

## Psychological Content of the Communicative-Competent Approach in the Paradigm of Contemporary Foreign Education in Ukraine in the Conditions of War

### Психологічний зміст комунікативно-компетентнісного підходу у сучасній іншомовній освіті України в умовах війни

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### ABSTRACT

**The purpose** of our article is to characterize educational and cognitive competences, to underline the main linguistic means during the process of communication, to show positive and negative points of introducing a communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

**The results of the research.** The communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war was proved to actualize internal speech. This internal speech should be considered not as "speech minus a sign", but as a completely special and peculiar speech function in terms of its structure and means of functioning, which precisely is organized in a completely different way than external speech. There is an inseparable dynamic unity of transitions from one state to another between them.

**Conclusions.** It is proved, that intra-dialogical speech plays a great, dominant role in forming communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war. The word seems to absorb the meaning of previous and subsequent words, expanding their meanings to an almost limitless scope. In internal dialogue the word is more loaded with the meaning than in external speech, it is a concentrated context of meaning. Just as the entire meaning of a work of art can be contained within the limits of one or two words, so the meaning can flow in the inner dialogical speech in the meanings of a single word. Therefore, internal dialogical speech is a rather special, independent, autonomous and unique function of speech. That

*is why it should be considered as a special internal plan of speech thinking, mediating the dynamic relationship between a thought and a word.*

**Key words:** *war, the personality of a pupil, communicative-competent approach, educational competence, cognitive competence, internal speech, dialogical speech, dynamic relationships between a thought and a word.*

## Introduction

In contemporary curricula, in particular in a new program for studying foreign languages for general educational institutions (Mykhalchuk & Ivashkevych Ed., 2018), a communicative-competent approach is implemented, while in the accepted version of the general standard the competence approach in its entirety is not generalized. Taking into account the process of foregoing, we'll note that the term "a communicative-competent approach" is today somewhat new ideas and wishes (Nowak, Watt & Walther, 2009; Rezaei & Mousanezhad Jeddi, 2020). Thus, a communicative-competent approach (Гончарук & Онуфрієва, 2018) explains how the educational process focuses on the formation and the development of the key (basic, foreground) and substantive competencies of the person (Amichai-Hamburger, 2005; Kim & Dindia, 2011). The result of this process will be the formation of a general competence of a person, which is a set of key competencies, an integrated trait of the person. Such a characteristic should be formed in the process of learning and contains knowledge, skills, attitudes, experience and behavioral models of the person (Pimperton & Nation, 2010; Ramirez & Wang, 2008).

According to scientists (Onufriieva & Ivashkevych Ed., 2021a), a communicative-competent approach in education means the allocation of key competences based on knowledge, skills and abilities, creative activities and emotional and value attitudes (Walther, 2011). At the same time, knowledge, skills and abilities should be regarded as the basis on which different forms of creative activity and the experience of emotional and value relations are formed (Heino, Ellison & Gibbs, 2010).

The analysis of the concept of a communicative-competent approach suggests that the transition to a competent approach means reorientation from the process to the result of education onto the activity presentation (Key-DeLyria, Bodner & Altmann, 2019). A communicative-competent approach to learning requires the transformation of the content of education, transforming it from a model that exists objectively for all pupils on the subjective achievements of one person (Lawson & Leck, 2006).

According to the program of foreign languages for secondary schools the acquisition of pupils by foreign language communication involves the formation of a certain level of communicative competence, which includes the speech and the language, socio-cultural and sociolinguistic levels of communicative competence, also discursive and strategic competences (Rains & Scott, 2007). However, scientists (Mykhalchuk & Kryshevych, 2019), who are well-known specialists in the field of teaching a foreign language, distinguish several other components of the communicative-competent approach: speech, linguistic, communicative, socio-cultural and compensatory competences. In addition, the formation of educational and cognitive competence is extremely important in the process of teaching any subject at school, also in studying foreign languages.

According to the current program, the language competences contain the following language skills of pupils, such as: to perform oral communication in typical situations of the educational, labor, moral and cultural spheres of communication; to understand the basic content of authentic texts; to read and to understand authentic texts of different genres and types with varying degrees of understanding of their content; to fix and to send the necessary information in a writing form (Ishkhanyan, Boye & Mogensen, 2019). According to scientists (Mykhalchuk & Kryshevych, 2019), the language competence includes: the ability to operate language means of a foreign language (phonetic, spelling, lexical and grammatical ones). The scientists also refer

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to the sphere of the language competence the linguistic (speech) etiquette, that it is nonverbal means of communication – gestures, behavior, attitudes in the process of communication.

