

*Fedorenko Yu. P.,**Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor at the General Linguistics and Foreign Languages Department  
National University "Yuri Kondratyuk Poltava Polytechnic"*

## LINGUISTIC COMPONENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE

**Summary.** The article is devoted to the consideration of intercultural communicative competence and its linguistic component in particular. The multifaceted definition of the concept, the peculiarities of translation led to the distinction between the concepts "communicative competence" and "communicative competency". Competence includes a set of personal interrelated traits (knowledge, skills, abilities, methods of activity), set in relation to a certain range of objects and processes, and necessary for quality productive activities in relation to them; while competency is the possession, when person obtain the relevant competence, which includes his personal attitude to it and to the subject of activity.

The structure and the components of communicative competence in various scientific researches are analyzed in the scientific work, its complex multicomponent structure is considered. In a structure of communicative competence as its components the author considers the following types of competences: linguistic, sociolinguistic, discursive, sociocultural, social, strategic. We note that communicative competence in its modern interpretation includes the following types of competencies: linguistic, sociolinguistic, discursive, strategic, social, sociocultural, subject, professional. The article reveals the essence of key competencies. The study focuses on the definition of linguistic competence, consisting of phonological, orthographic, lexical, grammatical and semantic competencies, as well as the ability to use them in their productive speech and to understand the speech of others. It is noted that linguistic competence contributes to the feeling of correctness of sentence construction, enrichment of vocabulary, formation of abilities to analyze and evaluate linguistic facts qualitatively and quickly.

The formation of communicative competence appropriate level ensures the competitiveness and professional mobility of higher education institutions graduates and also contributes to the satisfaction of professional needs and the successful implementation of business contacts.

**Key words:** linguistic competence, competence, competency, communicative competence, intercultural communication.

**Formulation of the problem.** At the present stage of society development, the expansion of opportunities for integration into European space, a specialist in any field must speak a foreign language as a native. Therefore, the problem of intercultural communication of higher education institutions students is relevant today in the field of educational services. A high level of proficiency in a foreign language, English in particular, promotes competitiveness and professional mobility in any field of human activity and communication of the future specialists. Students also acquire appropriate communicative and professional competence in

mastering English at such a level that will allow them to use it to meet professional needs, business contacts and further professional self-education and self-improvement and to prepare them for intercultural communication in various spheres of life.

**Analysis of recent research and publications.** An analysis of the sources where the investigation to this problem was initiated showed that many scientists have studied the problem of communicative competence. However, this problem has not been investigated properly yet.

The study of the problem of speech communication is an integral part of the linguistic concepts of M. Bakhtin, N. Chomsky, L. Shcherba and D. Hymes. Linguists V. Kostomarov and O. Leontiev studied the communicative function of language. Speech activity as a speech-creative process has been studied in the works of I. Bilodid, E. Vereshchagin, N. Venig, L. Vygotsky, T. Donchenko, L. Matsko, O. Mitrofanova, J. Carol, W. Littlewood, S. Savignon. N. Uysimbayeva, A. Khutorsky, V. Legan, V. Vvedensky, V. Slastyonin and others studied the essence of professional competence. Linguistic competence was studied by: N. Chomsky, S. Savignon, L. Bachman, I. Zymnaya, S. Kornienko, I. Snikhovska, E. Vereshchagin, V. Kostomarov, N. Mykytenko, L. Shmelkova, Y. Kartava.

**The purpose of the article** is to single out and consider the linguistic aspect of communicative competence, to present different approaches to defining the essence of the concepts "communicative competence" and "competency", as well as to identify its leading components in higher education foreign language teaching.

**Presentation of the main research material.** The complexity and multifaceted definition of the concept, the peculiarities of translation have led to the fact that some researchers talk about "communicative competence", while others about "communicative competency". In the scientific literature, there is a tendency to distinguish these concepts. Thus, according to A. Surygin, competence is a range of issues in which the individual is well aware, in which he has some knowledge and experience, and competency is a property of the individual based on competence [1].

A. Khutorsky gives detailed interpretation of these terms: "Competence includes a set of personal interrelated traits (knowledge, skills, abilities, methods of activity), set in relation to a certain range of objects and processes, and necessary for quality productive activities in relation to them. While competency is the possession, when person obtain the relevant competence, which includes his personal attitude to it and to the subject of activity" [2].

