

Formation of speech competence of the future education managers

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Annotation. This article proves the possibility and expediency of formation of speech competence of the future education managers. The ways of formation of the integrative qualities of the person are observed. It is proposed to use such methods and tools like role-playing and simulation games in the classroom for various school subjects.

Key words: education manager, verbal competence, educational games, role-playing, business games.

I Introduction. Socio-economic changes taking place in the socio-political and economic life of Ukraine, pose new challenges for the reformation of the entire education system, add new requirements for improvement of the professional training level. Such need to reform the professional education system requires fundamental changes in the preparation of specialists of any profile, in particular education managers. Ways of reforming training future managers are reflected in the Law of Ukraine "On Education", "On Higher Education", State National Program "Education" (Ukraine XXI century).

It is believed that in the formation and the creative development of education managers as the competent professionals, speech training is very important. The necessity of their purposeful speech preparation is due to the fact that specialists in the field of education management hold positions for which the ability to communicate is of great importance, that is, the ability to navigate in a variety of communicative situations, to find the means, methods and communication techniques depending on the purpose of communication, establish a productive relationship with partners. It is clear that all this is impossible without mastering the speech skills, communicatively justified use of language means in the implementation of different types of speech activity (speaking, listening, writing, reading), grammatically and syntactically correct sentences in various situations of speech, correct and logical expression of

thoughts, possess the art of public speaking, the ability to reasoned debate, be able to convince the interlocutor, to build a monologue and dialogue, etc. - In a word, mastery of the entire arsenal language means and the ability to use them in practice. That is why the problem of formation of speech competence of specialists in management education is important.

An analysis of the relevant scientific literature (A. Abdumumimov, M. Alber, V. Afanassenko, A. Bandurka, S. Belozеров, D. Boddy, M. Bocharov, S. Bocharova, M. Woodcock, F. Genov, A. Godunov, N Golovko-Garshina, V. Grigoriev, K. Grishchenko, A. Deineko, Y. Emelyanov, A. Zhuravlev, G. Zaitseva, Y. Zakharov, E. Zemlyanskaya W. Siegert, G. Kanuka, G. Kontadzhyan, R. Krichevsky, L. Kudryashova, E. Kuzmin, V. Lazarev, L. Lang, V. Lapshina, G. Lozhkyn, B. Lomov, N. Mansurov, A. Margine, M. Meskon, V. Novikov, A. Omarov , A. Panov, B. Parigin, R. Peyton, I. Ruzicka, N. Revenko, V. Rubakhin, A. Svetsitsky, V. Sokolnikov, E. Telegina, A. Tikhonchuk, L. Umansky, A. Filippov, D . Francis, F. Hedouri, C. Hales, R. Shakurov, B. Schwalbe, H. Schwalbe, V. Shepel, Y. Shkurko, and so on) shows that the problem of administrative activity is the subject of research by many scientists.

In recent years, many studies are devoted to the analysis to ensure the management activity of the manager as well as the development of competent managers. This are the works of P. Galchanska, A. Grinchuk, G. Danchenko, V. Lapshina, etc.

Formation of speech competence of specialists in the field of education management was not the subject of special studies.

Despite this, the scientific literature analysis shows that the investigated problem was considered by scientists from different points of view. In particular, several studies were aimed to build a general theory of communication (M. Vasylyk, V. Kashkin, G. Pocheptsov etc.) that allows you to present a more holistic communicative competence and language teaching as a subject of analysis.

