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PURPOSIVE DEVELOPMENT OF COGNITIVE COMPONENT OF METALINGUISTIC COMPETENCY OF STUDENTS-LINGUISTS

Abstract. *The purpose of the research is to present the purposive development of the cognitive component of the metalinguistic competency with the help of the metalinguistic strategies used in the process of mastering the foreign language (English) by students-linguists in institutions of higher education as a way to increase the psycholinguistic level of the metalinguistic competency. The article substantiates the essence of the concepts of “metalinguistics”, “competence”, “competency”, “cognitive component”, and “metalinguistic competency”, and presents the experiment and its results with the fourth-year Bachelor students majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the SHEI “Donbas State Pedagogical University” (hereinafter – the SHEI “DSPU”).* **The research methodology.** *Different theoretical and practical methods and techniques have been used in the research: deductive and inductive methods, the analysis and synthesis of scientific literature sources devoted to the problems of psychology, linguistics, psycholinguistics, the generalization of scientific investigations, the systematization, the interpretation, the separation of the baselines, the characterization of the discussions selected taking into account their intentional and purposeful orientation, conclusions, the method of observation and introspection, the questioning (the developed questionnaire by the authors), conversation, testing, analysis of the quantitative and qualitative results.* **The scientific novelty** *lies in the fact that the focus of the authors’ attention is not just the development of the purposive metalinguistic competency as one of the components of professional communicative competency in particular, and the metacognitive competence in general, but also its cognitive component that provides readiness for mastering the metalinguistic competency as one of the main activities implemented in the process of teaching foreign languages and their learning.* **The Conclusions.** *The interpretations of the concepts of “metalinguistics”, “competence”, “competency”, “cognitive component”, and “metalinguistic competency” are presented. The phenomenon of the cognitive component of the metalinguistic competency has not been well studied yet. The problem of using the metalinguistic strategies in the process of teaching the foreign language (English) for the purposive development of the cognitive component of the metalinguistic competency is highlighted. The study was conducted in the form of an experiment. The purpose of the study was achieved through using such innovative techniques as problem-based learning, critical perception of information, creativity, and engagement in implementing the components of*

the communicative competency to enhance effective communication skills, improve monological, dialogical speech, conducting discussions, preparing presentations or improving critical skills for commenting any type of text. The offered metalinguistic strategies for the perception, processing, and presentation of information help to overcome the difficulties that arise in the process of teaching speaking and its learning. The metalinguistic strategies suggested by the authors are based on students' awareness of their language, thinking, and social skills and abilities. During and after the experiment, it has been determined that the purposive development of the cognitive component of the metalinguistic competency together with the practical use of metaspeech and metamethods allows expanding the amount of processed, reproducible, and productive information, moving from the basic to the highest level of thinking, expanding the students' ability to memorize information and outline the prospect of transitioning from learning under the lecturer's guidance to self-directed learning.

Key words: *cognitive component; competence; competency; metalinguistics; metalinguistic competency; metalinguistic knowledge; psycholinguistics; purposive development; critical thinking; student-linguist.*

ЦІЛЕСПРЯМОВАНИЙ РОЗВИТОК КОГНІТИВНОГО КОМПОНЕНТА МЕТАЛІНГВІСТИЧНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ-ЛІНГВІСТІВ

Анотація. *Мета дослідження* – представити цілеспрямований розвиток когнітивного компонента металінгвістичної компетенції за допомогою металінгвістичних стратегій, що використовуються у процесі оволодіння іноземною мовою (англійською) студентами-лінгвістами у закладах вищої освіти як спосіб підвищення психолінгвістичного рівня металінгвістичної компетенції. У статті обґрунтовується сутність понять «металінгвістика», «компетентність», «компетенція», «когнітивний компонент» і «металінгвістична компетенція», описується експеримент та його результати зі студентами четвертого курсу першого (бакалаврського) рівня вищої освіти, спеціальність 014 Середня освіта (Мова і література (англійська, німецька)) філологічного факультету ДВНЗ «Донецький державний педагогічний університет» (далі – ДВНЗ «ДДПУ»). **Методологія дослідження.** У дослідженні були використані взаємодоповнюючі теоретичні та практичні методи та прийоми: дедуктивні та індуктивні методи, аналіз та синтез джерел наукової літератури, присвячених проблемам психології, лінгвістики, психолінгвістики, узагальненню наукових досліджень, систематизації, інтерпретації, виокремлення базових напрямків, характеристика обговорень, вибраних з урахуванням їх навмисної та цілеспрямованої орієнтації, висновків, методу спостереження та самоаналізу, опитування (розроблений авторами опитувальник), бесіда, тестування, аналіз кількісного та якісного результатів. **Наукова новизна** полягає в тому, що в центрі уваги авторів є не лише розвиток цілеспрямованої металінгвістичної компетенції як однієї із складових професійної

комунікативної компетентності зокрема, і метакогнітивної компетентності загалом, а її когнітивної складової, яка забезпечує готовність до оволодіння металінгвістичною компетенцією як одним із основних видів діяльності, що реалізується в процесі навчання іноземних мов та їх вивчення. **Висновки.** Представлено тлумачення понять «металінгвістика», «компетентність», «компетенція», «когнітивний компонент» і «металінгвістична компетенція». Феномен когнітивного компоненту металінгвістичної компетенції ще недостатньо вивчений. Висвітлено проблему використання металінгвістичних стратегій у процесі викладання іноземної мови (англійської) для цілеспрямованого розвитку когнітивного компонента металінгвістичної компетенції. Дослідження проводилось у формі експерименту. Мета дослідження була досягнута за допомогою використання таких інноваційних методів, як проблемне навчання, критичне сприйняття інформації, креативність та участь у реалізації компонентів комунікативної компетенції для підвищення ефективності комунікативних навичок, вдосконалення монологічного, діалогічного мовлення, ведення дискусії, підготовки презентацій, вдосконалення критичних навичок коментування будь-якого типу тексту. Запропоновані металінгвістичні стратегії сприйняття, обробки та подання інформації допомагають подолати труднощі, що виникають у процесі навчання мовленню та його засвоєнню. Металінгвістичні стратегії, запропоновані авторами, базуються на усвідомленні студентами своєї мови, мислення та соціальних навичок та вмінь. Протягом експерименту і після нього було встановлено, що цілеспрямований розвиток когнітивного компонента металінгвістичної компетенції разом із практичним використанням метамови та метаметодів дозволяє розширити обсяг оброблюваної, відтворюваної та продуктивної інформації, переходячи від основного рівня до найвищого рівня мислення, розширюючи здатність студентів запам'ятовувати інформацію та окреслювати перспективу переходу від навчання під керівництвом викладача до самостійного навчання.

Ключові слова: когнітивний компонент; компетентність; компетенція; металінгвістика; металінгвістична компетенція; металінгвістичні знання; психолінгвістика; цілеспрямований розвиток; критичне мислення; студент-лінгвіст.

The Problem Statement. In the late 20th – early 21st centuries, in connection with the anthropocentric orientation, modern science is moving to a different level of research, which allows speaking of the formation of metalinguistics, which has its distinctive features and terminology with the prefix **meta-**: *metalanguage*, *metatext*, *metadiscourse*, *metacommunication*, *metadialogue*, *metatheory*, etc. Society sets the parameters for human life: technical innovations involve the emergence of new forms of production and activities, and also make people more mobile, motivated, active, and ready to adapt to changes. The interest in the problem of the development of metalinguistic competency is due to many factors. The digitalization of society, the emergence

of the concepts of the information society, the "Big Data", augmented reality, the digital turn, the e-turn, the e-effect, and the priority of social (humanitarian) skills over technical (Usmanova, 2017), the process of globalization, various socio-economic problems (crisis, inflation, migration, large-scale conflicts, pandemics), the environmental disasters and innovations lead to changes in the parameters of the modern social structure in all spheres of human life, and, consequently, change the image of human life and people's perception of the surrounding world (Toffler, 2010).