The very term "competence" appeared in the scientific world thanks to the American linguist, author of the theory of grammar, N. Chomsky; in his works, he uses the phrase "linguistic

competence”, presenting it as a system of rules inherent in the speaker’s language. The term “communicative competence” (*competentia* in Latin), was introduced by the American anthropologist D. Hymes, who believed that it is not enough to master only linguistic competence for those who study foreign language; it is also necessary to learn to use the studied language in modern society properly. The concept of “communicative competence” also means that all utterances have their own rules, grammar rules and their understanding and usage provides the ability to use language in the process of communication [3].

Let us turn to the structure and component composition of communicative competence. Nowadays there is no single definition of the term “communicative competence”. The authors interpret it differently.

The etymological dictionary of the Ukrainian language defines competence as follows: “competence” – compliance, consistency associated with *competere* – to seek together, to strive [4]. The dictionary reference book on the methods of Ukrainian language teaching gives the following definition: “communicative competencies – competencies that involve mastering oral and written communication, mastering several languages” [5, p. 108]. The dictionary of modern Russian language gives the following interpretation of competence: “competence is an area of issues in which someone is well acquainted” [6]. In order to learn to speak, read and write well, a person must acquire the appropriate knowledge and skills. Modern linguistics and linguodidactics define language learning and speech learning as learning to communicate in a language.

For O. Kazartseva – communicative competence – is the knowledge, skills and abilities necessary to understand others and create their own programs of speech behavior, corresponding to the aims, areas, and situations of communication. It includes knowledge of language linguistics basic concepts – styles, types, ways of referring sentences in the text, etc.; skills and abilities of text analysis and actual communicative skills – skills and abilities of speech communication in relation to different spheres and situations of communication, taking into account the addressee and purpose [7]. We believe that competence is a complex personal formation consisting of knowledge, skills and abilities that allow individuals to function effectively in a particular activity. Competence is knowledge, skills and abilities in the fields of linguistics (language competence, speech competence, sociocultural and sociolinguistic competence, strategic and discursive competence) [8].

N. Hez gives the following definition of communicative competence: “communicative competence is the ability of a person to understand and generate foreign language expressions in various socially determined situations, taking into account the linguistic and social rules that native speakers follow” [9].

I. Zymnya considers communicative competence as the achievement of “a certain goal-result of language learning”, as “the ability of the subject to carry out speech activity, implementing speech behavior, in accordance with different tasks and situations of communication” [10, p. 7].

The following types of competencies began to be considered as a part of communicative competence as its components: linguistic, sociolinguistic, discursive, sociocultural, social, strategic. Communicative competence in its modern interpretation includes the following types of competences: linguistic, sociolinguistic, discursive, strategic, social, sociocultural, subject, professional.

N. Hez identifies three components of communicative competence:

- linguistic component – knowledge of the system being studied and the skills of lexical-grammatical and phonetic means of communication formed on their basis;

- pragmatic component – knowledge, skills and abilities that allow to understand and create foreign language expressions in accordance with the specific situation of communication, due to the task and communicative intention;

- sociolinguistic component – knowledge, skills and abilities that allow for speech and non-speech communication with native speakers, taking into account the national and cultural characteristics of any linguistic society.

J.A. Van Ek identifies such components as: linguistic, sociocultural, sociolinguistic, strategic, discursive, social [11]. The Council of Europe identifies three competencies: 1) linguistic; 2) sociolinguistic; 3) pragmatic.

Despite different interpretations of communicative-speech competence and its components, the exact condition of its formation is that the student obtain linguistic competence, which in the common sense is defined as a set of knowledge about the language system at the lexical, phonetic and grammatical level and the ability to use this knowledge to solve different communicative tasks. Linguistic competence is the obtaining of knowledge about the language system, about the rules of functioning of language units in speech and the ability to use this system to understand other people’s thoughts and express their own ideas orally and in writing.