The works of A. Bodaleva, Y. Yemelyanov, G. Kovalev, A. Leontiev etc. are devoted to the development of the communicative potential of the person; M. Korneva, A. Koropetska etc to the study of the place and role of communication in development and formation of personality; A. Bobrov, S. Bogdan, M. Vasilyeva N. Vityuk, R. Druzhnenko, S. Elkanov, M. Kaznadzhieva. A. Mudrik, S. Nikitina, S. Omelchuk, A. Usova, etc. to the development of communication and speech skills; G. Vasilieva, A. Leontieva, B. Lomova, K. Platonova, etc. to the nature and structure of communicative abilities; I. Varnavskaya, Y. Zhukov, N. Zavinichenko, A. Kolodych, S. Makarenko, A. Pavlenko A. Panfilova, L Petrovska, P. Rastyannikova, V. Romanova, E. Rudenskiy V. Cherevko etc. to formation of communicative competence of the personality and speech; B. Barkowski, T. Gonchar, N. Dika, A. Krsek, G. Myasoed, A. Rembach, A. Uvarkina to communicative and speech culture and culture of business communication; G. Ball, A. Derkach, M. Kagan, S. Maksimenko, L. Orban-Lembrik etc to the theoretical and methodological basics of professional communication; T. Argentova, I. Volkov, V. Goryanina, N. Zamkovska, V. Kunitsyna, V. Latinova etc. to the style of professional communication; N. Belostocky, A. Zaretsky, G. Sagach etc. to the rhetorical skill; A. Kulish to the formation of the foundations of professional communication; N. Kostritsa, E. Palikhata etc. to the formation of Ukrainian professional speech; V. Beletsky, Shepelenko T., Y. Shkurko, V. Cherevko, etc. to the peculiarities of communicative training of future managers, psychologists and economists.

But despite the large number of papers in which the authors refer to the investigated problems, issues related to the formation of speech competence of education managers, are new and have not found sufficient scientific evidence and practical solutions. This led to the choice of the research topic - "Formation of speech competence of the future education managers".

II Formulation of the problem. The purpose of this article is to study the feasibility and show ways of formation of speech competence of the future

education managers. Such Theoretical methods of research were used to achieve the goal: the study and analysis of the works on this topic, summarization of theoretical data.

III Results. The term "linguistic competency (competence)" arose and spread in the middle of the twentieth century. It was introduced in the late 50s by American linguist N. Homsy, who interpreted the speech competence as the knowledge of a native speaker of the language system. Author matched knowledge of the language and the actual use of language (speech). He tried to get away from the real facts of speech, the real conditions of communication.

The concept of Homsy had been criticized by linguists, who considered the term redundant. But despite this, the term has remained in science and the concept of "verbal competency (competence)" was developed.

The concept of "verbal competency" ("speech competence") was considered by many authors.

Russian linguist I. Gorelov treats speech competence as: "The whole language at the same time, cannot be either reached nor fixed, because it is big in size and is constantly changing. So where is it stored? In what form? With confidence it can be said that there is a real knowledge of the language, that we call "speech competence" [4]. According to the author, speech competence is a system of linguistic signs, rules of their combination, the use of which is stored in the memory of every individual person and the collective memory of the people. That is, in the interpretation of this term the main figure is a person - a real native speaker.

So, A. Belyaev, L. Skuratovsky, L. Simonenkova, G. Shelekhova indicate the need for a "formation of the person, which has the abilities and skills freely and justified communicative uses of language means in the perception (listening and reading), creating (speaking, writing) statements in various fields, forms, views, speech genres, that is, to ensure its full speech competence "[1].

Among the most important skills that form the basis of speech competence, the authors include: the ability to conduct a dialogue with the

requirements of Ukrainian speech etiquette in different situations; the ability to create oral monologic utterance; the ability to share what they saw, heard, weathered; the ability to express their attitude to the subject under discussion, to give some clarification; the ability to perceive by ear dialogue and monologue, which implies a focus on the content of the statements, the use of different methods of fixation heard in accordance with the communicative task, participated in the discussion, communication, use it in their work; the ability to create written texts in different styles, types and genres of speech; the ability to use different types of reading; consciously relate to the choice of what to read, understand the purpose of reading, to navigate, to whom is addressed the text; evaluate text (highlight the main and secondary).

According to the authors, all of the above skills are the foundation on which the common speech skills are formed. These skills include: the ability to navigate in a speech situation, and plan to conduct preparatory work for the implementation of broadcasting, to carry out the plan of speech activity; ability to self-control and self-assessment of speech activity that will ensure the readiness of pupils to speech creativity in any situation.

Another interpretation of the speech activity was proposed by E. Passov [9]. Under a verbal competence author understands speech ability, which is formed by means of verbal communication training.

