

LINGUISTIC AND CULTURAL COMPETENCE AS NECESSARY COMPONENT OF MASTERING KOREAN LANGUAGE

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Abstract

The process of preparation for professional activity as a system is formed under the influence of many factors and can be considered at least at three levels: as a process, as a state, and as a result. It represents the acquisition by a future specialist of professional knowledge and experience necessary for the subsequent successful performance of professional tasks. In this article, the professional training of students - future teachers of Korean language - includes the assimilation by students of the basics of general and special knowledge and their application in practice, the acquisition of skills and abilities for the successful performance of professional tasks of a cognitive, practical nature that will be used in future professional activities, the formation of professional qualities important for the future linguist

Key words: acquisition, skills, abilities, professional linguistic education, professional activities, professional qualities, professional growth, social professional mobility, modern methodology.

Introduction. The main goal of professional linguistic education is to prepare a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, ready for continuous professional growth, social professional mobility.

The modern educational situation is represented by the following number of concepts aimed at solving the problems of vocational training: personality-oriented, contextual approach to the content, forms and organization of the educational process, holistic approach to the organization of the educational process; technological approach, creative approach.

The focus of modern methods of teaching foreign languages is the task of forming the interaction of language, culture and personality in the learning process, since it is this integrated approach that allows creating conditions to enable foreign students to master the language being studied so well as to communicate with native speakers. A reflection of such an anthropocentric orientation of modern linguistic methodological research can be considered the science of linguoculturology, which arose at the junction of linguistics and cultural studies and explores the manifestations of the culture of the people, which were reflected and entrenched in the language [1-7].

In the modern methodology of teaching foreign languages, the leading principle is anthropocentric. The modern science of language and, consequently, the science of language teaching are experiencing one of the deepest turning points of their development, due to the transition "from immanent linguistics with its attitude to consider language in itself and for itself to anthropological linguistics, focusing on the study of language in close connection with man, his consciousness, thinking and spiritual and practical activity" [8-12]. When teaching foreign languages in this direction, the student moves from the status of an object of study to the status of a subject, and the language is considered as an expression of culture.

Within the framework of studies that have made the relationship between language and culture an object of study, various directions have been formed: linguistics, cultural anthropology and intercultural communication and others. The closest to the theoretical concept proposed in our study is linguoculturology [13].

Materials and methods. The approach to language as a means of communication involves the inclusion in linguistic research of a pragmatic aspect reflecting the communicative purpose of a language unit, its use by the speaker as an instrument of action, influence and

interaction, taking into account its correlation with the behavior and activities of the speaker and the addressee in a specific communicative situation. It is the communicative and pragmatic orientation of the research of speech etiquette units, including appeals, in our opinion, that presents facts essential for teaching communication to representatives of other cultures. Therefore, the communicative-pragmatic aspect is one of the methods of linguoculturology.

From the point of view of the pragmatic approach, the appeal performs two functions:

a) determines the social characteristics of the interlocutors and their relationships, in which not only certain relations of communicants are established, but also shows the degree of politeness with which the speaker considers it necessary to address the addressee;

b) starting communication and drawing the addressee's attention to the addressee, the appeal serves as an indicator of the character communication situations.

Taking into account the specifics of linguistic training of students, it is also necessary to distinguish the following approaches: competence-based, culturological, linguo-regional, linguistic; communicative; socio-cultural approach. The analysis of these approaches to the professional training of linguists shows that all scientists agree on the presence in foreign language education of such components as linguistic and socio-cultural knowledge, speech, sociolinguistic and socio-cultural skills and abilities [14].

Thus, the above approaches play a huge role in the preparation of a linguist student, providing a personal level of mastery of the specialty, identifying and forming the creative individuality and professionalism of the future specialist at the university.

Korean language as an academic subject will be able to fully perform its functions only if all aspects of the learning process (teaching a foreign language, teaching foreign language speech, teaching foreign language speech activity, teaching communication, defining professional vocabulary, teaching professional vocabulary, teaching foreign language speech activity with the introduction of professional vocabulary, teaching communication in a professional language) are to be considered on equal terms, which means their equality in terms of importance for the formation of the student's personality [15-17].

In the context of the problem of the formation of professional competence of a future linguist and taking into account new social skills - in political and economic conditions, the ability and readiness for professional

foreign language communication acquires a special meaning and becomes an important part of the training of highly qualified linguists - participants in intercultural communication.

Results and discussion. It is also necessary to focus on the competence-based approach underlying the professional training of future linguists. The analysis of the works of scientists makes it possible to distinguish between the concepts of "competence" and "competence".

"Competence" is considered as the scope of authority of someone; the range of issues in which this person has knowledge, experience; an area of knowledge or practice in which a competent person has extensive knowledge and practical experience [18-20].

The concept of "competence" is interpreted as the possession of competence, knowledge that allows you to judge something; the quality of a person who has comprehensive knowledge in any field and whose opinion is weighty, authoritative.

In this regard, attention is drawn to the fact that competence is knowledge and experience in a certain area, the circle of someone's awareness, and competence is the

possession of competence.

According to a number of researchers, it is professional competence that is one of the significant factors that can ensure the sustainable life of a future specialist in all areas of professional activity. It is also obvious that it is a necessary condition for the successful activity of students - future linguists, including the development of professional knowledge, skills and abilities necessary to perform professional activities.

Conclusion. The need to optimize the professional training of linguists, the formation of their professional competencies, the need for pedagogical justification of new approaches and directions of professional training of future teachers of a foreign language in modern conditions, in our opinion, require additional research.

Thus, the basis for the formation of the personality of a foreign language teacher of a new generation was the change in the content of higher linguistic education, providing for its fundamentalization, humanitarization, humanization and differentiation, as well as the development and implementation of innovative pedagogical technologies.

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