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**METHODICAL SYSTEM FOR THE FORMATION OF SPEECH
COMPETENCE OF STUDENTS OF NON-HUMANITIES MAJORS
ON THE BASIS OF A TEXTUAL APPROACH**

**МЕТОДИЧНА СИСТЕМА ФОРМУВАННЯ МОВЛЕННЄВОЇ
КОМПЕТЕНТНОСТІ СТУДЕНТІВ НЕГУМАНІТАРНИХ
СПЕЦІАЛЬНОСТЕЙ НА ОСНОВІ ТЕКСТОВОГО ПІДХОДУ**

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Conceptual changes in the content of language education in higher education require a renewal of its paradigm, which manifests itself in the implementation of modern approaches to the training of future professionals.

The new philosophy of professional training pointed to the need for the development of a special methodical system of education that would facilitate the formation of students' linguistic, professional and communicative skills. A detailed analysis of the specifics of the study of the Ukrainian language in the institutions of higher education of the non-regular profile allowed to identify the problems that need to be solved during the organization of classes on the course «Ukrainian language (by professional orientation)», in particular, this: – low level of basic knowledge of the Ukrainian language; – limited number of hours for mastering the course; – unsystematic study of the discipline; – absence of the special courses, which would compensate for a small number of hours allocated for studying the course «Ukrainian language (in professional direction)»; – there is insufficient motivation to study the discipline as compulsory in the system of non-philological teaching; – lack of professionally directed textbooks in the Ukrainian language for specialists in non-philology training areas, etc.

Therefore, obviously, there is an urgent need to develop a teaching and methodical system for the formation of the speech competence of students of non-humanities majors, which correlates with the curricula, real requests and requirements of the future professional activities. It should be noted that the discipline «Ukrainian language (in professional direction)» was entered to the compulsory components of the educational program, it allocates 3 credits. It is planned for the second semester; the form of the verification of knowledge, skills and abilities is a score and exam.

Fitsula M. argues that the main way and means of obtaining education is the learning as the purposeful interaction of teachers and students, in which knowledge is acquired, skills and abilities are formed [3, p. 21].

The formation of speech competence as a final result and a means of achieving different competencies plays a key role in language education, because, as noted by I. A. Ziazun, the main goal of higher education should be the formation of a coherent and purposeful personality, ready for a free humanistic oriented choice and individual intellectual an effort that has multifunctional competencies [2, p. 13].

For the most part, the scientists consider competence as a special structured set of knowledge, skills, abilities and attitudes that allow a future specialist to identify, that is, to identify and solve, regardless of context, problems that are characteristic of a particular area of the professional activity [1, p. 17]. Competence is manifested in activities; therefore the main feature of competence-oriented professional education is the direction of the process of preparing future specialists for obtaining the specific results of solving the professional problems [1].

So we formulated the hypothesis of our work: the formation of the language competence of the students of non-humanities majors in the process of the mastering the course «Ukrainian language (in professional direction)» will be effective if a methodic would be developed on the basis of a textual approach and implemented into the educational process.

This is possible under the following conditions: 1) if the developed methodic has a solid theoretical basis, which is laid down by branches of philosophy, history, pedagogy and psychology; 2) if the design and implementation of the methodic is carried out under the conditions of the continuous monitoring of the students' broadcasting qualities; 3) providing the systematic links between the content and volume of the educational material from the Ukrainian language; forms of the organization of training and self-education of students; the traditional and innovative methods and techniques of the implementation, control and self-control, correction of training and self-education of students; 4) if the teaching of the Ukrainian language is of a scientific, exploratory, creative nature, it will promote the gradual formation of the creativity as a necessary condition for the productive language communicative activity of students; 5) if the selected texts are aimed at the providing educational, cognitive and professional aspects of students' activity; 6) if in the process of formation of speech competence of students to take into account the level of formation of their information and communication culture.

The pedagogical experiment was conducted on the basis of the Educational and Scientific Institute of Technologies and Professional Education of T. H. Shevchenko National University «Chernihiv Colehium». 140 students of the first courses participated at the first (stating) stage of the pedagogical experiment. 84 students participated at the second (forming) stage. The control and experimental groups were created at the beginning of the forming experiment. Groups divided by a random method and had no statistically significant differences between indicators at the beginning of the experiment.

At the first stage (2019-2020) the scientific and methodical literature on the problem under study was analyzed, the hypothesis of the study was formulated, the content of the formation of the speech competence of the students of non-humanities majors in the conditions of a higher education institution was outlined, the state of development of the identified problem in theory and practice was determined, a stating experiment was conducted for the determine the level of the formation of students' speech competence.

At the second stage (2020-2021), the developed methodic of the phased formation of the speech competence of the students of non-humanities majors was implemented to the educational process; a forming experiment was

conducted, criteria were developed and the formation levels of the indicated phenomenon were revealed.

The methods of text's using in the student's speech activity are determined by the type of knowledge they possess and which must be given. The scientific and methodical system of the training was developed on the basis of the texts, which contain the various tasks.

There are three ways of using the text which depend on the content of the language category, from the essence of the essential features to be compared, as well as the students' experience:

1) direct examination and analysis of the text or the comparison of the two texts;

2) making a coherent statement on a certain action, situation;

3) reconstructing the text, comparing it with the original [21, p. 27].

At the third stage (2022) a control stage of the pedagogical experiment was conducted. At this stage the qualitative results of experimental training were analyzed; the effectiveness of the proposed methodical system for the formation of the speech competence is determined; conclusions were formulated and theoretically substantiated.

Optimum use of the text contributes to the formation of the speech competence of students of non-humanities majors. So it's necessary to use the different types of the texts and to propose a lot of various forms and types of organization of the students' activities. It is worth remembering that only the teacher of the Ukrainian language has the opportunity to combine ethnographic, ethno-cultural and linguistic aspects in his work. Only in the aggregate of these aspects is the formation of educated, creative, cultural, and competitive specialists.

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