In such a situation, a huge amount of information that comes to a person is subject to high-quality processing for a minimum period. As a result of the above changes in the surrounding world, students undergo a transformation of thinking processes, fragmentary clip cogitation develops (Dokuka, 2013: 170), in which images, facts, events, situations, impressions, emotions replace each other, leaving no time for them being comprehended, creating a fragmented picture of the world. Researchers in the field of psychology, pedagogy, sociology, and psycholinguistics note that this form of cogitation has the following characteristics: being unable to focus on the meaning of any information for a long time; decreasing or lacking the ability to analyze; lacking the ability to build a logical chain from particular to general and from general to particular; short-term memory orientation; the ability to operate with meanings of short length and the inability to operate with complex meanings; lacking understanding of the material being studied; lacking interest in the subjects taught; fast fatigability; low discipline.

In the context of the central triad of modern society "personality – language – culture", it is necessary to develop students' cognitive component of the metalinguistic competency, which, in turn, includes psycholinguistic, sociocultural, methodological and worldview, cultural, axiological, psychological and pedagogical, linguodidactic, subject-language competencies. Developing this idea, it should be emphasized that the training of not only teachers/lecturers and teachers/lecturers of foreign languages, but linguists impose special requirements on their possession of systemic linguistic knowledge, which can be represented as a cognitive component of the metalinguistic competency. In the light of modern trends in the development of society, the educational process and its aspects require intensification, optimization, improvement of existing methods and techniques, and the introduction of innovative strategies that can correlate a guide to the quality of education and the rapidly changing format of education (transition to individual educational paths) and living conditions. The vector of the metasubject approach to teaching foreign languages is built based on a holistic imaginative perception of the world and awareness of the universal (metasubject) types of activities (applying strategies, building visual and logical models,

researching, designing, forecasting), which become an integral part of the development of metalinguistic consciousness in the broad sense of this concept, and the cognitive component of the metalinguistic competency, in the narrow sense, as well as the correction of those linguistic problems with which students grapple at higher educational institutions. The problem presented has not been deeply studied and covered in scientific works, and the development of the cognitive component of the metalinguistic component of the general linguistic competency of a linguist-teacher/linguist-lecturer is not included in any of the available characteristics of the professional communicative competency. The above-stated factors determine the relevance and choice of the topic of our study.

The Analysis of Sources and Recent Researches. In the study presented, we adhere to the definition of metalinguistics offered by M. M. Bakhtin. According to M. M. Bakhtin, metalinguistics is a field of science related to studying the utterance. It represents that theoretical space that goes beyond the limits of immanent language learning. The problematics outlined by M. M. Bakhtin in connection with using the speaker's language encompasses both the linguistic aspects of people's speech interaction and the psychological issues of dialogue, as well as the foundations of verbal creativity, interpersonal communication, and intercultural communication (Bakhtin, 1976, 1979). The main provisions of metalinguistics claim the role of the initial basis for studying human speech practice in a particular socio-cultural sphere (Plekhanova, 2011). The issues of linguistic description of the speakers' behaviour in the communication process, as well as the problem of revealing the specifics of verbal interaction in different genres, in different speech situations, and in different texts, are urgent.

As the analysis of the original literary sources, scientific articles, and monographs shows, the problem of the purposeful formation and development of the cognitive component of the metalinguistic competency is practically not studied and is not presented as the result of being studied. In connection with the development and formation of linguistic knowledge and skills (reading, writing, listening, speaking) in all parts of the educational system, focused on a clearly expressed communicative orientation, it is necessary to pay attention to the works of such researchers as I. L. Bim (Bim, 2004), N. I. Hez (Hez, 2008), I. A. Zymniaia (Zymniaia, 2004), O. Kravtsiv (Kravtsiv, 2009), R. P. Milrud (Milrud, 2007), N. K. Riabtseva (Riabtseva, 2005), I. D. Frumin (Frumin, 2004), J. Raven (Raven, 2002), S. J. Savignon (Savignon, 2002), V. V. Safonova, E. H. Solovova (Safonova & Solovova, 2002), Iu. H. Tatur (2004), D. H. Hymes (Hymes, 1972), A. N. Shamov (Shamov, 2007), A. N. Shchukin (Shchukin, 2008), and some others, who deeply investigate the formation of the above skills and abilities in the process of learning a language. The issues of the formation of

linguistic knowledge are covered in the works of M. A. Bovtenko (Bovtenko, 2005), A. A. Leontev (Leontev, 1999, 2001), O. D. Mitrofanova (Mitrofanova, 2018), E. H. Solovova (Solovova, 2010), N. I. Formanovskaia (Formanovskaia, 2000), S. F. Shatilov (Shatilov, 1976), M. Canale (Canale, 1983), N. Chomsky (Chomsky, 2001, 2004, 2013), D. H. Hymes (Hymes, 1972), S. J. Savignon, P. Sysoyev (Savignon & Sysoyev, 2005), M. Swain (1985), etc. The works of foreign researchers are devoted to various methods and techniques for forming (but not developing) the speaking skills from a methodological point of view but not from the psychological and/or psycholinguistic one (Barkaoui et al., 2012; Cohen & Wang, 2018; Damşa & Ludvigsen, 2016; Huang, 2016 a, 2016 b; Rodriguez & Rodríguez, 2014; Yeung et al., 2013; Zhu, 2014). The studies of the problems that are associated with violation of orthoepical and phonetic speaking norms in primary school pupils and adolescents are highlighted in the works of J. Barcroft and M. S. Sommers (Barcroft & Sommers, 2005), P. Bogaards and B. Laufer (Bogaards & Laufer, 2004), L. Channell (Channell, 1988), H. Cheung, S. Kemper and E. Leung (Cheung et al., 2000), P. Iverson, P. K. Kuhl, R. Akahane-Yamada, E. Diesch, Y. Tohkura, A. Kettermann and C. Siebert (Iverson et al., 2003), J. F. Kroll and G. Sunderman (Kroll & Sunderman, 2003), N. Sagarra and M. Alba (Sagarra & Alba, 2006), D. Townsend, A. Filippini, P. Collins and G. Biancarosa (Townsend et al., 2012). The peculiarities of forming the grammatical skills when using a foreign language are mainly studied in the works of the foreign researchers (Chen & Caldwell-Harris, 2019; Deacon & Kirby, 2004; Kang, 2016; Kieffer & Lesaux, 2008; Mahony & Singson, 2000; Pozzan & Quirk, 2014). From the standpoint of the ontogenesis of speech and speech therapy, the experience of working with children who have certain violations of pronunciation, oral and written speech is mainly studied.

At the same time, the issues of systemic development and assimilation of linguistic knowledge, explicated in the content of theoretical and practical disciplines of the language cycle necessary for conducting professional educational activities, which can be considered the metalinguistic competency, are still waiting for their deep understanding and implementation. The professional task of a lecturer/teacher of a foreign language, in its generalized content, is to teach the foreign language system and the principles of its functioning in relation to various hypothetical circumstances of speech communication (Shchukin, 2008). The Purpose of Publication. The purpose of the publication is to present the purposive development of the cognitive component of the metalinguistic competency through the metalinguistic strategies used in the process of mastering the foreign language (English) by students-linguists in the institution of higher education as a way to increase the psycholinguistic level of the metalinguistic competency. The object of the study is the purposive

development of the cognitive component of the metalinguistic competency of the students-linguists, and the subject of the study is the methods and techniques for achieving the development of the cognitive component of the metalinguistic competency.

