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STRUCTURE OF FOREIGN LANGUAGE STRATEGIC COMPETENCE OF FUTURE PRIMARY TEACHERS

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Abstract. The article is devoted to highlighting the theoretical prerequisites for the formation of foreign language strategic competence of future primary school teachers. The definition of the term "strategic competence" is provided, its component composition is analyzed, and the purpose of training is determined. The purpose of the article is to highlight the structure of formation of foreign language strategic competence of future primary school teachers. In today's requirements for the foreign language training of students the role of the ability to obtain information from different sources, to absorb, supplement and evaluate it, to apply different ways of cognitive and creative activity is increasing. CEFR (2018) identifies strategic competence as a key element to form communicative competence. The methodological basis of the article is psychological, pedagogical and methodical theories and provisions that reveal conceptual approaches to the researched issues. The scientific novelty consists in determining the structural elements of strategic competence as the basis for the formation of foreign language strategic competence of future primary school teachers. The prospects for further scientific research should be the use of the identified elements of strategic competence as the basis for the formation of future primary school teachers' foreign language educational and strategic competence in the educational process to build a model of appropriate learning.

Key words: strategic competence, primary school teachers, structure of strategic competence, foreign language, development of strategic competence, bachelor.

Introduction. Today, a global reform of all links of the education system is taking place in Ukraine, which is determined not only by the objective requirements of the time, but also by the state of the education system itself. The integration of domestic higher education into the global, particularly European, educational space, the need to ensure the competitiveness of education in the modern information society, require its significant modernization. The problem of demand for specialists who speak English at a high level is becoming more and more apparent, as indicated in the Program for Non-Language Higher Education (2004) and in the Common European Framework of Reference (2018) at levels B1 and B2 (Konotop, 2020). In the modern world, there is a constant demand for specialists who have a high level of professionally oriented foreign language, therefore, the search for effective ways to optimize the educational process is always relevant and important, especially in non-language institutions of higher education, where there is a constant lack of study time for teaching English, but at the same time quite high requirements are put forward for foreign language practical training of future specialists. In our opinion, the use of strategic competence as a basis for the formation of foreign language communicative competence of future primary school teachers in the educational process opens up great opportunities.

The purpose and tasks of the research. The purpose of the article is to highlight the components of developing strategic competence of future primary school teachers.

Research methods. The methodological basis of the article is psychological, pedagogical and methodical theories and provisions that reveal conceptual approaches to the researched issues.

Research results and their discussion. Many scientific papers T.M. Astafurova, K.G. Babaskina, Y.V. Baturina, N.E. Bilonozhko, L.V. Bondar, V.S. Butyeva, O. Bogdanova, O.M. Vanivska, M.P. Daver, I.P. Zadorozhna, M.S. Kalinina, L.O. Kareva, M.R. Koreneva, S.L. Ledovskikh, N.G. Mykhailova, S.Yu. Nikolayeva, M.P. Oliyars, T.I. Timofeeva, D. Tereshchuk, T.Yu. Ternovykh, O.V. Tsepikalo, N.S. Shcherba, V.V. Chernysh, L.V. Yagenich, M. Canale, A. Cohen, D. Numan, M. Swain, etc. are devoted to different aspects of the studying of the formation of strategic competence (Konotop, 2018, 2020). As emphasized by T.I. Timofeeva, successful modeling of the process of formation of structural components of strategic competence involves the integration of teacher and student goals. Only the unity of their efforts, assistance, mutual enrichment, co-creation, focus on determining the value basis of mutual understanding, as well as the importance of the subjects to each other, as the researcher notes, will contribute to the productive formation of students' strategic competence and their communicative development as a whole (Timofeeva, T.I., 2011: 45). Therefore, it is extremely important to consider the content of the strategic competence and the goals of its formation.

