

## Didactical conditions of efficiency of the formation of linguistic competence of future foreign language teachers in primary school

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**Abstract.** The didactical conditions of effective linguistic competence formation of the future primary school teachers of English are proved in the article. Determined didactical conditions ensure the motivation of future primary school teachers of English language and stimulate the students' educational and cognitive activities on the first, fundamental and final stages of their professional training. The principles of teaching a foreign language are described in the article where the classification of didactical games is one of the main condition of the realization of the mentioned principles.

**Keywords:** *linguistic competence, didactical conditions, didactical games, principles of teaching.*

**Introduction.** The implementation of the experimental conception of the formation of language competence of future foreign language teachers in primary school in the real process of the professional training requires, first of all, the definition of the essence of didactical conditions under which it is possible to predict the expected quality. According to the results of the theoretical analysis of the research problem and basing on the justifiable criteria, indicators and levels of the development of language and competence in real conditions were made the selection and the additions in the context of scientific statements.

**Literature review.** In modern conditions of professional education the main task is not only mastering of knowledge by students but also their usage that leads the professional training to the realization of the competence-based approach connected with substantive and key competencies [1]. The important conditions of efficiency of this process is the creation of innovative and educational environment in the educational process, the implementation of active forms and methods of training, particularly, didactic games, games of different directions in a situation of laboratory and practical classes. Under such circumstances, is appropriate the process of transferring of the skills formed in the process of education in the situation of their training in game forms. According to I. Zjazjun [14], L. Krasjuk [7], N. N. Nychkalo [8], O. Pometun [10], O. Savchenko [12], I. Frumina [5], in order to ensure the student's transition from educational to quasi-professional activity, it is advisable to practice the specific forms of cooperation between students and teachers, which are realized in the conditions of cooperative playing activity as an active form of cooperation in communication between children and teachers.

There are different interpretations of the essence of didactical conditions. According to T. Shamova [13], didactical conditions are the factors of success in the process of organized control of education. A. Andreev [2] considers them the result of purposeful selection, designing and application of forms of learning for the achievement of educational and cognitive goals. I. Isajev [6] notes that the didactical conditions are a set of objective possibilities of content, forms, methods, techniques, means of pedagogical control and material and spatial environment that provide the successful solution of the assigned and designed tasks. D. Olshanskiy [9] perceives didactical conditions as by external circumstances, factors exercising a significant impact on the flow of the teaching process to some extent

deliberately constructed by the teacher, such, that cause the expected result of the research process but do not guarantee it. He believes that, unlike the means, the condition does not imply a hard causal determinacy of the result.

**Aim.** The effectiveness of educational processes is conditioned by the mandatory creation of the *didactical conditions* appropriate to the creative idea. The efficiency of the formation of linguistic competence of future foreign language teachers in primary school is appropriate on conditions of using didactical games at the English lessons in primary school.

**The materials and methods.** Defining the essence of didactical conditions we note that they are created by teachers and the factors and reasons exist objectively, regardless of activity. Thus, the didactical conditions are the circumstances which determine a certain direction of development of the pedagogical process. One can agree with the opinion of scholars that didactical conditions are a set of objective possibilities of content and subjective choice of forms, methods, techniques and means of pedagogical activity. We consider the didactical conditions as a reflection of the structure of readiness of future teachers of foreign language for activity in a learning environment that combines traditional and innovative technologies of formation of professional competence. According to the components of linguistic competence, were defined and justified such didactical conditions:

- the reliance on the motivational sphere of students' personality in the process of forming linguistic competence;
- the professional orientation of studying the basics of the content of linguistic, didactics, psychological and pedagogical, didactic and methodical disciplines;
- the creation of foreign-language communicative environment by means of didactic games;
- the development of the future specialists' ability to professional reflection in the process of formation of foreign linguistic competence.

Identified didactical conditions of formation of linguistic competence of future teachers of a foreign language are aimed at augmenting of experience of foreign-language communication by means of didactic games basing on the structural and functional model and purposeful formation of the investigated competence.

The formation of the future primary school teachers' ability to dialogue foreign-language teaching of primary

school students is successfully implemented on condition that there is an ensuring of positive motivation and system of stimulation of the educational and cognitive activity of students at the initial, main and final stages of the forming of their cultural and methodical competence of teaching a foreign language to junior schoolchildren.