The Main Material Statement. The following theoretical methods are used in the study: analysis of scientific theoretical works of the domestic and foreign scientists devoted to the problems of psychology, linguistics, psycholinguistics, selection of the studies which answer the psycholinguistic question about the purposive development of the cognitive component of the metalinguistic competency, generalization of scientific investigations and theoretical material concerning the problem studied, determination of the main provisions on which the presented research is based, interpretation of metalinguistic provisions and components, characteristics of the selected discussions taking into account their intentional and purposeful orientation, separation of basic directions, systematization of the results of theoretical analysis to obtain a holistic view of the degree of research of the problem of the development of the cognitive component of the metalinguistic competency in modern metalinguistics, conclusions, the method of observation and introspection. Empirical methods and techniques have been selected taking into account whether students-linguists have developed their cognitive component of the metalinguistic competency, i.e. the following set of psycholinguistic research methods is used: observation of the process of the development of the cognitive component of the metalinguistic competency, discourse analysis, analysis of the judgments of the subjects about the development/underdevelopment of the cognitive component of the metalinguistic competency, processing of the quantitative data, generalization of the obtained qualitative and quantitative indicators. It has also been used the questionnaire developed by the authors, which consists of 10 questions that were offered to the students-linguists at the beginning and end of the experimental study. The experimental study has consisted of three stages: 1) instruction on directing students to a positive attitude to the learning process as a whole and the practical task to explain the meaning of the proposed English adjectives; 2) work with the components of intercultural communicative competency identified by domestic researchers and the Council of Europe; 3) acquaintance of students with the cognitive part of B. Bloom's taxonomy concerning the development of the cognitive component of the metalinguistic competency. The concept of the study presented can be briefly outlined in the following provisions. To achieve the purpose of the study, the first important task is to consider the multileveled and interdisciplinary nature of metalinguistics, analysis of the components of metalinguistics (the principle of anthropocentrism, methodological pluralism, dialogism of language philosophy, intertextuality, the principle of perspective).

The second important task is to distinguish the terms “competence” and “competency” based on the presented determination of such outstanding scientists as I. O. Zymnia, V. O. Mietaieva, A. B. Khutorskyi (Zimniaia, 2004, 2009; Metaeva, 2006; Khutorskyi, 2005). The third task of our study is to present the author’s definition of the concepts of “cognitive component” and “metalinguistic competency”. The fourth task is to implement the purposive development of the cognitive component of the metalinguistic competency through then experiment that lasted during the 7th semester of 2019/2020 (14 weeks) and provided for the transition from the basic level of thinking (knowledge – understanding – assessment) to the high level of thinking (knowledge – understanding – application – analysis – synthesis – assessment).

Before describing the experiment and presenting its results, it is necessary to consider the concepts “metalinguistics”, “competency, and “competence”, to represent the authors’ definition of the concept “metalinguistic competency”. Metalinguistics is characterized by a multileveled and interdisciplinary nature. The principle of anthropocentrism is methodological pluralism, dialogism of the philosophy of language, intertextuality, as well as the principle of perspectivism.

Metalinguistics is characterized by a multileveled nature since its focus is on the problem of interaction not at one level – the level of language, but at the level of the personality, society, and culture. Metalinguistics is distinguished by its interdisciplinary nature and the integration of the achievements of linguistics, rhetoric, psychology, and sociology in the development of a general theory of communication. The focus of psycholinguistics is now “considering the phenomenon of life, in the center of which is a person with all his mental/psychic “components“, forms of social existence and cultural activities“ (Arutiunova, 1989: 3–4). The principle of anthropocentrism is characteristic of metalinguistics, which puts “man at the forefront in all theoretical assumptions” since it is the man who sets the “prospects ... of analysis and its ultimate goals“ (Kubriakova, 1995: 213). According to this principle, a person becomes a reference point in the analysis of language. In the discourse analysis, a person appears as a subject of speech (speaker), a subject of consciousness, a linguistic personality, an image of the addresser and the addressee of speech. The speaker’s figure is central to pragmatics in general, for the categories of deixis, time, and modality. Describing language from an anthropological position involves considering language in the framework of the ontological triangle: world – man – language (Plekhanova, 2011). In this regard, it is important to emphasize that a person makes sense in a dialogue with himself/herself, another person, with the world and culture. Metalinguistics is marked by methodological pluralism (Plekhanova, 2011: 13). The interdisciplinary field of psycholinguistic researches is comprised of numerous theories and methods developed in linguistics, anthropology,

psychology, philosophy, cognitive psychology, sociology, and several other humanities. Such theories include pragmatics, ethnography of communication, the theory of speech acts, phenomenology, social constructionism, communication theory, general theory of systems, and rhetoric. Methodological pluralism is an opportunity for the researcher to choose the theory and those methods that are most appropriate to his/her research goals and objectives, and his/her research perspective.

Metalinguistics is marked by the dialogism of the philosophy of language. According to M. M. Bakhtin, the text is presented as a discursive space permeated by dialogical relations. This presentation of the text comes from the understanding of the dialogical nature of communication, cognition, and formation of a linguistic personality and fits into the mainstream of linguistics discourse (Plekhanova, 2011: 5). In accordance with the dialogical principle, the structure of being, understood as co-being, is formed by relationships, the interaction of the Self and the Other, and in the structure of the text – by the interaction of one's own and another's utterances. These dialogical relations permeate all human speech, everything that makes sense and is significant: a person, expressing himself/herself, takes a certain semantic position concerning the subject of speech and speech of the Other. The sphere of realization of dialogical relations is, first of all, language, and words. Language is the most essential indicator of the universality of dialogism: it is both a means of communication, a way of self-expression, and a possibility of cognition. As M. M. Bakhtin states, life is dialogical in its nature. To live for a person "means to participate in dialogue – to question, heed, respond, agree, etc." (Bakhtin, 1976: 307). The essence of M. M. Bakhtin's dialogism of the philosophy of language is in synchrony with many modern theories of discourse and is considered one of the sources of discursive language analysis. Such an analysis cannot be purely linguistic or philological, philosophical or literary. The analysis of the text is carried out "at the borders of these disciplines, at their junctions and intersections" (Bakhtin, 1979: 251) since behind each text there is not only a language system, i.e. "everything that is repeatable and reproducible, everything that can be presented outside a given text", but also at the same time something individual, one and only, unique, "and that's the whole sense of it (its purpose, for which it has been created)" (Bakhtin, 1979: 283). Isolation by M. M. Bakhtin simultaneously two "moments" in the text: "repeatable" and "individual, unique" indicates, in fact, that any text has a "dual nature" (this is a product and a process of speech activity at the same time) (Lotman, 1985.). The idea of the dual nature of language, undoubtedly, is fundamental in linguistics and concerns not only the issue of text formation. W. von Humboldt attached great importance to the principle of dialogue. Understanding language not only as a product of the activity but as the

activity itself, the German scientist emphasized that to carry out this activity, a person needs the Other, in communication and interaction with him. This asserted actually the principle of dialogue, which is based on the concept of interaction with the Other and necessarily implies a sociocultural context (conditions of interaction and peculiarities of the Other in the "Self – Other" relationship system). After all, a person learns to speak, creates his/her texts, learns the world, and takes shape as a person in dialogue with another person, society, and culture. A human understands himself/herself only if making sure that he/she is understood by another person (Plekhanova, 2011).

The term "dialogics" denotes a category of text that characterizes its focus on the addressee (addressing). This category emphasizes the relational nature of all texts and the fact that the dialogue takes place not only within the utterance but also between/among utterances (texts), meaning the interweaving of various "voices" in its composition. The aspects of dialogics are intertextuality and interdiscourse – a feature of the text, like speech in general, have something in common with other people's texts or utterances (discourses), which emphasizes the openness of the text, its connection with the cultural context (Plekhanova, 2011). The principle of dialogue as a universal principle of interaction is associated with the theoretical foundations of science, which today is revising its principles. Since the world is cognized in experience, and experience is fixed, indicated by the subject, this experience cannot be called external reality, it is a consequence of our interaction with it. A person can cognize a phenomenon only by entering into interaction with it. Language, like any physical phenomenon, can be considered as consisting of particles (i.e., as a system of individual elements), and as consisting of waves (i.e., as a process of generating utterances), and as a whole field (i.e. as a unity of semantic fields, as a space of meanings) (Kenneth L. Pike, 1993). The nature and functioning of language and text can only be understood in the interaction of various aspects of their use, using different methods and taking into account the data of anthropology, psychology, psycholinguistics, sociology, and other human sciences.