The current program for secondary schools does not differentiate sociocultural and sociolinguistic competencies (Arbuthnott & Frank, 2000). Scientists define them as some abilities to select and to use speech forms for implementing communicative intentions in specific situations and the ability to take into account cultural features, rules of verbal and nonverbal behavior in typical communicative situations. According to scientists (Михальчук & Івашкевич, 2022), the ability to take into account the rules of non-verbal behavior belongs to the language competence, and the program of the curriculum, which includes this ability to socio-cultural and sociolinguistic competencies. Scientists (Михальчук & Івашкевич, 2022) also offer the following explanation of socio-cultural competence. For successful communication it is necessary to possess not only the common language for both the partners of communication, but also so called “common knowledge” (Stephens & Rains, 2011). According to different scientists (Onufriieva & Ivashkevych Ed., 2021b), such common knowledge of communicative actions are background knowledge, which are divided into: universal and human knowledge; information which have been known by some members of a particular ethnic and linguistic community; regional knowledge; professional knowledge and relevant vocabulary. In this point of view, the function of socio-cultural competence is to achieve genuine communication with the background knowledge of the second group (Wright & Webb, 2011).

However, we agree with the point of view of scientists (Onufriieva & Ivashkevych Ed., 2021b), who delineate sociocultural and sociolinguistic competencies. Socio-cultural competence includes knowledge, skills and abilities to focus critically on the main differences, peculiarities, advantages and achievements of the cultures of the countries, which studied different languages and the cultures of the people of Ukraine, to express

their reasonable opinion, taking into account a new culture and comparable cultures in general, to understand the realities of the studied culture, to be tolerant, respectful of other cultures. Sociolinguistic competence is explained by scientists as knowledge, skills and abilities to interpret and use linguistic scripts and linguistic units, texts and situations, taking into account linguistic and ethnographic realities and sociolinguistic generic, age, professional, national and territorial peculiarities of communicative paradigm.

**The purpose** of our article is to characterize educational and cognitive competences, to underline the main linguistic means during the process of communication, to show positive and negative points of introducing a communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

### **Results and their discussion**

Now, let us show educational and cognitive competence, which provides three groups of skills: general teaching skills (the activity with a text-book, a copybook); the ability to learn foreign languages (use a bilingual dictionary, Grammar rules directory); the ability to learn a foreign language independently and to improve acquired knowledge. Let us turn to the compensatory competence, which is singled out by us in such a way. Its essence is to compensate for the lack of linguistic means during the process of communication.

All of foregoing information suggests that the components of communicative competence determine the content of teaching foreign languages. However, the introduction of a communicative-competent approach to the content of foreign language edu-

cation is associated with a number of problems that require an additional solution. Some of them are the main ones from our own point of view.

The first problem in that case is there are positive and negative points of introducing a communicative-competent approach. The positive point is in that fact that this approach will allow pupils to reach a significant degree to be implemented by personality-oriented and activity-oriented approaches, since the allocation of competences in the content of the teaching of foreign languages determines the guidelines in selecting the most valuable one for the formation of value orientations of knowledge and skills that pupils will need in their lives. A negative attempt may be made to portray the content of foreign language education in the form of a mechanical system of competencies, which will lead to the elimination of the content of foreign language education, as teaching the second language, as well as to the rejection of the traditional formulation of the main goal of learning foreign languages, and in particular to reach educational and personal developing.

The second problem is the lack of the development of the conceptual apparatus, which creates considerably great degree of difficulties in determining the list of pupils' competencies. The third problem is the definition of the ratio of academic knowledge and competencies. The concept of competence is wider than knowledge or abilities; competence includes knowledge, skills, educational and life experiences, values, interests that are independently implemented by pupils and used by them in a particular situation. In such a way, knowledge, skills, experiences, values, interests are the basis of competence, and the achievement of a certain competence as a result of the implementation of a competent approach is to teach pupils to apply the knowledge and skills, which are acquired in specific life situations.

As for the fourth problem, it consists in the development of a system of competence assessment, such as knowledge and skills.

One of the problems is solution of the further study and agreement with the essence of traditionally existing educational content of foreign language education.

The notion of “communicative competence” in Psychology is often associated with the notion of “general competence”. In the most general sense, “competence” refers to compliance with the requirements, established criteria and standards in existing areas of the activity and in solving a certain type of tasks, the availability of necessary active knowledge, the abilities to confidently achieve results and to have a concrete solving of some situation (from the Latin the word “compete” means “to match”, “to answer”, “to achieve”).