According to L.O. Kareva (2002), the central concept of strategic competence includes: 1) the ability to realize a speech intention, which allows establishing contact and mutual understanding with other partners; 2) knowledge of the structural elements of language (grammar, vocabulary) necessary for communication, and the ability to use them in various communication situations; 3) possession of a set of speech-organized formulas necessary during communication (Kareva, L.O., 2002: 20). The researcher defines the following structure of strategic competence: 1) operation with language material (background and non-equivalent vocabulary); 2) operation of selected background knowledge (including knowledge of norms of everyday behavior); 3) operating with a selected minimum of communicatively stereotyped body movements (gestures) and facial expressions that reflect the specifics of the people who speak the language (Kareva, L.O., 2002: 26). The main characteristics of the concept of "strategic competence" according to L.O. Kareva is: 1. its cognitive nature; 2) the relationship between practical purpose and communicative intention; 3) dependence on the context of the situation and psychological characteristics (portraits) of communicators (Kareva, L.O., 2002: 51).

M.R. Koreneva (2003) under strategic competence understands the compensation by the speaker in oral or other form for the lack of information that can occur between communicants when the information was not fully decoded by one of them (Koreneva, M.R., 2003: 22) and his ability to get out of difficult communicative situations due to a lack of language or speech resources by using compensatory strategies and skills (Koreneva, M.R., 2003: 30). In the structure of the strategic competence M.R. Koreneva considers it expedient to distinguish the following components: knowledge, skills, motives and attitude to activity (Koreneva, M.R., 2003: 32). The scientist claims that the compensatory strategy and compensatory skill are the two basic concepts in the structure of foreign language teaching and learning (Koreneva, M.R., 2003: 33). According to M.R. Koreneva's strategic competence includes knowledge about verbal/non-verbal means of compensation, compensatory strategies, skills and compensatory strategies themselves, the ability to overcome various difficult situations in the process of foreign language communication and/or to fill the gaps of a linguistic, pragmatic nature in case of imperfect mastery of foreign language. This ability (competence) presupposes, first of all, the development of compensatory skills, without which the process of communication and use of foreign language is impossible (Koreneva, M.R., 2003: 33).

H.O. Kuznetsova (2004) claims that strategic competence manifests itself in the development of the ability to overcome linguistic difficulties of communication, using at the same time compensating means / paraphrasing, gestures, facial expressions to avoid communication breakdown (Kuznetsova, H.O., 2004: 14). Following L.F. Bachman, G.O. Kuznetsova singles out: 1. evaluation in the structure of strategic competence; 2. planning; 3. execution (Kuznetsova, H.O., 2004: 19).

In the work of T.A. Sokolova (2009) strategic competence is considered in its comparison with compensatory competence. Analysis of the works of scientists engaged in the study of both

strategic and compensatory competencies (I.L. Beam, E.N. Grim, M.R. Koreneva, E.V. Tikhomirova, A.L. Tikhonova, A.L. Trofymova, T.M. Fomenko, L. Bachman, A.S. Palmer, N. Poullisse, S. Savignon, S. Selinker), allowed the researcher to come to the conclusion that the purpose of these competencies generally coincides. They are aimed at overcoming difficulties that arise, in particular, in the process of reading foreign language literature. These difficulties are caused by inferior possession of foreign language (Sokolova, T.A., 2009: 8). T.A. Sokolova (2009) points out the difference between strategic and compensatory competences: 1. they are not the same in their functions. The main function of compensatory competence is the ability to compensate for an interrupted communication process (I.L. Beam, T.M. Fomenko, T.M. Tikhonova, M.R. Koreneva). The sphere of influence of strategic competence is wider. It covers not only the scope of compensatory techniques, but also implies all kinds of educational techniques and tactics related to the concepts of «autonomy», «methodology of learning and self-learning foreign language» (M. Koreneva, N.F. Koryakovtseva, S. Faerch, G. Kasper, R. Richterich); 2) differences between competencies are also revealed from a psycholinguistic point of view. When interpreting strategic competence, scientists (Sh. Roberte, E. Taron) especially emphasize the need to take into account the degree of awareness of those who study, the limitations of their language capabilities. This forces them to strategically choose a certain line of language behavior in one or another situation; 3. strategic competence to a greater extent (compared to compensatory competence) depends on the external conditions of activity and, above all, on the communication participants themselves, and therefore it involves the ability to choose an individually determined strategy of language behavior to increase the effectiveness of communication. As a result of the comparative analysis T.A. Sokolova found that compensatory competence is a part of strategic competence, performing one of the functions of the latter: overcoming difficulties arising from imperfect knowledge or command of a language in order to compensate for an interrupted communication process (Sokolova, T.A., 2009: 8-9).