Metalinguistics is characterized by the principle of perspectivism, which means that cognition is determined by the personal position of the subject of cognition and, accordingly, knowledge obtained on this basis implies the recognition and approval of many points of view on one object. In this regard, it should be noted that the very approach to language itself is changing: recent decades have been noted in linguistics and psycholinguistics with an increase in research interest in the problems of analyzing language as a discourse, i.e. language in a sociocultural context. Discourse studies are carried out from various positions but all the researchers of discourse are united by the following main ones: the nature of language corresponds to a dynamic, communicative model,

which is based on the joint activities of people trying to express their feelings in the process of communication, share experience, influence each other/one another; communication takes place in communicative situations that are always placed in a cultural context; the central role in the communicative situation belongs to the participants and their choice of means of communication; the text acts as a product of communication and has several dimensions of position (Karasik, 2002: 276). After analyzing the components of metalinguistics, the authors have concluded the feasibility of substantiating the distinction between the terms "competence" and "competency", which is the second task of our study.

The problem of definitions comes down to the multiplicity and lack of a generally accepted definition. It is relevant to analyze the definitions that exist and try to find out what is common and divergent among them so that to represent the definition of "metalinguistic competency" based on this general and divergent. I. O. Zymnia gives two variants of interpreting the interrelation of the mentioned concepts of "competence" and "competency" (Zimniaia, 2004, 2009). They are either identified or differentiated by scientists.

The generalized concept of "competence" as a scientific category is considered based on the analysis of some definitions of the concepts "competence" and "competency". "Competence" is: 1) (Latin *cometens* – appropriate, proper, able, that who knows) – the quality of a person with comprehensive knowledge in a field and whose opinion is therefore important, authoritative (Kondakov, 1975); 2) the ability to carry out real, life actions and qualification characteristics of an individual, taken at the time of his/her inclusion in the activities; since in any action there are two aspects –resource and productive, so it is the development of competences that determines the transformation of a resource into a product (Smolianinova, 2002); 3) the potential readiness to solve problems with knowledge of the matter; it includes substantive (knowledge) and procedural (skills) components and involves knowledge of the essence of the problem and the ability to solve it; the constant updating of knowledge, possession of new information for successful application of the knowledge under specific conditions, i.e. possession of operational and mobile knowledge (Choshanov, 1997); 4) the possession of a certain competency, i.e. knowledge and experience of an individual's own activities, which allow making judgments and making decisions (Rusova, 2002). The word "competency" comes from the Latin "competere", which means "to seek, respond, suit". In dictionaries and scientific literature, the term "competency" is explained in different ways: 1) knowledge, skills, experience, theoretical and applied readiness to use knowledge (Khutorskoi, 2005); 2) a range of issues in which a person is well aware (Ozhegov, 1994); 3) a set of issues in which the subject has knowledge and experience of his/her activities (Rusova, 2002).

Competence and competency, according to V. O. Metaeva, are intercomplementary and interdependent concepts: a competent person who does not have a competency, cannot implement it fully and in socially significant aspects (Metaeva, 2006). Khutorskoi A. V. divides the concepts of "competence" and "competency" as follows, "Competency translated from Latin *competentia* means a range of issues in which a person is well aware, has knowledge and experience. A person competent in a certain field has the appropriate knowledge and abilities that allow him/her to judge this area reasonably and act effectively in it. To divide the general and the individual, we will distinguish often synonymously used the concepts of "competence" and "competency". Competency includes a set of interrelated personality traits (knowledge, skills, abilities, methods of activities), which are set in relation to a certain range of objects and processes and necessary for qualitative productive activities. The problem of definitions comes down to the multiplicity and lack of a generally accepted definition. It is relevant to analyze the definitions that exist and try to find out what is common and divergent among them so that to represent the definition of "metalinguistic competency" based on this general and divergent. I. O. Zymnia gives two variants of interpreting the interrelation of the mentioned concepts of "competence" and "competency" (Zimniaia, 2004, 2009). They are either identified or differentiated by scientists.

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skills, experience, theoretical and applied readiness to use knowledge (Khutorskoi, 2005); 2) a range of issues in which a person is well aware (Ozhegov, 1994); 3) a set of issues in which the subject has knowledge and experience of his/her activities (Rusova, 2002). Competence and competency, according to V. O. Metaeva, are intercomplementary and interdependent concepts: a competent person who does not have a competency, cannot implement it fully and in socially significant aspects (Metaeva, 2006). V. D. Shadrikov proceeds from the definition, according to which, competency is a range of issues in which a person is well aware, a range of his/her powers and rights. "Thus, we see that the competency does not relate to the subject of activities, but to the range of issues related to the activities. In other words, competencies are functional tasks related to activities that a person can successfully solve. Competence refers to the subject of activities. This is the acquisition of a person, through which he/she can solve specific problems" (Shadrikov, 2003).

Having studied a fairly large theoretical and practical material on the difference between the terms "competence" and "competency" (Zimniia, 2006, 2012; Kondakov, 1975; Koniukhova & Koniukhova, 2010; Metaeva, 2006; Rusova, 2002; Smolianinova, 2002; Kharitonova, 2007; Khutorskoi, 2003, 2005; Choshanov, 1997; Shadrikov, 2003; Shishov, 1999; Hutmacher, 1997; Short, 1984; Velde, 1997), we have presented, in our opinion, the clearest and brightest definitions of these terms. The conducted analysis allows substantiating the concepts of "competence" and "competency" as categories of activities, because they characterize a person as a subject of activities (educational, game, educational, labour, etc.). Competence as a category reflects the essential characteristics of a person's ability to solve problems effectively in a particular field of activities or tasks that arise in unusual situations, taking into account personal experience, while maintaining potency, even when he/she does not act. Competency as a category reflects the essential characteristics of a person's ability to determine the means and methods of actions that are suitable for solving a problem or achieving a goal in a particular type of activity. It should be emphasized that in a person's competence it is important his/her experience in a particular type of activities. The sphere of professional activities also requires a social-legal status to make an optimal decision or expert opinion.

Common to competence and competency is that they characterize a person as a subject of activities, so they should be determined as categories of activities. The difference is that it is possible to form competency, but it is impossible to form competence in the process of learning because one needs to have the necessary experience in a particular field of activities. Concerning the study presented, the authors adhere to the belief that it is appropriate to speak about the formation of the component of competency. Then, the formation of competencies