In Psychology the concept of competence (competent) was introduced by researches (Onufrieva & Ivashkevych Ed., 2021 b), which meant purely subjective competence, which is the phenomenon of individual perception of the world and the environment. So, we were also convinced that subjective competence is formed by the correlation of “innate knowledge” and “acquired language material”.

The concept of “communicative competence” is used by us in the context of theatrical education (performance-based studying). Initially, the competence was reduced to simple practical skills, which were formed as a result of the “automation of knowledge” in the traditions of behaviorism. Such approach has been just subjected to criticism, which was understood by us as competence in the form of practical knowledge, which was not sufficient to develop the creativity and individuality of those ones who learn the language. And in such a way we’ve proposed to distinguish between two concepts: competence and competencies. So, we differentiate these concepts. Competence began to be considered as a personal category, and competencies were compiled by structural components of competence.

Considering competence in the terms of significance for the society and professional training, we put forward some key competences: political, social, communicative, professional, infor-

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mational and technological ones. Nevertheless, we relate to some key competencies: instrumental, value-ethical, contextual and communicative ones. All of them allow us to conclude that communicative competence is one of the key competencies which can be in a whole.

In our research we are particularly interested in communicative competence. In Psychology and Pedagogics much attention is paid to communicative competence, which means a set of knowledge, skills, communicative abilities of people. Communicative competence is a term that combines "communicative abilities", "communicative competence" and "skills to provide productive communication".

Our society is not a process, but a personality's quality, which is developed in the process of communication. "To be communicative" is understood as the quality of the individual, which provides a great activity with the semantic, syntactical, pragmatic, valuable information, through which it is carried out the most adequate impact on the environment.

So, it turns out that communicative competence is the ability to communicate verbally or in a written form in a language, that it is studied in real life situations. Also the communicative competence includes the following inalienable components: emotional, cognitive (anticipating the actions of the partner of communication, solving problems that are arisen between the addresser and addressee) and behavioral one.

Communicative competences are formed on the basis of interrelated speech, socio-cultural, sociolinguistic and linguistic development of students in accordance with their age peculiarities and interests at each stage of mastering a foreign language. In such a way communicative competence consists of the following competences: language (linguistic) competence, which ensures the acquisition of pupils with linguistic material from the purpose of using it in oral and written speech; sociolinguistic competence, which provides the formation of skills to use them in the process of communication with speech realities (sam-

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ples), special rules of speech behavior (frames), which are typical for the language of the country having been studied; pragmatic competence, which is connected with the knowledge of the principles, on the base of which the statements are organized, structured, used for the implementation of communicative functions and coordinated according to interactive and transactional schemes (or scripts).

In the process of learning a foreign language general competencies are formed in such a way: declarative knowledge, which include world's understanding, socio-cultural knowledge and intercultural awareness. Socio-cultural competence implies the pupils' acquisition of knowledge of the sociocultural features of the country, the language of which the pupils study, the cultural values and ethical norms of their own and other people, as well as the formation of skills to use them in practice; practical and intercultural skills and abilities, such as social skills, everyday life skills, etc.; "competencies of existence", which is associated with individual peculiarities of the behavior, the motivation, the values, the ideals and personality's type. General educational competences (teacher's skills) promote the learning of the pupils by strategies of speech activity with the aim of solving educational tasks.

In this way, communicative competence is a complex, systemic structure. And so, nowadays, there are separate models of this competence as a system. So, we offered the following model of communicative competence of pupils of senior age: linguistic competence, which consists of organizational, pragmatic, functional and sociolinguistic competences; socio-cultural competence; strategic competence; conative competence (psychomotor skills, types of the person's activities); cognitive competence; linguo-cultural competence. Later we added a further illocutionary competence, which provided for pupils the ability to form an illocutive (linguistic) act in a proper way (to ask something, to invite, to inform someone) in accordance with some concrete situation of communication.

The following *structure of linguo-cultural competence*, to our mind, presents: phonological competence; lexical-grammatical competence; sociolinguistic competence; country-specific knowledge, skills and abilities, having been provided by discursive, illocutionary and strategic competencies. In the field of empirical researches we distinguish the linguistic and ethnographic competences, such as knowledge and rules for the use of such foreign-language words and expressions, which refer to some objects, phenomena, facts, which are called differently, that is, without equivalent words and expressions.

Thus, the analysis of the proposed models convincingly suggest that communicative competence involves the possession of a wide range of different types of competencies. It should be noted that in almost all above-mentioned communicative models there are such elements as sociolinguistic and socio-cultural competences, which in turn means that the presence of these two types of competences is a key to provide the most effective process of communication.