V.A. Kononova (2009) strategic competence understands as the ability of a student to choose effective educational strategies in the process of mastering an educational discipline in accordance with his educational style, taking into account metacognitive, emotional and social factors (Kononova, V.A., 2009: 122-123). Strategic competence according to V.A. Kononova consists of four components, and the main role is assigned to the cognitive component, which is under the influence of the educational situation (Kononova, V.A., 2009: 130): 1) metacognitive component — indirect, which includes management elements, such as planning, attitude to various resources, including temporary, assessment of the situation and self-assessment, reflection; 2) the cognitive component, which is directly related to learning, to the accumulation of knowledge and production, to the development of abilities and skills; 3) affective strategies, controlling feelings and emotions; 4) social and compensatory strategies that form behavioral norms: how to interact with fellow students, with teachers, with native speakers, how and what roles to play in the educational process.

Yu. Tolmacheva (2009) claims that strategic competence involves the mastery of the secondary linguistic personality by the corpus of the main types of communicative strategies and accompanying types of strategies for the realization of communicative intentions, the skills of variable use of communicative strategies in the process of intercultural communication (Tolmacheva, Yu., 2009: 90). The content of teaching communicative strategies of foreign linguistic behavior by the author includes: communicative strategies and linguistic and behavioral tactics that fill them, represented by a set of typical phrases, topics, situations of educational intercultural communication, as well as a complex of linguistic, sociocultural and intercultural knowledge, strategic skills and skills of intercultural interaction. The above-considered content components, as noted by Yu. Tolmacheva, can be specified: the knowledge component includes: declarative (linguistic, background sociocultural, intercultural, and conceptual) and procedural knowledge (about the functions of communication, communicative intentions, types of communicative strategies and speech-behavioral tactics, deployment algorithms

and mechanisms for using communicative strategies, methods of language behavior in situations of intercultural communication). As for skills, Yu. Tolmacheva proposed their nomenclature, which includes five groups: strategic metacognitive, compensatory, general educational and intercultural communication skills (Tolmacheva, Yu., 2009: 169-170).

L.O. Gelivera (2010) (the author's term «discursive-strategic competence») operates with the concept of «discursive-strategic competence», the discursive component of which includes knowledge about the features of various types of discourse, as well as the ability to use a range of linguistic means to produce and understand texts. Instead, the strategic component deals with «managing» the process of communicative interaction, is the ability to use communicative strategies to solve communicative goals (Helivera L.A., 2010). The strategic component involves the availability of background knowledge that ensures the interconnected communicative and sociocultural development of future specialists; the ability to achieve understanding of the interlocutor with further implementation of one's speech intention; the ability to realize communication goals; the ability to choose a certain line of speech behavior to increase the effectiveness of communication; the ability to use communicative strategies for conducting a conversation and its correction; mastering the skill of using internal «replanning» of speech and finding the necessary language means as a way to solve a communicative task.

According to the tasks of our research, L.O. Gelivera supplements the content of the strategic component with the ability to build discourse generation strategies using synonymous (grammatical) linguistic means depending on the parameters of the communicative situation, since the successful solution of a communicative task largely depends on the correct choice of syntactic construction (Helivera, L.O., 2010: 13). L.O. Helivera schematically presents the strategic competence as follows: 1. knowledge (background); 2. skill (implementing an intention, building a strategy by means of syntactic synonymy); 3. abilities (to realize a communicative goal); 4. skills (use of replanning) (Helivera, L.O., 2010: 14).