should be understood as the development of the necessary human abilities or the achievements of certain levels of their development in a given period of time (within a given time frame). To determine the achieved level of formation of certain competencies, a certain instrumentarium is required. Based on information about the concept of "metalinguistics" and its components, about the authors' vision of the difference between the concepts of "competence" and "competency" it is now appropriate to perform the third task of our study, namely, to provide the authors' definition of the concepts of "cognitive component" and "metalinguistic competency". The metalinguistic competency is manifested in using language to describe oneself, including the explanation, presentation, or clarification of one's language. The metalinguistic competency is related to situations in which communication is difficult – when talking to a child, foreigner, or any other person who does not speak this language or any social or functional sublanguages (slang, professional language, etc.). Thus, the metalinguistic competency is the ability to use language in a metalinguistic function, the ability to clarify one's statements using language. In turn, the explanation of one's statements presupposes the realization that the same meaning can be conveyed in different verbal ways, depending on the characteristics of the communicative situation. As mentioned above, the analysis of scientific psychological, pedagogical and psycholinguistic literature on the problems of the essence of metalinguistic activities allows revealing that the general language and psycholinguistic knowledge in general and the metalinguistic competency as an important component of the linguistic competency of a linguist-lecturer has remained outside its purposive development in general and the cognitive component in particular. Scholars are unanimous that the language competency has a multi-component nature and is implemented at all language levels: phonetic, lexical, and grammatical, which are considered in scientific studies as independent competencies in the structure of linguistics. What is concerned with the specifics of the content of the components of the communicative competency, the authors are convinced that when talking about the training of future linguists-lecturers or linguists-teachers, the content of this competency should be clarified by highlighting a special psycholinguistic component – a developed cognitive component of the metalinguistic competency. Taking into account the above, the metalinguistic competency can be defined as the ability of the individual to conscious activities over language (as an object of activities), the ability to perceive language as an object of assessment, and the ability to control his/her language activities, the ability of the individual to reflect on the process of manipulation of structural features of language, to use language as an object of thinking, as opposed to using the speech system to understand and develop phrases. The cognitive component of the metalinguistic competency can be defined as a set of knowledge of the metalinguistic

competency, which is implemented not only at all language levels but also serves as a basis for updating other components related to the activities of the future teacher/lecturer. Within the course “Practice of Oral and Written Speech (English)”, in the fourth year of studying of the Bachelor students majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the State Higher Educational Institution “Donbas State Pedagogical University” (hereinafter – the SHEI “DSPU”), the 7th semester (2020/2021 academic year), the experiment was conducted on developing the cognitive component of the metalinguistic competency in the process of teaching the students to speak English. 24 students specializing in studying English took part in the experiment.

To optimize the processes of improving the speaking skills of the bachelors-linguists majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the State Higher Educational Institution “Donbas State Pedagogical University“, the 7th semester (2020/2021 academic year) in the experiment, the authors turned to the concepts of intercultural communicative competency, development of the cognitive component of the metalinguistic competency and taxonomy by B. Bloom (Benjamin Bloom, American lecturer, and psychologist, founder of the classification of learning goals) in its revised version by L. Anderson in 1999 and renewed in 2013 (Bloom, 1956; Anderson, 2013).

The observation shows that students of institutions of higher education have differences in the base of accumulated knowledge, skills and abilities, levels of physical and mental development, the degree of motivation for learning and self-study skills under the guidance of a teacher/lecturer, as well as in the ability to apply the acquired knowledge under the changing conditions of modern society, due to their physiological and sociocultural characteristics. Therefore, one of the main tasks of the teacher/lecturer, along with upbringing and formal education, is forming and developing the cognitive component of the metalinguistic competency, i.e. productive and creative thinking, cogitation, and the ability to interact (with each other, other communication participants, technologies, information) to increase the effectiveness of students’ learning, regardless of their basic preparedness. In the authors’ opinion, there is a direct interrelation among learning objectives, meta-activities, and students’ linguistic and cognitive abilities.

Summarizing the above described, the authors have come to the conclusion that the students who are outside the real intercultural environment need to develop the cognitive component of the metalinguistic competency to increase the effectiveness of communication in a foreign language, namely linguistic and extralinguistic (socio-cultural) knowledge and skills (knowledge of vocabulary,

grammar, language functions, the ability to understand, express and interpret objective and subjective information both verbally and in writing, knowledge of social traditions and cultural specifics, the use of etiquette formulas) and metalinguistic (metalanguage, metasocial, metacognitive) knowledge and skills, such as: 1) knowledge of the language and language processes; 2) social knowledge and skills (knowledge about the types of interaction, tolerance and compatibility, desire to interact (soft skills)); 3) awareness of own capabilities and abilities (awareness of own thinking processes, self-confidence and communication skills, motivation, focus on results, productivity).

At the first stage of the experiment, the authors carried out the preparatory instruction, aiming students at a positive attitude to the learning process as a whole, the high associative activity of the brain (mood for breadth and depth of thinking), a research position concerning the world as a whole and a particular subject, phenomenon, situations, in particular, activation of accumulated experience and knowledge, critical assessment, creative perception: desire to solve a problem/improve the current situation, find non-typical and innovative solutions to the problem, high enthusiasm for the problem, faith in the possibility of solving the problem, predicting the outcome of the situation or the possible course of affairs, high awareness of the problem (being motivated, positive, broad-minded, inquisitive, multi-tasking, flexible, critical, enthusiastic, productive, efficient, initiative, collaborative). The students were also configured to interact with the lecturer(s), other students, information, and technologies (individual work, work in pairs, small and large groups). By describing these strategies, we set out to use their meta-knowledge.

During the first stage, the authors surveyed the students (24 students) to identify the development of the cognitive component of the metalinguistic competency. Following the metalinguistic trajectory of improving speaking skills, to collect the empirical data, the authors developed 10 questions that each student was asked individually. The survey was conducted in the form of an interview. Before the survey, each student was instructed: "You need to answer the following questions. If the question is difficult to understand, the lecturer will explain the essence of the question. The survey will be conducted in the form of a conversation".

1. What competencies/competency (skills, abilities, knowledge) need/needs developing and/or improving by the students in the process of learning to speak a foreign language?

2. What speaking tasks are often used in your discursive practice classes?

3. What problems do you encounter when you need to speak out on a suggested topic?

4. Do you experience communication difficulties (difficulties at the segment level (difficulties in differentiating vowel and consonant digraphs, difficulties in mastering the pronunciation of words that do not obey the rules and have non-standard pronunciation); difficulties at the super-segment level (difficulties in mastering the rhythmic organization of speech, difficulties in mastering intonation))?

5. Do you have any emotional difficulties while speaking?

6. Do you experience any motivational and/or reflexive difficulties?

7. What mnemonic techniques make it easier for you to memorize and reproduce the text?

8. What cognitive process helps you to master your speaking skills?

9. What do you know about communicative abilities? What methods and techniques help you develop your communicative abilities? What factors cause the weakening of the retention of the acquired information: weakening of auditory memory, a decrease in the concentration of attention, a decrease in the level of self-esteem, or other reasons?

The answer to Question 1 caused some difficulties for the students: out of 24 respondents, 16 students were at a loss in their answers or did not know how to formulate the answer, saying that one just needs to learn to speak; 5 students said that it is necessary to develop competencies according to the state educational standard, but they did not specify any types of skills, knowledge, and abilities; 4 students called the knowledge of the linguistic material, the ability to express their thoughts following the rules of the language – the correct grammar and combinability, as well as the culture of the country of the language being studied.

The students' answers to the question revealed a formalized nature of knowledge, estranged from practical experience, and the fact that the students were not fully aware of the competencies that they should possess. They described the issue of competencies as theoretical, in their opinion, not meeting the actual practice of teaching and learning English. This means that students are not familiar with the theoretical principles of a competency-based approach to teaching a foreign language and are not able to apply its provisions in practice.

To Question 2 about what tasks for teaching speaking are used in their discursive practice classes, the following answers were received: a) general discussion – answers to the questions of the lecturer (24 students); b) discussion of a read, viewed fragment of the book, film, news programme, educational video fragment, lecture, essay, etc. in groups of 3–4 people (20 students); c) a monologue on the given topic – individual work (18 students); d) presentation (21 students); e) a dialogue on the given topic – work in pairs (16 students); f) preparation of projects – individually or in groups (3 students). The answers to this question showed a limited number of techniques that were used in classes to

improve discursive practice: they are mainly standard group discussions, monologues, and dialogues.

To Question 3 about what problems they encounter when they need to speak English, the students answered: a) they do not know what to say, because they do not understand the topic of the discussion (17 students); b) the vocabulary with which they can operate is not enough within the framework of the topic under discussion (20 students); c) they are afraid to make a lot of grammatical mistakes (24 students); d) a large amount of information prevents effective learning (18 students). The answers to Question 3 confirm that students cannot apply their knowledge on-demand and concerning a specific communication situation, have problems with memorizing vocabulary and grammatical constructions, and cannot cope with a large amount of information.

