio to permanently function in the institution of higher education with the studio head managing the process of forming speech and communicative competency, scientific and social activities of

participants, ensuring internal mobility of students and being responsible for material and technical support;

4) the process of forming future philologists' speech and communicative competency should be consistently implemented at the stages of design, collection and analysis of information, decision-making, organization of work o decision-making, operation control and effectiveness analysis;

5) professional training of future philologists and effective formation of their speech and communicative competency provide for introducing permanent educational monitoring;

6) effectiveness of forming students' speech and communicative competency can be provided by highly qualified teachers who are constantly improving their level of professionalism and competence.

In the research, criteria and level indicators of effective formation of future philologists' speech and communicative competency are determined. The criterion *conditions* for effective formation includes: material and technical support (compliance of floor space with state standards, ample linguistic laboratories to implement educational program, modern computer equipment, library specifics – enough textbooks, education-methodical literature, workplaces in reading rooms), highly qualified teachers; internships abroad, professional teacher development etc. Notably, developing pedagogical skills is centered on making sure that teachers realize 'the essence and productive effectiveness of own pedagogical activity regardless of the disciplines' content they teach' (Melnychuk et al., 2019).

The criterion *formation process* includes: professional staff training, managerial competency of deans, heads of departments, their deputies, teachers, which means organizing educational process, control-analytical activities, management. The criterion of *result* includes: efficiency of impact provided culture of pedagogical influence and cultural self-development are smoothly combined; influence on students' communication culture (communication, thinking, perception); complex educational activities: combining mental, physical, moral, aesthetic and labour culture; taking into account external and internal factors influencing the process of forming future philologists' speech and communicative competency.

The study was conducted from 2017 to 2020 and included four successive stages. The first exploratory and analytical stage (2017) was devoted to the theoretical analysis of the scientific reference literature. It was aimed at the detailed research of the problem, determining the extent to which the problem had been studied so far, analyzing modern approaches to education quality management in higher education institutions both

worldwide and in Ukraine, determining theoretical grounds for the formation of future philologists' speech communicative competency, specifying the conceptual framework, defining the object, subject, aim, hypothesis and objectives of the study.

The second theoretical and experimental stage (2018) involved developing the methodology for research and experimental study, determining the criteria and indicators of the formation of future philologists' speech and communicative competency, modeling the system for this process management, developing and testing methods and techniques of pedagogical diagnostics and conducting summative experiment with further analysis and summarizing obtained data.

The third formative stage (2019–2020) was devoted to the implementation of future philologists' speech and communicative competency formation.

At the fourth final and analytical stage (2020) the analysis and mathematical processing of the experiment results was carried out, they were summarized, practical conclusions were specified, recommendations on the implementation of the obtained results into educational process of higher education institutions were provided, the results of the scientific study were drawn up.

The experiment was conducted in the Municipal Establishment “Kharkiv Humanitarian Pedagogical Academy” of Kharkiv Regional Council. The experiment involved two experimental groups and two control ones. 16 teachers and 83 students took part in the experimental work. Out of 83 students, 43 were in an experimental group, and 40 in a control one. In total, 59 people participated in the experiment. All the participants gave their written content on taking part in the experiment. Prior to that, the authors received the consent of the ethics committee of the Municipal Establishment “Kharkiv Humanitarian Pedagogical Academy” of Kharkiv Regional Council. All ethical requirements were taken into consideration before conducting the research and the participants were informed about the aims and objectives of the experiment. It was notified that their participation in the experiment was voluntary and they were entitled to withdraw from it at any time with no consequences on their status.

The sample size ensures the representativeness of the data obtained. The composition of the control and experimental groups is determined by the methods of nesting and quota sampling. The discrepancy between the numbers in the experimental and control groups is insignificant (3 persons) and does not significantly affect the results of the study.

The experimental work proved that the existing mechanism of evaluating the efficiency of forming future philologists' speech and communicative competency requires reorganization and updating as it does not provide the possibility or complicates gaining timely objective information on the performance results of different education institutions and establishments. Consequently, it is impossible to get a holistic comprehension of the real state of things.

The level of efficiency of the formation of future philologists' speech and communicative competency was identified according to the research program, which provided for: 1) developing and applying diagnostic instruments; 2) compiling the monitoring map in accordance with the defined criteria and indicators; 3) analyzing programs and syllabi of educational components; 4) conducting individual and group focused interviews with the academic staff; 5) surveying students (speech control card, "Self-assessment of communicative control" test, Michelson test of communicative skills, "Professional competencies" questionnaire), using diagnostic card for pedagogical assessment of speech and communicative competency and students' self-assessment of their readiness for self-development; 6) teachers' questionnaires (questionnaire to identify the peculiarities of formation of future philologists' speech and communicative competency, "Philological abilities" questionnaire, methodology of teachers' work assessment, methodology of assessing the quality of teaching); 7) mathematical processing of research results; 8) implementing the developed model for the formation of future philologists' speech and communicative competency with the development of the algorithm to analyze of the process.

