

**CREATING THE LINGUISTIC COMPETENCE IN ENGLISH
AMONG APPLICANTS OF THE THIRD
EDUCATIONAL AND SCIENTIFIC LEVEL (PHD)**

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Improving the general education level of providing graduate students with deep knowledge and practical skills should be based on the activation of educational and cognitive activities. Under such conditions, the educational activities are aimed at finding effective ways and methods to improve the training of highly qualified specialists, ensuring the transformation of educational and cognitive activities into professional ones. We consider it appropriate to note that one of the requirements for a modern higher school is to master the program of a set of academic disciplines, as well as to reproduce the model of a specialist's actions in a particular situation. Various methods of interactive learning are used along with traditional forms to work out the most typical situations of future professional activity and boost the educational and cognitive activities.

The essence of interactive methods is to identify the creative potential of graduate students in conditions of free and productive brain activity, a creative atmosphere of interaction between the teacher and the student. Interactive methods of activating educational and cognitive activity differ both in the form of conducting classes and in those tasks that need to be solved in the educational process. Such methods possess common goals: to activate students' perception of educational material and its participants; to reproduce real situations and fragments of professional activity; to form professional thinking; to activate cognitive activity; to instill skills of

independent development of solutions to problematic issues; promote mastering the methods of modeling situations, teach students to make decisions independently and promote their implementation, to creatively analyze the actual material; that is, training takes place in the context of future professional activities. Thus, interactive methods contribute to the development of foreign-language professional communication of future specialists, provided that the appropriate language knowledge and speech skills - linguistic competence are formed.

The communicative competence structure of studying English should consist of the stages as follows:

1) Speech competence based on four types of competencies: *listening, speaking, reading and writing*. Note that the competence in speaking includes competence in dialogic and monologue speech; lexical competence includes lexical knowledge and speech lexical skills; grammatical - grammar knowledge and speech grammar skills; phonological – phonetic knowledge and skills consisting in the audio perception of an information;

2) Language competence, which is integrative and includes language knowledge (lexical, grammatical, phonetic and spelling), and relevant skills. Knowledge of the language material alone does not ensure the formation of speech skills, so students must acquire appropriate language knowledge, and therein they need to form specific speech skills aimed at creating and recognizing information;

3) Discourse competence, which includes communication skills related to conditions for the implementation of certain speech functions with the application of adequate language models-patterns;

4) Sociocultural and sociolinguistic competences, which include knowledge, the ability to use foreign-language sociocultural and sociolinguistic realities in communication and cognition activities;

5) Strategic competence, which provides for the ability to choose effective strategies aimed at solving communication problems: the development of students' ability to learn independently and improve themselves, the desire to communicate,

listen and understand others, plan the educational process, the ability to adequately assess and self-evaluate [1, с. 4 -5].

Pedagogical innovations in the practice of training specialists should be successively brought through a dialogical (communicative) method that turns information into knowledge and understanding, and its practical links allow combining theory and practice directly in the workplace, developing entrepreneurial skills, initiative, competitiveness, etc.

Summarizing the above, we note that our own pedagogical experience of applying the dialogic (communicative) method makes it possible to introduce innovative modes of conducting classes, in particular in the English language, the use of which significantly increases their efficiency and intensity, activates the cognitive activity of students, considering the specific speech activity or functional skills in a particular field. The development of language skills using an interactive method determines the mastering of oral speech forms in conditions as close as possible to real ones. The implementation of a social goal is behind the interactive use of a language, which ensures the communication process efficiency and provides for fluency in a foreign language, overcoming communicative obstacles, and choosing the right language style.

References

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