When asked about their communication difficulties, the students answered that: a) they often make phonetic mistakes (9 students), b) they confuse words that do not obey reading rules and have non-standard reading rules (10 students); c) they experience articulation difficulties due to the mismatch of the vowel articulation zones based on row and rise and consonants in opposition and distribution (15 students); d) cannot understand the rhythmic organization of English speech (6 students); e) have difficulty mastering intonation (15 students); f) they have difficulty pronouncing vowels due to the stress transfer (7 students); g) they did not acquire the aspects of coherent speech (assimilation, elision, connection, reduction), which impedes fluency of speech, gives it an unnatural character (14 students).

The answers to this question confirm the fact that the number of phonetic, lexical, and grammatical errors is directly proportional to the degree of awareness and controllability of an adequate communicative attitude of the addresser and discursive filling of the utterance. The errors caused by the difficulties that may be associated with a violation of the understanding of the meaning of the utterance cause difficulties in communication between the communicants both on the part of the recipient and the addresser.

When asked about the difficulties of the emotional attitude, the students answered that: a) very often their emotional state affects the determination of the utterance tone and its semantic load in a real communication situation (18 students); b) the main difficulty for them is the fact that the same intonation cliché can be used to express different emotional attitudes (13 students); c) often can't pick up intonation contours and rely only on grammatical constructions and attitudes (12 students).

The answers to Question 5 showed that students do not take into account the context of a dialogue or a monologue, and cannot allow the recipient to see how the intonation and choice of lexical and grammatical structures express ideas and convey information. To Question 6, the student answers were as follows: a) they do not need to improve pronunciation skills (6 students); b) they consider that the main attention should be paid to the development of grammar and lexical skills (16 students); c) it is difficult for them to determine and understand the goal that these or those exercises are aimed at (8 students); d) they cannot clearly plan educational activities (10 students); e) they are not capable of critical assessment of their speech actions, quick error correction (19 students). The answers to Question 6 allow concluding that it is not easy for the students to understand the intricacies of the phonetic, lexical, and grammatical systems of a foreign language on their own, for most of them even their partial understanding is an impossible task. A mandatory element of awareness of these difficulties is reflection. Reflexive difficulties are associated with identifying students' internal problems.

Question 7 was of particular interest to the authors since the problem of developing the memory of linguistic students is urgent and is caused by the need to improve the quality of general and professional education in the context of modernization of education. The importance of this issue is also enhanced by the need to reorient education from the process of transferring information to the subject of knowledge to teach students the means and methods of information extraction and processing. To achieve high professional results, a future specialist needs to develop in line with his/her future profession from the very beginning of training, to form the necessary peculiarities of the cognitive processes for the specifics of the profession. The students' answers to this question were as follows: a) I find it difficult to answer the question (4 students); b) I selectively remember the proposed material (5 students); c) I remember the keywords, highlighting them with a marker in the text, so that when speaking to rely on them (10 students); d) I remember using associations (6 students); e) I have a short-term memory, so I remember the material for a short period of time (8 students); f) I memorize lexical units for the purpose of their use in oral speech with the help of rhythmization (2 students); g) I memorize words and phrases using assonant words (4 students). The students' answers to Question 7 indicated the fact that today's students are significantly different from those who studied 10–15 years ago. Most of them have a decrease in cognitive activity, and insufficient development of the functions of memory, thinking, attention, weak self-regulation, and self-control. Such students often do not understand what the teacher/lecturer says, cannot grasp the meaning of what they have read or heard, and, as a result, cannot reproduce in their speech.

It seems to us that in a modern information and communication society, a person (student) does not feel the need for long-term storage of information in memory, using mainly short-term memory.

The students answered Question 8 as follows: a) I classify the facts by grouping them by topics or categories (5 students); b) I try to generalize what I heard, draw a conclusion by logical deduction, to formulate my statement (7 students); c) I specify the information received, ask to illustrate it with additional examples (8 students); d) I try to formulate my statement in my native language and then translate it into English (4 students). The answers to this question showed that the students take into account the phonetic, lexical, and grammatical features of the English language both based on rules and conclusions and intuition. However, in the learning process, their teachers/lecturers did not use enough exercises which involve intensive speech activity, and that form a clear understanding of the language.

The students' answers to Question 9 were as follows: a) I find it difficult to answer (3 students); b) I have developed cognitive, and emotional communication skills (10 students); c) I have not developed communication skills for managing the information and communication process (7 students); d) I do not have the skills and abilities to formulate a training problem in information and communication ways. Regarding the second part of the Question within this framework, the students answered that: a) creating positive motivation, based on internal needs help them (6 students); b) they expand their communication base within the framework of the educational process by using a system of special exercises (dialogues, webinars, online communication with native speakers) (10 students); c) they construct the "image of the Self" through reflective tasks, which the students consider as one of the methods for forming and developing the communicative skills at productive and creative levels (8 students). The students' answers to Question 9 showed that they mainly orient in their communicative abilities, know how to evaluate them (not always adequately), and can offer the teacher/lecturer some exercises and tasks for developing communicative abilities. Their answers to Question 10 were as follows: a) weakening of the possibility of logical transformations of the material (7 students); b) weakening of the concentration of attention on the auditory-pronunciation form of speech activity (10 students); c) predominance of visual and mixed memory over auditory (12 students); d) serious influence of the others' assessment on the correctness of the utterance (15 students). The answers to Question 10 show that self-esteem and the assessment of others affect the formation of the personality as a whole, and

the difficulty in developing correct and objective criteria for evaluating their results.

Before preparing for their speaking, the students were offered a scheme – that metacognitive knowledge that they had to master in the process of preparing for their first speaking and using it for 13 weeks (the 7th semester – 14 academic weeks: the 1st week – preparation of the experiment, the 2nd week – the 1st and the 2nd stages of the experiment, the 3rd week – the beginning of the third (main) stage of the experiment, the 14th week – the result of the experiment, discussion of the results, reflection, assessment). The scheme of the development of the cognitive component of the metalinguistic competency consists of three blocks: 1) knowledge; 2) understanding; 3) critical thinking. After receiving the scheme, the students began to prepare for their speaking. The practical task at this stage was to explain the meaning of adjectives: motivated, positive, broad-minded, inquisitive, multi-tasking, flexible, critical, enthusiastic, productive, efficient, initiative, and collaborative in general, then in relation to learning English and speaking skills in particular (general definition, a definition applied to the process of learning a language, a definition applied to the process of speaking). The students were set up to interact with the lecturer, groupmates, information, and technologies (individual work, work in pairs, work in small and large groups). By describing these strategies, we set out to use meta-knowledge.

At the initial stage of training the speaking skills, we relied on prepared monological speaking. To prepare their speaking, the students should be aware of the main components, the system of which composes any speaking (prepared and unprepared monologues, dialogues, discussions) or work with any text. At the initial stage of working with their speaking, we suggested that students should choose to prepare their speaking: 1) on a specific topic, without any kind of textual support; 2) on a specific topic based on the text on the given topic. Out of 24 students, 18 persons chose their speaking without any kind of textual support (they also determined the topic of their speaking themselves), and only 6 students chose their speaking based on the text (the text was provided by the lecturer). This can be explained by the fact that 18 students were confident or wanted to test their strength in preparing their speaking without relying on a specific text, relying on the available experience, knowledge, and intelligence, and 6 students were not confident in their abilities.