M.M. Goranska (2011) interprets strategic competence (the author's term «compensatory competence») as the readiness and ability of the subject to overcome difficulties of various nature in the process of professional communication with a shortage of language, speech, socio-cultural or educational and cognitive means in foreign / native language, using all available compensatory resources (knowledge, skills, abilities, motivational and reflexive experience and strategies for their productive and flexible application in communicative and problematic situations). The formed strategic competence allows students to use available resources when mastering professionally oriented foreign language, to competently solve communicative tasks in professional activity in foreign language, as well as to use the resources acquired in the course of foreign language in future professional activities in their native language (Goranskaya, M.M., 2011: 4).

As indicated by M.M. Goranska, the characteristics inherent in strategic competence largely coincide with the characteristics of general cultural competences; at the same time, its specific features are defined: complexity, multidimensionality, flexibility, universality, interdisciplinary, intuitiveness, relativity, economy, and dynamism, which allow it to manifest itself in all components of the foreign communicative competence (Goranskaya, M.M., 2011: 11-12). The researcher singles out such components as cognitive, activity, and motivational-value components in the structural composition of strategic competence. The content of the motivational and value component of strategic competence is similar in many respects for all types of speech activity, since every student has a natural need to successfully solve communicative tasks even with minimal experience in solving them (Goranskaya, M.M., 2011: 12).

The content of the components of the strategic competence was grouped by M.M. Goranska in compensatory strategies. For example, linguistic strategies include the techniques of using synonyms, antonyms, substitute words, generic concepts, word formation, using words from other foreign languages, transliterating native language words, paraphrasing, etc.; extralinguistic strategies combine

the techniques of graphic and expressive design of the text, insertion of pictures and graphs, use of auxiliary means (dictionaries, reference books, educational and methodical guides, sample letters, computer programs for checking spelling, computer templates, etc.) (Goranskaya, M.M., 2011: 13).

A.V. Papikyan (2011) believes that strategic competence (the author's term «compensatory competence») occupies a prominent position in the composition of communicative competence, is present and interacts with each competence at any level of foreign language proficiency. In the content of teaching strategic competence as a means of overcoming socio-cultural interference A.V. Papikyan includes the following components: knowledge of verbal / non-verbal means of compensation, knowledge of compensatory strategies and skills; motives and attitude to activity. In view of these facts, the researcher believes that it is necessary in the process of teaching intercultural communication to use compensatory strategies aimed at compensating for missing landmarks of students in the language register (for example, awareness of the peculiarities of the connotative semantics of the linguistic means of foreign language being studied), as well as socio-cultural parameters of communication (Papikyan, A.V., 2011: 68).

Yu.A. Molchanova (2011) (the author's term «compensatory (strategic) competence») claims that strategic competence (the author's term) is present in each competence, interacts with it at any level of foreign language mastery, is an integrator of these competences and at the same time is constantly formed and its level depends on other competences, i.e. the lower the level of formation of linguistic, sociolinguistic, discursive, social and sociocultural competences, the lower the level of formation of strategic competence and vice versa (Molchanova, Yu.A., 2011: 43). Following V.V. Safonova, Yu.A. Molchanova believes that the composition of strategic competence should include specific knowledge, skills and abilities that need to be mastered, abilities that help a person to navigate in the cultural and linguistic environment, and language strategies thanks to which the one who learns, achieves his specific goals (Molchanova, Yu.A., 2011: 43). The researcher also singles out three components of strategic competence: 1) assessment; 2) planning; 3) implementation (Molchanova, Yu.A., 2011: 44).

T.I. Timofeeva (2011) in the content of strategic competence singles out the following structural (s) components: cognitive; motivational; interactive and active (Timofeeva, T.I., 2011: 44).