According to N. Wenig, "Speech competence of students - is a complex concept that is based on language competence, includes a system of verbal skills: the ability to engage in dialogue, to perceive, reproduce and build oral and written monologue and dialogue statements of various types, styles, genres etc. that are used to communicate in different situations. Speech competence of each individual manifests itself in the development of the ability to use oral and written literary language, the richness of its means of expression, depending on the goals and objectives statements, and areas of public life. This definition of speech competence, we consider it appropriate to

supplement the more components such as to give students the skills of public speaking and the use of appropriate forms of speech etiquette "[3, p. 16].

I. Zimnaya gave a definition of this phenomenon: "Speech competence is an active, purposeful, motivated, substantive (meaningful) process of perception and reproduction of the existing articulated thoughts through language (expression, expression of feelings), aimed at meeting the communicative and cognitive needs of people in the process communication "[5]. A. Kolodych adheres to this definition in his dissertation study [7].

One cannot but agree with I. Varnavskaya that in its dissertation research [2] notes that the definition of language competency (competence), which is offered by domestic and foreign authors, are very close and soon clarify each other than contradict each other. The author implies in the speech competence a general range of communicative skills: "Formation of speech competence of students lies in mastering speech skills by mastering the concepts needed to implement the speech acts of varying complexity on the one hand, on the kinds of speech activity, and on the other at the level of language (phonetics, vocabulary, grammar) "[2, p. 53]. The general communication skills I. Varnavskaya include: the ability to reveal the subject and the basic idea of creating the text; the ability to collect and organize material on the basis of which will be created the statements (a skill requires the ability to think of a meaningful text plan); the ability to build certain statements in the form of a composite (speech genre). Prior to these skills, the specific skills of speech are added: ability to use means of expression of speech; ability to prepare oral information, communication and the likes; mastering the skills of polite speech. [2].

After analyzing all of the above, the speech competency can be defined as the ability of fluent usage of speech skills, communicatively justified use of language funds in the implementation of the basic language skills: listening, reading, speaking, writing.

As any activity has stages: goal setting, forecasting, planning, decision making, monitoring and evaluation activities, to the most important speech skills the following is included: the ability to formulate and articulate the purpose of speech activity; the ability to predict the effects of speech activity; to conduct preparatory work for the implementation of the speech, plan it, the ability to make reasonable decisions; the ability to exercise self-control and self-esteem of the own speech.

In the process of teaching this, the usage of business and role-playing games can be performed.

Business and role-playing games are didactic, by these games a certain educational goal is reached and an important factor in these games is the process of the game. Role play is different from the business one that in the first there any scenes from the life around us or the imaginary one, in the business game situation is related to a future profession of students or directly to professional occupation participants. The business game is considered one of the best ways to organize communicative learning. As is well known, it is fairly common form of active learning, means and methods of preparation and adaptation to professional and social contacts, a professional tool for creating individual.

Business and role games promote revitalization of thinking, increase the independence of their members, promote the development of certain skills, in the process of these games collective forms of communication are developing.

Didactic game sense is in the ability to reuse the language units in the process of communication between members to achieve a variety of problematic gaming purposes. Their communicative orientation is provided by the orientation of participants in the solution of linguistic and extra-linguistic tasks.

The opinion of those scholars who consider role-playing and simulation games important methods of learning is shared with the author, because thanks to this games a certain didactic purpose is reached (repetition of

previously learned material, learning new material, consolidation of the acquired material, the formation of skills of practical application of knowledge, etc.).

On the importance of didactic games, especially role-playing and business games, points I. Kulish. The author supports the opinion of those researchers who advocate the use of didactic games not only on the senior stage schools, but also in higher education. I. Kulish said that "the use of didactic games in the preparation of specialists in various disciplines contributes to the formation of interest in learning, improve the efficiency of the process, the preparation of students to use the theoretical knowledge in practical situations (in particular, business games), changing negative stereotypes in education affects not only educational and cognitive activity, but also on the individual students.

IV Conclusions. Thus, the role and business games are an effective method of preparation of experts of various specialties in courses in various disciplines, including the preparation of future education managers.

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