Creation of effective conditions of the formation of linguistic competence implies their adequacy to the didactic and technological functions of didactic games, social conditionality of the need in learning of a foreign language with methods of junior schoolchildren teaching. Pedagogical environment, according to this understanding, is the source of the formation of higher psychic functions among which the language and the speech are the main ones.

The didactical conditions of formation of cognitive and pragmatist criterion of language and methodical competence of future primary school teachers are *the providing of the content to linguistic, didactic, psychological and pedagogical and methodical disciplines* of professional orientation, the purpose of which is the formation of the investigated competence.

In our study, we distinguish disciplines that represent a significant contribution to the methodological, theoretical and technological training of a foreign language teacher in elementary school:

- ▶ linguistics and didactic: theory of grammar, lexicology, theoretical phonetics;
- ▶ psychological and pedagogical: age psychology, pedagogical psychology, introduction to the specialty, didactics, foundations of pedagogy, etc.;
- ▶ didactic and methodical: methods of foreign language teaching.

To realize the specified condition the teachers of psychological and pedagogical disciplines introduce students with psychological and pedagogical features of primary school pupils, with the linguistics and didactic basis of studying of a foreign language by primary school children.

The teachers explain in detail the general qualification requirements for graduates of pedagogical universities and emphasize the need for a creative attitude towards their future professional activities.

The formation of language and methodical competence of students is a long and complex pedagogical process which is carried out during all years of studying the profession of primary school teacher with the right to teach children a foreign language.

Professionalization of the content of professional training has contributed to the creation of an optimal foreign-language communicative environment. The main means of its creation was the didactic game, which combines the dialogue forms of communication and interactive communicative interaction. Creation of a communicative, foreign-language environment is aimed at developing the ability of students to the dialogue and group forms of communication. It is provided by the involvement of future teachers in a reflexive foreign-language learning environment, the content of which is contextual learning that contributes to the development of subject competences, the organization of individual and research activities of students. Accordingly, this assignment will be fulfilled only with the integration of practical, theoretical and em-

pirical preparation of students for the formation of their professional competence. According to this condition, the didactic game should be consistent with the content of the current program which students study and with textbooks used in the educational process on subjects «Methods of foreign language teaching» and «Professionally-oriented foreign language». We distinguish the following goals of the didactic game:

- the significance of motivation and actualization of the knowledge and skills about the didactic game as an active learning method;
- systematization of knowledge in a foreign language in accordance with the use of didactic games;
- verification of the knowledge level by lexical, orthographic, grammatical and phonetic materials using the method of the didactic game;

Consequently, this condition involves the use of interactive teaching methods during the didactic game for the formation of language and methodical competence of future teachers of foreign language in primary school.

Didactic game as a means of organizing of learning foreign-language and communicative environment can be used most fully in adaptation to the peculiarities of the formation of language and methodical competence of future teachers of a foreign language in primary school. So, A. Rodkin believes that the language environment in which foreign communication takes place, arises in the process of teaching game activities [11, p. 38-39]. The ability to create situations in the classroom through the simulation of real communication is an indicator of the effectiveness of this environment.

**The results and discussion.** Therefore we can conclude that the didactic game is a means of developing of the language competence. So, the very principle of using game and the analysis of the obtained results is consistent with the principles of teachers` of a foreign language in the primary school formation of the linguistic competence.

The didactic game creates the conditions in which the participants use thematic knowledge and skills in the field of linguistic competence, learn to direct this knowledge to real needs and goals and also use them for the foreign-language communication with the aim of consolidating.

The psychological prerequisite of using the didactic game is the pursuit of educational communication activities as a leading one in the language learning process to the preconditions of the using the didactic game at the foreign language lessons. According to this, I. Danylovyh relates the following competencies: *methodical, didactic, cross-cultural ones* [3, p. 12-13].

Due to the leading role of the didactic game as an effective means of forming of the linguistic competence, there are provided the development of ability of future teachers of a foreign language of primary school in the process of a foreign-language communication, the formation and improvement of effective pragmatist, personal-oriented communicative foreign-language skills of future primary school teachers, the creation of communicative situations which are analogous to real, the motivation of foreign language speech activity of future teachers of foreign language in primary school.

We should point out that scientists do not always adhere to the principle of the leading role of the didactic

game in the formation of linguistic competence, including a foreign language too.

Also scientists consider the game as situational and varieties exercises which create the precondition for the repetition and assimilation of the speech sample in conditions of communication which are close to the real [10; 6].