When choosing the methodologies used during the summative and formative experiment, the following was taken into account: the validity of the methodology and its adaptability to the conditions of the research; simplicity of implementation and evaluation of results; the possibility of using the selected methodologies in the practical activities of a higher education institution. To determine the reliability of the obtained results, the χ^2 (chi-squared) test was used, which is based on the determination of Pearson's consent criterion.

The system of the formation of future philologists' speech and communicative competency was developed and scientifically substantiated, its efficiency was experimentally tested. The structure of this system is represented by a set of methodological, content, technological and diagnostic components (Figure 2).

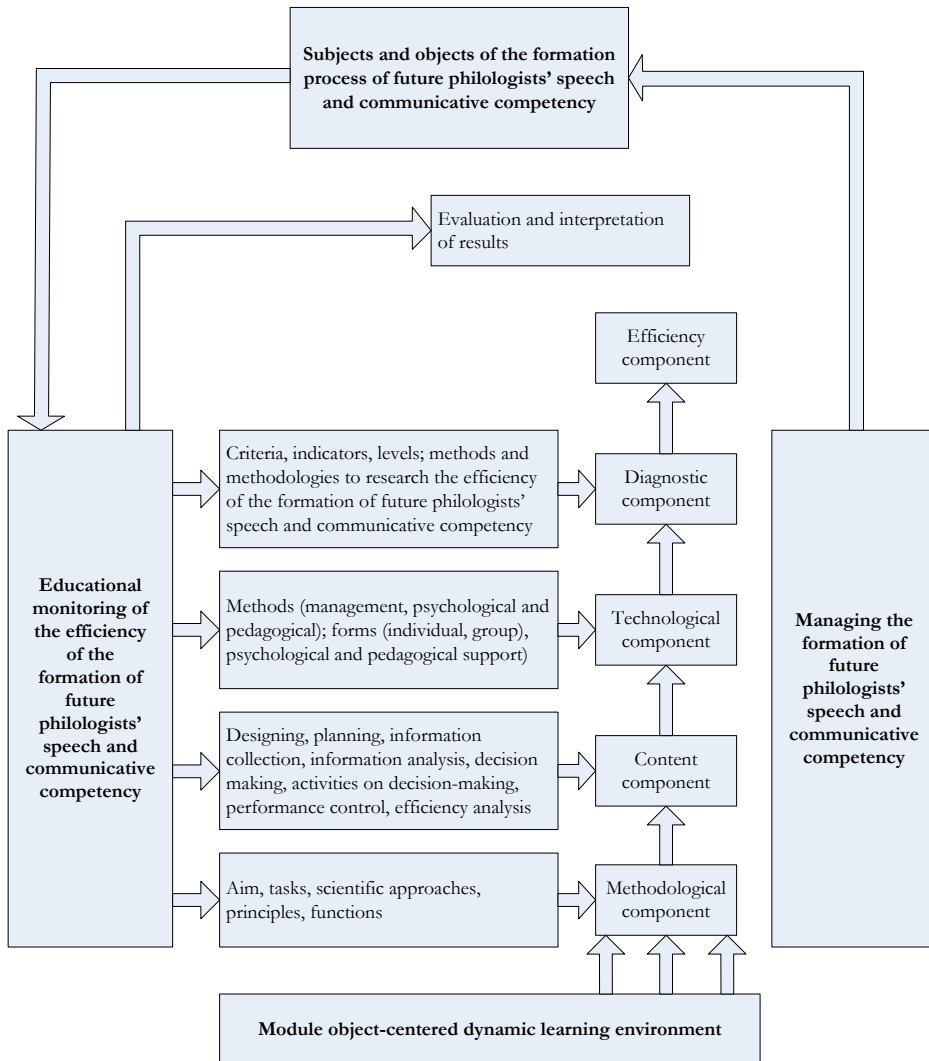


Figure 2. Model of the process of the formation of future philologists' speech and communicative competency

In the course of the research we determined the structure of the system for the effective formation of future philologists' speech and communicative competency which is represented as the combination of the methodological, content, technological and diagnostic components. Each of them has its definite aim and own content.