The second stage of the experiment was working with the components of intercultural communicative competency defined by the domestic researchers and the Council of Europe. The Council of Europe has identified eight key competencies for education: "1) communication in the mother tongue;

2) communication in foreign languages; 3) mathematical literacy and basic competencies in science and technology; 4) computer literacy; 5) mastering learning skills; 6) social and civic competencies; 7) sense of innovation and entrepreneurship; 8) awareness and ability to express oneself in the cultural sphere“ (Key Competences for Lifelong Learning, 2018). The explanatory part that accompanies these strategies includes such key features common to all the competencies as critical and constructive thinking, initiative, problem-solving, creativity, and risk assessment or reflection, i.e. a developed cognitive component of the metalinguistic competency. Foremost it is necessary for the study presented to turn to such a competency as communication in foreign languages. According to the Council of Europe, communication in a foreign language, in a broad sense, involves basic communication skills in the native language, i.e.: ”1) knowledge of vocabulary, functional grammar and language functions; awareness of the main types of verbal interaction, literary and non-literary texts, the main features of different styles and levels of language, as well as the variability of language and communication in different contexts; 2) the ability (skill) to understand, express and interpret concepts, thoughts, feelings, facts, and thoughts, both orally and in writing (listening, speaking, reading, writing) in some social and cultural contexts (in education, when studying, at work, at home, and leisure) following the wishes or needs of the individual; 3) skills of mediation and intercultural comprehension. The level of individual mastery will be different in four areas (listening, speaking, reading, and writing) and in different languages and will correspond to the social and cultural training of this individual, the environment, needs, and/or his/her interests“ (Key Competences for Lifelong Learning, 2018).

Domestic scholars (N. D. Halskova, N. I. Hez, S. H. Ter-Minasova, A. N. Shchukin) talk about the following components of the intercultural communicative competency: linguistic (knowledge of vocabulary units and grammatical rules to organize the meaningful utterance); sociolinguistic (use of adequate language means depending on the communication situation and social roles of communicators); discursive (ability to understand and build holistic and logical utterances of different functional styles); compensatory (ability to pervade lack of knowledge of language, linguistic and social experience of communication in a foreign language using verbal and nonverbal strategies in the process of communication); sociocultural (knowledge of cultural peculiarities of native speakers); social (ability and desire to interact with other people, self-confidence) (Galskova, 2006; Shchukin, 2004). On analysing the theoretical provisions described above, the authors concluded that students who are outside the real intercultural environment, need to have linguistic competency to increase the

effectiveness of communication in a foreign language, namely: the actual linguistic and extralinguistic (sociocultural) knowledge and skills (knowledge of vocabulary, grammar, language functions, the ability to understand, express and interpret objective and subjective information both orally and in writing, knowledge of traditions and cultural specifics, the use of etiquette formulas) and metalinguistic (metalanguage, metasocial, metacognitive) knowledge and skills , such as: 1) knowledge of language and language processes; 2) social knowledge and skills (knowledge of types of interaction, tolerance and compatibility, desire to interact (soft skills)); 3) awareness of their capabilities and abilities (awareness of their mental processes, self-confidence and their communication skills, motivation, focus on results, productivity). That is, students must have a developed cognitive component of the metalinguistic competency. After studying the components of the intercultural communicative competency identified by domestic researchers and the Council of Europe, during the group discussion, students expressed their opinions on the necessary knowledge, skills, and abilities to communicate in a foreign language, and then corrected and adjusted their opinions, discussed existing and recognized components of the intercultural communicative competency. At the third stage of the experiment, the students were offered to familiarize themselves with the cognitive part of B. Bloom's taxonomy. In general, in taxonomy, the educational goals are divided into three spheres: cognitive (knowledge), affective (feelings) and psychomotor (actions), which form a hierarchy, at the heart of each new higher level is the experience of lower levels building this sphere. Concerning this experiment, the psychomotor sphere is quite well developed among the students: everyone has physiological and psychosomatic abilities to speak, write, visual and auditory perception, etc. The affective and cognitive spheres require perfection. As for the affective sphere, we can confirm that the aspect of perception (that is, the student's willingness and ability to perceive certain phenomena and stimuli coming from the outside world) is quite well developed because the lecturers manage to attract, hold and direct the students' attention. However, in terms of reaction and response to incoming incentives, the students do not always act voluntarily and are even less likely to receive satisfaction from an independent response. Most often, the students' reaction is stimulated and pretended by a lecturer who encourages students to respond to a particular situation and describe their feelings, emotions, opinions, and relationships. The skills and abilities in the cognitive sphere relate to three main blocks: knowledge, understanding, and critical thinking. In the framework of the presented experiment, the authors tried to optimize the blocks of the cognitive sphere (according to B. Bloom) based on the methods of "problem"

learning (problem-based learning / task-based learning) (Willis, 1996; Anderson, 1999). The first block of the third stage of the experiment includes the representation of knowledge or the extraction of the necessary information from memory – recalling (known knowledge, experience)/recognizing the known information in the text and extracting new knowledge (facts, events, processes, phenomena), the ability to work with the text information, converting linear/non-linear texts, expanding/collapsing the statements. In accordance with the revised version of taxonomy by B. Bloom (Anderson, 1999), knowledge is divided into: a) factual knowledge – the basic elements students must know to be acquainted with a discipline or solve problems (key units, terminology, concepts, symbols, realities, allusions, specific details (who / what, when, where, why, how), elements, components, events in the chain of events); b) conceptual knowledge – the interrelationships among the basic syntagmatic and paradigmatic elements within a larger structure that enable them to function together, knowledge of classifications, categories, types, principles and methods of generalizations, laws, theories, models and structures; c) procedural knowledge – how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (criticism, analysis in diachrony and synchrony, problem solving methods, statistical analysis procedures, standards); d) metacognitive knowledge – knowledge of cognition in general, as well as awareness and knowledge of one's own cognition (knowledge of general strategies that can be applied to solve various problems, knowledge of the conditions under which these strategies can be applied, awareness of the effectiveness of strategies, as well as their own cognitive abilities) (Shchukin, 2004). The second block is connected with understanding the material. An indicator of understanding may be the ability to transform the material from one form of expression to another (hereinafter, the techniques used in the experiment are presented): 1) the example selection: a) a personal example or from a literature source; b) an indication of certain rules (regulatory documents) and exceptions to the rules; c) a reference to sources of information (allusion, citation); d) a designation of events that occurred before a particular event, during and after it; e) selection of a scientific theory or theories that could explain the problem; 2) the classification: a) a deductive breakdown of information into separate components; b) determination of the characteristics of the individual components of the situation under discussion (types and kinds of situations); 3) the generalization/profiling: periphrasis with an emphasis on the general/particular characteristic, listing the main arguments for and against; 4) the reasoning: a guess about the meaning of an unfamiliar lexeme from the context, conclusions from the presented description; 5) the comparison: a) comparison

over time: to compare the existence or interaction of a problem with a given situation or issue in different periods of history; b) a comparison in space: to compare a given situation or problem with another problem – to identify similarities and differences; to compare how people, governments and international organizations deal with the same problem or situation in countries with different economic development, political structure, religion, environmental situation; to compare the conditions of existence or absence of a given situation; c) a comparison of the points of view of subjects of various levels (individual level, city level, region level, country level); a comparison of the points of view of various participants in communication related to a given problem/situation (for example, teachers/lecturers, pupils/students, parents, school headmasters, minister of education, a criminal, a police officer, a lawyer, etc.); d) analogy: transfer of knowledge about one subject/phenomenon to another (less studied or inaccessible to study) due to the similarity of the subjects in question; 6) the explanation involves the interpretation of the situation using specific facts, rules, principles, visualization of the problem and the related processes, actions and situations, a graphical representation of the problem in the form of a diagram, table, scheme, picture, mind map, model, pattern, action algorithm; 7) the application means the synthesis of a new product and the ability to find a practical vector of refraction of the processed information, expanding or narrowing it for new or specific situations.