1. Cognitive component. Gives special importance to cognitive processes (thinking, awareness, judgment), associated with mastering methods of obtaining significant information about the world and about oneself; self-awareness as a moral personality; characterized by the development of knowledge and ideas about oneself, methods of self-knowledge, self-analysis, self-development, goal determination; the development of the idea of the significance of one's «I»; knowing another person; includes the ability to predict the behavior of another person, to effectively solve various problems that arise between people. The complex structure of knowledge, the system of its interrelated components acquires special importance: understanding of the studied material; saving it in memory; the ability to reproduce learned information; apply knowledge in practice and show creativity in transforming it according to the changed situation (Timofeeva, T.I., 2011: 45).

2. Motivational component. Allows to argue the system of motivational-value and emotional-volitional relations to the world, activities, people, oneself, one's abilities, their development. It includes motives, goals, needs for professional training, improvement, self-education, self-development, attitudes towards actualization in professional activity, stimulates the creative expression of the individual and assumes the presence of interest in professional activity, which is manifested in the individual's need for knowledge, in mastering effective methods of organization and interaction. The motive of affiliation and the motive of achievement are important (Timofeeva, T.I., 2011: 46-47).

3. Interactive activity component. The essence of the component consists, on the one hand, in interactive, that is, in direct interaction of the subjects of the educational process, coordination of their actions, cooperation, mutual understanding, and, on the other hand, in the process of such interaction,

the knowledge acquired by students is implemented in practice and developed in they have relevant abilities and skills; the formation of an interactive activity component contributes to solving the tasks of control and correction, stimulation of the process of formation of strategic competence of students in communicative activities, as well as deepening of knowledge and skills (Timofeeva, T.I., 2011: 49). Timofeeva (2011) in the content of strategic competence, in addition to structural ones, also distinguishes functional (f) components in the structure of strategic competence: 1. indicative, 2. operational and 3. reflective (Timofeeva, T.I., 2011: 52).

1. Approximate component. It is based on the provisions of the theory of I.P. Pavlov (about the emergence of an orienting instinct (reflex) and the theory of planned and step-by-step formation of mental actions and concepts by P.Y. Halperin. Students are given the opportunity to analyze and interpret certain situations, they evaluate their own cognitive resource and select a repertoire of strategies, determine the degree of effectiveness of their use (Timofeeva, T.I., 2011: 53).

2. Operational component. The basis for the selection of this functional component is the theory of A.N. Leontiev, in which three main levels of activity organization are distinguished – action, operation, and autonomous activity (Timofeeva, T.I., 2011: 53).

3. Reflective component. It manifests itself in the ability to consciously control the results of one's activities and the level of one's own development, personal achievements: the formation of professionally significant knowledge, abilities, skills and such important qualities and properties as creativity, initiative, focus on cooperation, self-confidence, a tendency to self-analysis, the ability to improvisation, prediction, proactive, critical and innovative reflection, creative imagination and forecasting the results of one's activities. (Timofeeva, T.I., 2011: 55).

A.V. Ivanov (2012) points out that strategic competence (the author's term «strategic (compensatory) competence») is one of the most important components of strategic competence, without which the process of foreign language communication is impossible. Being an independent component, the strategic competence acts as one of the objectives of foreign language education. The researcher understands the ability of the communicator to get out of difficult communicative situations due to the lack of material and social experience of communication in a foreign language environment by using compensatory strategies and skills (Ivanov, A.V., 2012: 45). The selected components of the strategic competence correlate with the components of any act of activity and correlate with the structure of activity. Thus, the structure of strategic competence includes knowledge, skills, motives and attitude to activity (Ivanov, A.V., 2012: 45). The scientist identified two basic elements in the structure of strategic competence — strategy and skill. A compensatory strategy is an activity for the implementation of a certain number of subordinate goals, which leads to the achievement of the main primary goal — compensation for an interrupted communication process due to a shortage of speech resources; compensatory skill is the ability to use certain linguistic and non-linguistic means of a foreign language to compensate for difficulties arising from imperfect mastery of foreign language (Ivanov, A.V., 2012: 45).