In particular, the methodological component of the system has the aim (to increase the efficiency of this process) and tasks, functions, principles, scientific approaches to the formation of future philologists' speech and communicative competency. The tasks of its implementation are as follows: continuous study and forecasting the requirements of the interested parties to the quality of future philologists' professional training; improving the quality of their professional competence and its compliance with modern European standards on the grounds of effective use of the educational potential of a higher education institution; coordinating and consolidating the efforts of all subjects of the educational process; academic staff's awareness of the need to improve the quality of future philologists' professional training; promoting the introduction of modern technologies and interactive teaching methods into the educational process; modernization of higher education, introduction of students' internal mobility; providing educational and methodological as well as psychological and pedagogical support for higher education institutions in order to increase the management efficiency; creating conditions for personal comprehensive development and students' self-actualization by realizing the tasks of education humanization; continuous improvement of the educational process, management activities; improving the quality of future philologists' professional training by introducing democratic management principles, integration of the educational process, science and information technologies, introducing innovative learner-centred education technologies, providing management of design of qualimetric methods and procedures, strengthening of control functions; constant monitoring of the quality of their professional competence; strict fulfillment of quality management requirements by all teachers, its continuous strengthening; developing and enhancing academic staff's professionalism and their responsibility for the quality of the educational process by creating conditions for professional advancement and advanced training, introducing interactive teaching techniques (business games, pedagogical conferences, methodological bridges, brainstorming, etc.); creating conditions for productive and creative work.

Moreover, during the formative stage of the experiment it was confirmed that the system of the formation of future philologists' speech and communicative competency performs organizational, analytical prognostic, innovation introductory, information methodological, evaluative diagnostic and corrective functions. All functions are interconnected, interdependent and consistently change each other, creating a single process.

The content component of the system involves the following main stages of the formation of future philologists' speech and communicative competency as: design and planning, information collection, information analysis, decision making, activities on decision-making, performance control, efficiency analysis. The technological component of the system includes subjects and objects of the formation of future philologists' speech and communicative competency, forms (individual, group), psychological and pedagogical support, methods (management, psychological and pedagogical). The technological component connects all the elements into a single whole and ensures the interaction of the system with the external environment. The diagnostic component of the system contains criteria, indicators and levels of efficiency of the formation of future philologists' speech and communicative competency; the expected outcome, which is represented by the system of educational monitoring (monitoring of conditions, process and management results) and is realized with the help of the above-mentioned diagnostic tools. It belongs to the main elements of the system as it is crucial to guarantee the reliable diagnostics and analysis of the effectiveness of the formation of future philologists' speech and communicative competency as well as to provide feedback.

3. Results

Implementation of the model for the formation of future philologists' speech and communicative competency contributed to the significant increase in the efficiency of the formation of future philologists' speech and communicative competence in the experimental group in comparison with the control group (Table 1).

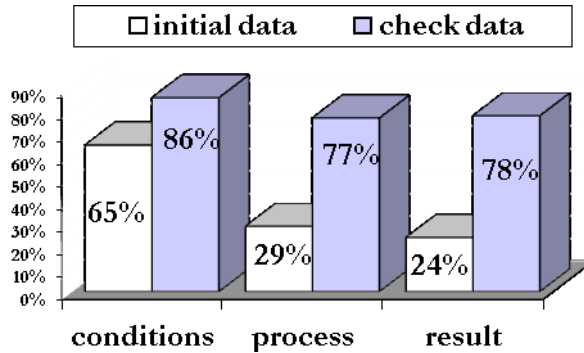
Table 1. Summarized results of the formation of future philologists' speech and communicative competency (comparative analysis, %)

Source: Authors' own conception

Levels	High				Average				Low			
	EG (43 persons)		CG (40 persons)		EG (43 persons)		CG (40 persons)		EG (43 persons)		CG (40 persons)	
Criteria	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment
Formation conditions	3,3	6,7	3,4	7,2	3,4	9,1	4,5	3,1	3,3	,2	1,1	,7
Formation process	3,3	9,6	3,4	6,7	1,5	1,7	0,5	2,3	5,2	,7	6,1	1,0
Formation result	3,5	4,2	3,1	4,5	1,3	3,4	0,5	8,4	5,2	2,4	6,4	7,1

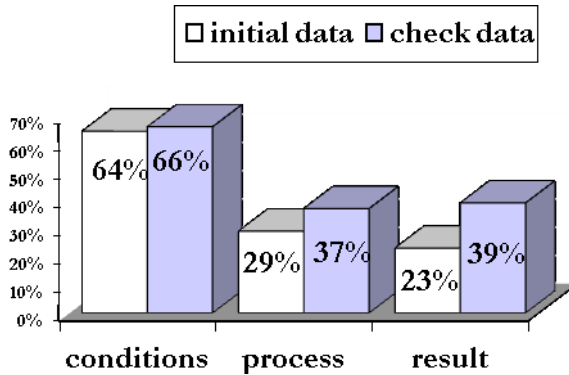
The consistency of the obtained results and conclusions is provided by the methodological substantiation of the initial theoretical positions; critical analysis of the extent to which the problem has been researched; appropriateness of the methods to the purpose and tasks of the scientific research; combining methods of qualitative and quantitative analysis of the experimental material; application of the approved methods of statistical analysis; positive results of the introduction of the developed model in the process of the formation of future philologists' speech and communicative competency.