The third block, according to B. Bloom, is critical thinking, which turns into creativity. The synthesis of critical thinking and creativity forms analytical thinking, which is associated with searching for new information, new knowledge, and intuition and is formally aimed at analyzing and synthesizing information, building logical chains, presenting conclusions and arguments, and consolidating data in the mind. The dual nature of analytical thinking is explained by the functional asymmetry of the brain. It is necessary to develop analytical thinking since everyone needs analytical skills to better understand, memorize and assimilate information, separate the main thing from the secondary one, solve complex daily and professional tasks, find advantages and disadvantages in current events, and draw reasonable conclusions and plan activities based on real goals. In the third block of preparation of their speaking, the students were assigned the following tasks: 1) to analyze: a) to determine 3/5/10 signs, properties, characteristics of certain objects, phenomena or situations; b) to suggest the causes and consequences of the situation, the possible development of events, the conditions under which this situation would not exist, the state of affairs would improve or worsen, possible solutions to this situation; c) to analyze

a literary work (in verse, in prose), comment on and interpret the words of the song, quotation, proverb, saying, journalistic article, article title, watched news, film (excerpts from films and videos) indicating the point of view of the author and his/her own vision the interaction of characters and the motivation of their actions; 2) to create: a) to identify a number of problems that are associated with the issue under consideration by establishing logical or associative relations and suggest ways of their being resolved them or improved; b) to indicate various aspects within the framework of the created problem; c) to connect concepts, situations, problems within the meaning and to propose alternatives; d) to express associations that are born in connection with a situation; e) to highlight some hypotheses based on the proposed criteria; 3) to assess: a) to make judgments within the framework of certain criteria and standards; b) to assess the organization of ideas and the logic of argumentation; c) to highlight contradictions; d) to indicate the most and least effective ways to solve the problem, the most and least convincing arguments for and against. As a result, after 11 weeks of using these strategies, we again surveyed the students (the fourth stage of the experiment), using the questions presented at the beginning of this article. The results appeared as follows.

The answer to Question 1 no longer caused confusion or difficulty among the students, moreover, they did not hesitate to call skills, abilities, and knowledge as part of the intercultural communicative competency. The answer to Question 2 looked different than at the beginning of the experiment and did not contain the types of the communicative activity, but the names of logical methods of working with information. In response to Question 3, there remained a fear of making grammatical errors. The answers to the other questions were not the same as in the course of the first survey. Answering them, the students demonstrated awareness of the importance of identifying and overcoming difficulties of a phonetic, lexical, and grammatical nature, concluded that these errors alone do not lead to a violation of the understanding of the meaning of the statement, and remain at the level of deficiency and are caused by linguistic, psychological and individual reasons. The students were able to determine the types of difficulties, explaining their appearance by both internal and external conditions. They correctly attributed linguistic difficulties to external conditions, which are caused by the features of the English language system, the presence of similarities, differences, and their influence on the communication process. The students attributed their internal readiness to internal difficulties in reproducing certain actions, which depend on the level of awareness of the action, internal motivation and ability to organize their work, self-control, individual age characteristics, and

socio-cultural differences in the language system. The students realized the necessity and importance of developing mnemonic abilities, explaining this by the fact that improving memory processes is extremely important not only in everyday life but also in professional activities. The students became interested in the mnemonic techniques (word mediator method, rhythmization method, memorizing long phrases and terms using consonant words, organizing schemes, etc.). Already in the process of experimenting, the students themselves suggested working with the exercises to develop their speaking skills, which included the presentation of a language phenomenon inductively, setting limits on the use of language forms, presenting possible cases of pairing this structure with others, the tasks using problem-search technologies, as well as the tasks on developing the skills for implementing the cognitive structures in a variety of speech situations in various contextual environments (games, trainings, communication with native English speakers).

Conducting such an experiment led to the fact that in the process of individual, pair, and teamwork using the techniques of integration, transformation, and interpretation of the studied material and accumulated experience, the students synthesize a new communicative product using the variability of lexical, grammatical, stylistic forms, metalinguistic strategies, and apply higher-order thinking skills. The general scheme of utterances formed by the students turned out to be the following: a) determining the general problematics of speaking and highlighting the key elements and, in some cases (9 out of 24 students), presenting their definitions; b) indicating the gender-aspect, logical or associative relations of general and particular problems; c) comparing general or particular problems in time, space and by analogy; d) appointing the possible causes and consequences of the situation; e) determining the ways out of this situation (solution to the problem); f) substantiating the situation by searching for theoretical support, practical examples or expert opinions; g) assigning different perspectives of the perception of the situation by various subjects and their actions (at the local and global levels); h) describing the social, economic, political and natural aspects of the interpreted situation; i) assessing critically the situation with the suggestion of alternative ideas and identifying the most effective ways to solve the problem and the arguments for and against. Thus, the students showed the development of the cognitive component of the metalinguistic competency.

Based on the purposive development of the cognitive component of the metalinguistic competency, as well as using the described metalinguistic techniques, we achieved the following results: a) thanks to studying metalanguage and describing the metastrategies, we were able to expand the amount of

information presented on a particular topic (previously, without the metaknowledge, the students limited themselves to appealing to the affective parameter, namely to their feelings, emotions (14 students out of 24) and feelings, emotions, own opinion and attitude (10 students out of 24)); b) knowing the set of the cognitive strategies and the components of the metalinguistic competency, all the tested students were able to move from the basic (knowledge – understanding – application) to the high level of thinking (knowledge – understanding – application – analysis – synthesis – assessment); c) expanding the ability to memorize linguistic (vocabulary, grammatical constructions) and metalinguistic information (broadening one's scope); d) there appeared a tendency to use previously presented information in later utterances, which indicates the transformation of short-term memory fragments into long-term ones; e) it became easier for the students to cope with large volumes of information by using the logical methods: comparison and contrast, analysis and synthesis, abstraction and concretization, specification or generalization and systematization (classification); f) as a result of mastering the logical methods of working with information, the students had a prospect for a transition from teaching under the guidance of a lecturer to independent learning.

The Conclusions. Analysis of the problem of the purposive development of the cognitive component of the metalinguistic competency has shown that in the theoretical study of the problem in the scientific literature there are almost no works that comprehensively cover the peculiarities of the development of the cognitive component taking into account the requirements of future professional activities of students-linguists. One of the least researched areas of solving this problem is studying the deep mechanisms of the development of the cognitive component of the metalinguistic competency.

The main characteristic of the purposive development of the cognitive component of the metalinguistic competency is the psycholinguistic basis, by which the authors understand the development and formation of new psychologically comfortable, situationally adequate, safe for students and their environment ways of understanding among people in the professional activities and their personal life.

The purposive development of the cognitive component of the metalinguistic competency (knowledge of language, society, and thinking, and the ability to operate with various linguistic, social, and mental strategies, techniques, models, clusters, and patterns) not only allows creating a certain idea of the elements of the language studied and processes occurring in the language, but also expands the students' ability to choose strategies for interaction and

communication in various professional and socio-cultural situations. Dialogue is necessary for the purposive development of the cognitive component of the metalinguistic competency. The leading role is played by scientific (more precisely – "quasi-scientific") dialogic discourse. The main purpose of such a discourse is the knowledge, expansion, and systematization of psychological and linguistic, i.e. psycholinguistic, fragments of the scientific picture of the world.

The authors see the prospects for further purposive development of the cognitive component of the metalinguistic competency in the learning process when using such approaches that allow simulating various professional situations, for example, presentations of projects on the topics being studied, lectures (the presentation strategy), discussions, round tables, talk shows (the conventional strategy), role-playing games (the manipulation strategy); in developing and implementing special courses on the development of the metalinguistic competency in university programmes, continuing education courses, postgraduate education, for example, "Metalinguistic competency: process, product and practice", "Metalinguistic competency in a new educational space" and others, reflecting different approaches to the development of the metalinguistic competency.

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