Linguistic competencies consist of phonological, spelling, lexical, grammatical and semantic competencies. Phonological competence is the knowledge and ability to recognize and produce sounds of speech; features that distinguish sounds (for example, such properties as articulation, nasal feature, etc.); phonetic composition of words (emphasis, tone); sentence phonetics; emphasis and rhythm of the sentence; intonation; phonetic reduction; forms of sounds; assimilation. Spelling competence is the knowledge and ability to recognize and produce the symbols that make up graphic texts. The competence is the ability to read aloud the text and pronounce correctly graphically represented new words. It includes knowledge of spelling rules; ability to use the dictionary and knowledge of the rules used in it to show the correct pronunciation; ability to recognize homonyms, syntactic ambiguity from the context. Semantic competence involves knowledge of meanings – lexical and grammatical. Lexical semantics considers issues related to the meaning of a word, as well as inter-lexical relations (synonyms, antonyms). Grammatical semantics refers to the meanings of grammatical elements, grammatical categories and grammatical structures. Lexical competence is the knowledge and use of a foreign language vocabulary, which consists of lexical elements and grammatical elements. Lexical elements include set expressions (speech formulas, idioms, phrasal verbs, compound prepositions, etc.); single words that have several meanings (polysemy) etc. Grammatical elements include articles, pronouns, interrogative words, prepositions, conjunctions, particles etc. Grammatical competence is the knowledge and ability to use grammatical resources of a foreign language. By other words, it is the ability to understand and express a certain meaning, while recognizing and producing phrases and sentences according to rules of making sentences. Grammatical competence requires a good knowledge of the morphology and syntax of the language.

N. Chomsky defines linguistic competence as the ability to understand and produce an unlimited number of linguistically correct sentences with the help of learned speech patterns and the rules of their coordination [12].

S. Savignon implies linguistic competence by grammatical competence – the ability to recognize lexical, morphological, syntactic and phonological features of language and operate them [13].

N. Akhmetova, M. Kondubaeva, T. Kapitonova and L. Moskovkin consider communicative competence as a complex multicomponent structure. Linguistic one (knowledge of the phenomena of phonetics, vocabulary and grammar, as well as their ability to use in speech and to understand the speech of others) is a component of it [14].

According to M. Vyatutnev, linguistic competence – “is the acquired intuitive knowledge of a small number of rules which are a basis for creation of deep language structures, turn in the communication into various statements that are of superficial structures. Knowledge of the rules does not necessarily mean the ability to formulate them” [15].

The scientist S. Kornienko expresses her opinion on the definitions of linguistic competency and competence. The researcher notes that linguistic competency is a rather wide concept, which includes not only understanding the links between different linguistic sciences, but also spelling reforms, the history of literary language, the ability to work with vocabulary (spelling, lexical, etc.). S. Kornienko identifies four components of linguistic competence: 1) knowledge of speech units and the rules of their coordination; 2) the rules of grammatical forms formation; 3) the amount and accuracy of linguistic components knowledge; 4) the ability to build sentences with the help of acquired language skills. Linguistic competence contributes to the feeling of correctness of sentence building, vocabulary mastering, and formation of abilities to analyze and evaluate linguistic facts qualitatively and quickly. Linguistic competence is the ability to recognize, name and define linguistic concepts, operate with linguistic facts in phonetics, morphology, lexicology, syntax and stylistics, master the rules of pronunciation, spelling and punctuation [16, p. 163].

**Conclusions.** It should be noted that linguistic competence mastering is only the first stage on the way to communicative-speech one. It is obvious that the language study and its use in speech are inextricably linked, and the formation of these two competencies occurs simultaneously. The importance of linguistic competence in the formation of communicative-speech is evidenced by the fact that communicative competence is determined by the ability of the person to implement linguistic competence in different conditions of speech communication. Linguistic competence is a necessary condition for language proficiency. Undoubtedly, to achieve the goal of language learning as a means of communication and for the formation of communicative-speech competence, linguistic competence is the basic, because without verbal communication minimum no verbal communication is possible.

#### References:

1. Суригин А.И. Основы теории обучения на неродном для учащихся языке. Санкт-Петербург : Златоуст, 2000. 310 с. URL: <https://www.libfox.ru/583769-a-surygin-osnovy-teorii-obucheniya-na-nerodnom-dlya-uchashchih-sya-yazyke.html>.