Diagrams 3.1, 3.2, 3.3 illustrate the general results of the control experiment according to the defined criteria.



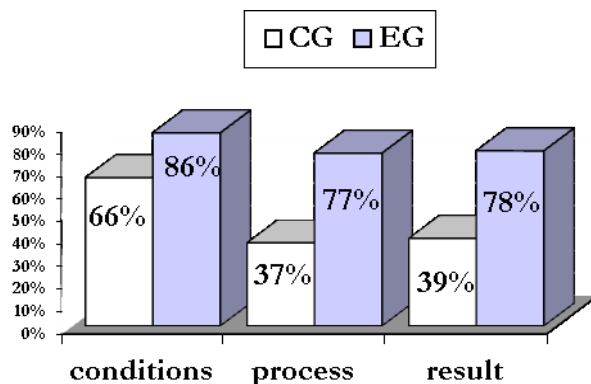
Legend: 0-30% - low level, 31-70% - average level, 71-100 – high level.

Figure 3.1. Comparative analysis of the summative and control experiment data (data in EG, %)



Legend: 0-30% - low level, 31-70% - average level, 71-100 – high level.

Figure 3.2. Comparative analysis of the summative and control experiment data (data in CG, %).



Legend: 0-30% - low level, 31-70% - average level, 71-100 – high level.

Figure 3.3. Summarized results of the control experiment
(comparative analysis of EG and CG, %)

The implementation of the developed system contributed to the significant increase in the efficiency of the formation of future philologists' speech and communicative competency in the experimental group in the pedagogical higher education institution in comparison with the control group. Thus, the efficiency of the formation of future philologists' speech and communicative competency in the experimental group is mainly at a high level (85%). At the same time, the indicators of the criterion "conditions for the formation efficiency" increased from the average to the high level, and the indicators of the criteria "formation process" and "management result" – from the low level to the high one (if $p \leq 0.01$) while in the control group only insignificant changes can be observed. The criterion "conditions of formation efficiency" is at the average level as it was at the initial stage, and the criteria "formation process" and "formation result" have increased from the low to the average level, but still remain in the critical zone.

4. Conclusions

The results obtained in the course of the research confirm the initial hypothesis, testify to achieving the purpose and the objectives set at the beginning. On the ground of that, we can draw convincing and reasoned generalizations and conclusions.

The study and generalization of philosophical, psychological, linguistic, linguodidactic, pedagogical scientific and educational literature has

revealed the essence of future philologists' speech and communicative competency as the ability to use language (lexical, grammatical, phonetic, etc. means) in various communicative situations in accordance with their aims and content to establish mutual understanding with the environment. The study presents the structure of this ability as the unity of individual-personal, motivational-volitional, socio-psychological, individual-communicative and practical-activity components. The process of formation of future philologists' speech and communicative competency is defined as the development and implementation of a system of activities that allow for effective provision of high-quality educational services. This, in turn, presupposes ensuring the design, achievement and maintenance of the quality of the educational process, its realization and results.

Relevant pedagogical requirements (observing the principles of managing quality of future philologists' professional training; appropriate functioning of the management process; implementing the matrix structure of managing the formation of speech and communicative competency; consistent implementation of the process of forming future philologists' speech and communicative competency at the stages of design, collection and analysis of information; introducing permanent educational monitoring; highly qualified teachers who are constantly improving their level of professional expertise) have been determined. It has been proved that comprehensive provision of these requirements contributes to the effective formation of future philologists' speech and communicative competency.

The criteria (conditions, formation process, formation result) and their indicators for the formation levels of future philologists' speech and communicative competence have been determined. They contributed to the development and scientific substantiation for the system to form future philologists' speech and communicative competency, the structure of which is represented by the integrity of methodological, content, technological and diagnostic components.

The results of the conducted research have confirmed originality, effectiveness and the possibility of implementing the developed system into the educational process of the higher education institution and defined its practical value and expediency.

The conducted research does not exhaust all the variety of issues related to the managing the formation of future philologists' speech and communicative competency. Additional attention should be paid to defining the concept of speech and communicative competency as a separate

component of future philologists' professional training in accordance with the new European paradigms of higher education.

The research materials can be used in the system of future philologists' professional training.

Conflict of interest. The authors claim no conflict of interest

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