Yu.V. Slezko (2014) in strategic competence implies the readiness and ability to use strategies for transforming foreign language discourse in the course of intercultural professional communication (Slezko, Yu. V., 2014: 19). The content consists of: 1. extralinguistic components of the learning content: areas of communication, topics, communication situations; 2. written texts of tourist discourse: verbal, iconic and creolized; 3. language material; 4. knowledge; 5. strategies for mastering foreign language discourse (strategies for modifying foreign language professional discourse, metacognitive and rhetorical strategies); 6. skills that implement these strategies; 7. communicative goals and intentions; 8. emotional and evaluative component (Slezko, Yu., V., 2014: 20).

According V.E. Buteva (2014) strategic competence is an individual's ability to adequately use a learned set of actions (methods, strategies) on the basis of acquired knowledge and skills (Buteva, V.E., 2014: 28). The structure and content of the strategic competence follows T.I. Oliynyk, V.E. Buteva

interprets it as the presence of knowledge about one's own psychological characteristics that affect the mastering process; of knowledge about word formation, grammatical forms, etc., which contribute to the use of educated guesses; models of behavior and a set of speech actions to achieve the set communicative task; relevant skills and abilities that allow using educational and communicative strategies in the learning process (Buteva, V.E., 2014: 28).

S.A. Fedorova (2015) (the author's term «compensatory competence») interprets strategic competence as the ability to compensate for breakdowns in communication caused by a lack of knowledge, limited linguistic, speech and sociocultural means, as well as extralinguistic factors. The development of compensatory skills is possible through productive types of speech activity, and in their combination with receptive ones (listening-speaking, listening-writing, reading-writing, reading-speaking). In the work, the author clarifies the nomenclature of students' compensatory skills. In speaking and writing: use synonyms; use substitutes; use paraphrasing; use clarifications and questions; use associations; use analogies; use non-verbal means of communication; listening and reading: divide the text into complete meaningful parts; recognize familiar words in the text; use illustrative material and country studies comments; carry out syntactic and lexical-grammatical analysis of sentences; use linguistic and sociocultural guesswork (Fedorova, S.A., 2015: 10).

Under strategic competence O.V. Luchyna (2016) (the author's term «compensatory competence») understands the ability and willingness of subjects to compensate for the deficit of their foreign language knowledge, as well as linguistic and social experience of communication in a foreign language environment with the help of various verbal and non-verbal means in order to support the communication process (Luchyna, O.V., 2016: 29). The selected components of strategic competence correlate with the components of any act of activity and correlate with the structure of activity.

Thus, the structure of strategic competence includes knowledge, skills, motives and attitude to activity (Ivanov, A.V., 2012: 45). The scientist identified two basic elements in the structure of strategic competence – strategy and skill. A compensatory strategy is an activity for the implementation of a certain number of subordinate goals, which leads to the achievement of the main primary goal – compensation for an interrupted communication process due to a shortage of speech resources; compensatory skill is the ability to use certain linguistic and non-linguistic means of a foreign language to compensate for difficulties arising from imperfect mastery of foreign language (Ivanov, A.V., 2012: 45).

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Conclusions. One of the important tasks of modern institutions of higher education in Ukraine is the training of competent specialists in accordance with the levels of world standards, socially and professionally mobile, competitive on Ukrainian, European and global labor markets, oriented towards lifelong education. In the conditions of Ukraine's integration into the international scientific and educational space, studying and teaching of foreign languages, and especially English, the language of international communication, is becoming one of the key factors for increasing the competitiveness of graduates on Ukrainian, European and global labor markets. In today's requirements for the foreign language training of students the role of the ability to obtain information from different sources, to absorb, supplement and evaluate it, to apply different ways of cognitive and creative activity is increasing. CEFR (2018) identifies strategic competence as a key element to form communicative competence. Thus, the formation of strategic competence is of great importance for students. The prospects for further scientific research should be the use of the identified elements of strategic competence as the basis for the formation of future primary school teachers' foreign language educational and strategic competence in the educational process to build a model of appropriate learning.

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