2. Хуторской А.В. Ключевые компетенции и образовательные стандарты. *Интернет-журнал «Эйдос»*. 2002. 23 апреля. URL: <http://www.eidos.ru/journal/2002/0423.htm>.
3. Hymes D. On Communicative Competence. *Sociolinguistics. Selected Readings* / J. Pride, J. Holmes (eds.). Harmondsworth : Penguin, 1972. URL: <http://www.homes.uni-bielefeld.de/sgramley/Hymes-2.pdf>.
4. Етимологічний словник української мови / гол. Ред. О.С. Мельничук. Київ : Наукова думка, 1985. 542 с.
5. Захлюпана Н.М., Кочан І.М. Словник-довідник з методики української мови. Львів : Видавничий центр ЛНУ ім. Івана Франка, 2002. 108 с.
6. Словарь иностранных слов и выражений / авт.-сост. Е.С. Зенович. Москва : Олимп ; ООО «Фирма «Издательство АСТ», 1998. 608 с.
7. Казарцева О.М. Культура речевого общения: теория и практика обучения : учебное пособие. 2-е изд. Москва : Флинта ; Наука, 1999. 496 с.
8. Федоренко Ю.П. Формування у старшокласників комунікативної компетенції у процесі вивчення іноземної мови : дис. ... канд. пед. наук : 13.00.09. Полтавський державний педагогічний ун-т ім. В.Г. Короленка. Полтава, 2005. 212 с.
9. Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика : учебное пособие для студентов лингв. ун-тов и фак. ин. яз. высш. пед. учеб. заведений. 5-е изд., стереотип. Москва : ИЦ «Академия», 2008. 336 с.
10. Зимняя И.А. Ключевые компетенции – новая парадигма результата образования. URL: <http://www.rsuh.ru/article.html?id=50758>.
11. Van Ek J.A., Trim L.M. Waystage 1990. Cambridge : Cambridge University Press, 2010. URL: <https://www.cambridge.org/core/books/waystage1990/62409A544C75E73BA54929AFCD4CFFF1>.
12. Chomsky N. Language and Problems of Knowledge. URL: <https://www.jstor.org/stable/43046198?seq=1>.
13. Savignon S.J. Communicative Competence: Theory and Classroom Practice: Texts and Contexts in Second Language Learning. Massachusetts, 1983. 22 p.
14. Арыпбекова Д.Д. Формирование ключевых компетенций студентов на занятиях по русскому языку. *Молодой ученый*. 2016. № 20.1(124.1). URL: <https://moluch.ru/archive/124/26667/>.
15. Вятютнев М.Н. Коммуникативная направленность обучения русскому языку в зарубежных школах. *Русский язык за рубежом*. 1977. № 6. С. 38–45.
16. Корнієнко С.І. Сутність і основні характеристики лінгвістичної компетентності майбутніх учителів болгарської мови. *Педагогічні науки*. 2009. № 4. С. 161–165.

#### Федоренко Ю. П. Лінгвістичний складник між-культурної комунікативної компетенції

**Анотація.** Статтю присвячено розгляду міжкультурної комунікативної компетенції, а саме її лінгвістичного складника. Багатоаспектність визначення зазначеного поняття, а також особливості англійського перекладу призвели до розмежування термінів «комунікативна компетенція» та «комунікативна компетентність». Компетенція включає сукупність взаємопов'язаних якостей особистості (знань, умінь, навичок, способів діяльності), що задаються щодо певного кола предметів і процесів, необхідних для якісної продуктивної діяльності щодо них; натомість компетентність – це володіння людиною відповідною компетенцією, що включає особистісне ставлення людини до неї та предмета діяльності.

У науковому доробку проаналізовано структуру та компонентний склад комунікативної компетенції в різних наукових дослідженнях, розглянуто її складну багатокомпонентну структуру. У складі комунікативної компетенції як її складники автор розглядає такі види компетенцій:

лінгвістичну, соціолінгвістичну, дискурсивну, соціокультурну, соціальну, стратегічну. Зауважимо, що комунікативна компетенція в її сучасній інтерпретації включає до свого складу такі види компетенцій, як лінгвістична, соціолінгвістична, дискурсивна, стратегічна, соціальна, соціокультурна, предметна, професійна. У статті розкрито сутність ключових компетенцій. У дослідженні сконцентровано увагу на дефініціях поняття «лінгвістична компетентність», що складається з фонологічної, орфографічної, орфоепічної, лексичної, граматичної та семантичної компетенцій, а також умінь їх використовувати у своєму продуктивному мовленні та для розуміння мовлення інших

людей. Зазначено, що лінгвістична компетенція сприяє відчуттю правильності побудови речень, розширенню лексичного запасу мови, формуванню здібностей із якісного та швидкого аналізу й оцінки мовних фактів.

Сформованість належного рівня комунікативної компетенції забезпечує конкурентоспроможність і професійну мобільність випускників закладів вищої освіти, а також сприяє задоволенню професійних потреб та успішній реалізації ділових контактів.

**Ключові слова:** лінгвістична компетенція, компетенція, компетентність, комунікативна компетенція, міжкультурна комунікація.