

DEVELOPMENT OF LINGUO-METHODOLOGICAL READINESS IN NATIVE LANGUAGE EDUCATION

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Abstract. The article examines the theoretical and methodological foundations of developing linguo-methodological readiness among students in the process of native language education. The study emphasizes the necessity of integrating contemporary educational approaches, including learner-centered, competency-based, technological, and activity-oriented approaches, to ensure effective preparation for pedagogical communication. Linguo-methodological readiness is interpreted as a complex professional quality that encompasses linguistic, sociolinguistic, linguocultural, communicative, and didactic competencies. The research identifies the key components and mechanisms of developing linguo-methodological readiness and highlights the role of pedagogical communication in the professional formation of future teachers. Particular attention is devoted to the relationship between linguistics, pedagogy, and psychology as interconnected scientific domains that contribute to the effective development of students' professional competencies. The study proposes a conceptual framework and an authorial program aimed at enhancing students' linguo-methodological readiness in native language education. The findings demonstrate that the development of linguo-methodological readiness contributes to improving students' communicative competence, professional self-development, and ability to select effective teaching strategies and methods in various educational contexts.

Keywords: linguo-methodological readiness, native language education, pedagogical communication, communicative competence, linguocultural competence, teacher education, professional development, student-centered learning, pedagogical strategies, language teaching methodology.

Introduction. In the modern higher education environment, the process of improving native language instruction continues with the aim of enhancing its quality. In this regard, scholars have developed various approaches to addressing this issue, including the qualimetric, professional-personal, learner-centered, technological, paradigmatic, activity-based, and competency-based approaches.

Agreeing with the views of numerous educational researchers, we have identified a profound interrelationship among these approaches. Each of them represents a qualitatively new and integrated field of scientific knowledge characterized by significant advantages. These approaches encompass not only the apparatus of scientific research but also the conceptual foundations for addressing scientific problems. However, since none of them independently provides a comprehensive solution to the problem of preparing students for pedagogical communication processes, the integration of several approaches becomes necessary.

The issue of developing students' linguo-methodological readiness requires clearly defined theoretical and methodological approaches that integrate the factors influencing the pedagogical phenomenon under investigation, reflect the fundamental social requirements imposed on future specialists, and correspond to the principal directions of native language education development.

Based on this premise, we define the development of linguo-methodological readiness as the process of developing a secondary linguistic personality, enabling students to effectively solve

linguo-methodological problems. We define a linguo-methodological problem as a situation arising in the process of teaching the native language that requires the teacher to select the most appropriate methods and instructional tools for a specific educational context.

Linguo-methodological readiness encompasses knowledge of the native language system, including grammar, vocabulary, phonetics, lexicology, stylistics, and other linguistic components, as well as knowledge of the rules governing their application in communicative practice. It also includes sociolinguistic knowledge concerning the influence of social factors within a culture on the selection of linguistic forms.

Furthermore, this readiness is grounded in knowledge of linguocultural studies, particularly an understanding of the principal characteristics of the sociocultural development of the native language at the current stage and the ability to implement speech behavior in accordance with these characteristics. In this context, a native language teacher may be described as “a transmitter of linguistic culture who conveys it through the prism of his or her own identity as a representative of the national culture.”

The primary focus in developing linguo-methodological readiness is placed on the student as an individual. Therefore, taking into account students’ individual characteristics and needs becomes one of the most important tasks in the process of native language education.

The contemporary linguo-methodological approach is characterized by a democratic style of interaction aimed at developing communicative, linguistic, and sociocultural competencies among both teachers and students. The principal mechanism of learning is democratic management that takes into account the individuality of learners. Within this framework, the teacher is regarded as a partner and facilitator in the process of mastering educational content.

In the context of professional pedagogical activity, the implementation of effective pedagogical communication strategies is reflected in authorial teaching technologies, flexible curricula, and methodological systems of native language instruction developed within the linguo-methodological approach.

Based on the foregoing, an educational process aimed at developing linguo-methodological readiness in native language education should:

- be oriented toward the student’s personality, actual needs and motivations, as well as sociocultural and individual development programs;
- be recognized by students as an individual process largely dependent on their own efforts in mastering the native language;
- be supported by the teacher’s ability to identify each student’s motivation for learning and guide it toward the successful acquisition of linguo-methodological competencies;
- be governed by the logic of students’ personal development, their subjective internal states, and their creative and cognitive capacities;
- foster students’ understanding of the native language as a theoretical and practical system and as a means of social communication in real-life situations;
- encourage students to employ individual strategies and techniques for developing linguo-methodological readiness and familiarize them with various mediation and direct communication strategies;
- develop students’ linguistic worldview as well as their understanding of the socially significant and culturally specific characteristics of other individuals.

In addition, linguo-methodological readiness is generally aimed at developing students' abilities for independent work, self-analysis, and self-development, thereby enhancing their professional competence.

Therefore, within the framework of this research, particular attention has been devoted to proposing an authorial program for developing linguo-methodological readiness based on the considerations outlined above.

Within the triad of linguistic, pedagogical, and psychological knowledge, the proposed program contributes to understanding one of the most significant research objectives: comprehending the essence and role of language in the formation and development of the educational system. Addressing the issues under consideration is effective through the study of the organic interrelationships among pedagogy, psychology, and linguistics. The primary connection among these fields lies in their common object of inquiry:

- for psychology, the laws governing the development of the human psyche;
- for pedagogy, the laws governing the management of personal development;
- for linguistics, language as a universal natural means of educating and teaching individuals and as an instrument of speech and cognitive activity.

Thus, in pedagogy, psychology, and psycholinguistics, the object of cognition is the individual whose development occurs through speech and intellectual interaction within the system "Nature – Society – Human Being" as a result of educational relationships. The integrative interaction of linguistics, pedagogy, and psychology can therefore be viewed as the foundation of educational relations aimed at human development through speech-cognitive activity at physical, creative, interpersonal, social, principled, and universal levels, emerging in the processes of education and self-education and functioning as an information system.

Conclusion. The development of linguo-methodological readiness is an important factor in improving the quality of native language education and preparing students for effective pedagogical communication. This readiness integrates linguistic, communicative, sociocultural, and methodological competencies necessary for future professional activity. The study demonstrates that the integration of learner-centered, competency-based, and communicative approaches contributes to the successful development of linguo-methodological readiness. Consequently, a systematic approach to its development enhances students' professional competence and the overall effectiveness of the educational process.

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