We agree with the scientist: undoubtedly, both the exercise and the game make it possible to improve certain intellectual, speech actions through multiple repetition as well as didactic game implements the function of such repetition very effectively, which is especially successful used in foreign language teaching. We consider that more motivated is the position of those scientists who distinguish the game from the exercise because in addition to the cognitive and educational components, in the game there are entertaining and playing one.

Having compared the method of exercises and the game method, it is necessary to note their differences:

- game is a type of activity, it is an active method of teaching in which the game plan is implemented; exercise is a practical method of teaching;

- motivation to use the game is a natural desire to participate in the game; motivation to use the exercise is an instruction of the teacher to do a specific task;

- perception of methods and forms of learning, in particular, of foreign language communication, the use of a foreign language at the level of communication through the game motivates the future teacher of primary school to the active and conscious, professionally competent learning of educational material and its subsequent use while teaching children of junior school age.

The randomness of cognitive psychic processes and their properties - memorization, preservation and use of foreign words, phrases and sentences is formed in the game process. The significant role is given to the associative teaching method which actively helps to learn the teaching material for three associative features: similarity, contrast and difference. We note the participation of thinking and image creation processes in the development of the game plan and its deployment, performance and doing of roles.

K. Rodkin offers three types (groups) of classification groups of didactic games which are expedient to apply for the formation of language and methodical competence of future foreign language teachers in primary school. These are games by purpose (lexical, grammatical, phonetic and orthographic games that have a positive effect on the development of skills of oral speech, writing, translation and reading); by nature (competition, forfeits, transformation, thinking), etc.; by form of implementation – oral and written games [11].

The scientist limits the type characteristic of groups of games and also defines such games as: preparatory games (lexical, grammatical, orthographic and phonetic); creative games (for skills development of foreign language

communication) [11].

The principles of teaching a foreign language using the didactic game are the following:

- of communicative orientation* of communication of students in a foreign language as an activity that form linguistic competence of the future teacher;

- of availability* basing on the attained level of communicative and cognitive abilities of students - future teachers of a foreign language in primary school – and of correspondence to the linguistic goal, content of the game with the support of a positive attitude towards it, interest in it and evaluation of its effectiveness;

- of motivational providing* by a combination of internal and external incentives which contribute to the detection of foreign language training of future teachers by means of didactic games and the principles of its implementation;

- of cooperation* which is reflected in the joint activity of the participants of the game through the awareness of the expected language and methodic result, programming the activation of each player during the acquisition and consolidation of knowledge by him;

- of competitiveness and reflexivity* - is realized through the system of influences on the motivational, cognitive and reflexive spheres of the personality of the participants of the game, as it motivates to the individual activity and disclosure of own intellectual opportunities.

Thus, the didactic game in the conditions of realization of the principles described by higher educational institution of its application, can significantly improve the efficiency of the formation of professional linguistic competence of students of the specialty «Primary education».

**Conclusion.** The developed and theoretically substantiated didactical conditions contribute to the formation of the linguistic competence of future foreign language teachers in primary school for the use of an integral system of actions in the process of training of specialists covering organically interrelated stages of experimental learning, which are supplemented by the content of lexical, grammatical, orthographic and phonetic competence, which are formed on lectures, seminars, practical and laboratory classes, in the process of subject-subject interaction. In such didactic conditions are produced the «new» knowledge on the problems of teaching younger pupils a foreign language; are created the comfortable conditions of teaching which stimulate the formation of pedagogical reflection, contribute to the understanding of own practical experience and experience of colleagues on the problems of teaching junior pupils foreign languages with the aim of forming the students` awareness about the need for their educational activities.

These selected didactical conditions, both internal and external, and factors of the introduction of a new conception of primary school teacher training will provide a hypothetically successful formation of his language and methodical competence in a foreign language.

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**Дидактические условия эффективности формирования лингвистической компетентности будущих учителей иностранного языка в начальной школе.**

**А. С. Божок**

**Аннотация.** В статье обосновываются дидактические условия эффективного формирования лингвистической компетентности будущих учителей иностранного языка в начальной школе. Определенные условия обеспечивают мотивацию будущих учителей иностранного языка начальной школы и стимулируют учебную и познавательную деятельность студентов на начальном, основном и завершающем этапах их профессиональной подготовки. В статье детально описываются принципы преподавания иностранного языка, а классификация дидактических игр выступает одной из главных условий реализации упомянутых принципов.

**Ключевые слова:** лингвистическая компетентность, дидактические условия, дидактические игры, принципы обучения.