The national doctrine of the development of education in Ukraine emphasizes the new priorities, such as socio-cultural values should contribute to a significant increase in scientific researches. And when it comes to communicative competence at the lessons of a foreign language, special attention would be paid to such concept as "interference of cultures" or "cross-cultural phenomenon". Cultures differ significantly from each other. They are different forms of our beliefs, values, different norms and peculiarities of age groups. Often, what is considered as a communicative competence of one culture, may be something completely different in any other sphere of communication.

Owning a communicative competence gives a person a great opportunity to moderate the person's communication correctly, and the content of the statement will depend on the social relations of the partners of communication and their linguo-social competence. Under the conditions of mastering communicative competence it is important to rely greatly on the social know-

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ledge that the person received, studying his/her native language and which, in our opinion, provided the appropriate communicative level of the subject. Therefore, social knowledge of one language is transferred to another language system. Although social rules of different cultures are unequal and cannot function in the same way in different languages.

So, in order to develop communicative competence, the language must be presented in different speech situations; special attention should be paid to the study of social rules of language use; it is necessary to ensure that pupils acquire the social values of lexical units. Also it is necessary to study the social rules of communication, which determine one or another statement.

Communicative competence includes social rules of language use. It is a certain system of social rules of interaction that occurs when communicative skills are observed. Therefore, to a certain extent, we can say that communicative competence implies tact and good manners, but if these manners are not the same in different cultures, then the teacher has to familiarize pupils with the peculiarities of the culture of people whose language is being studied.

It is very important to develop communicative competence when learning a foreign language, because partners of communication have to master the rules of speech in foreign languages, which in a great degree differ from the rules of communication, which are in their native language.

In the process of studying a foreign language pupils should understand as much as it is possible, for example, the cultural features of the people, acquire socio-cultural competence and on the basis of communicative approach. After all, without this, mutual understanding is impossible.

At an early age, the child learns the communicative rules of his/her native language (it is possible, first of all, thanks to poetry, songs, short stories). Therefore, it is from this cultural minimum that a foreign language should be started, because it has a sociolinguistic and quasi-communicative character, has been

understood as a model of speech in various situations. It is the cause of frequent use in everyday life. It is believed that without understanding and using the realities of the people whom is a native speaker, a real communication is impossible.

Also, we think, that the most important components of communicative competence are sociolinguistic competence and socio-cultural competence. To begin with, we will consider the sociolinguistic competence that distinguishes effective communication and understanding.

The term "sociolinguistics" has been the subject of discussions for many years in many articles of psychologists (Onufriieva & Ivashkevych Ed., 2021 a). According to them we think, that the term "sociolinguistics" can be attributed to the use of linguistic data and their analysis in different fields of science which study social life. Referring to the sociolinguistic approach, we can point out three problems that are central ones in Sociolinguistics: the form of the organization of the language, which is a part of the organization of language behavior in the society, the understanding of which requires a corresponding new form in the description of the language; study of the language as a multidisciplinary field, for which Psycholinguistics is compulsory along subject with other disciplines, such as Sociology, Social Anthropology, the Theory of Education. Studying this method of organization of communicative process leads to the study of the basics of Psycholinguistics itself.

We believe that sociolinguistics deals with so called social distinction between the language in the society and a social development of different languages. Sociology studies how the language is used by the society and shows the diversity of social situations.

According to scientists (Onufriieva & Ivashkevych Ed., 2021 a), Sociolinguistics is a part of the Theory of Sociology of Language. The difference between Sociolinguistics and Language Sociology is significant: 1) according to them it is possible to analyze whether the researcher is more interested in

the language or the society; 2) according to these scientists (Mykhalchuk & Kryshevych, 2019) the researcher considers it necessary to analyze Linguistics and social structure of Psycholinguistics.

“Clear” and “complete” are the terms, which distinguish socio-cultural competence, to which Sociolinguistics is a part of Psycholinguistics, which studies the conditionality of language phenomena and Psycholinguistic units by social factors: on the one hand, the most important conditions of communication are place, time, participants, goals, etc., but on the other hand – a pupil emphasizes the customs, traditions, peculiarities of social and cultural life of the society, which are spoken about.

Also the most important is the fact that sociolinguistics correlate studying this problem with linguistic studies, since that time when this discipline is a didactic analogue of Sociolinguistics. Also it develops the idea of the need to merge the teaching of a foreign language as a combination of different forms of expressions with the study of the social and cultural life of native speakers. Thus, in the field of linguistic and national or cross-cultural studies an important aspect of teaching foreign languages has been formulated. This aspect is explained by us in such a way. Two national cultures never coincide completely. It follows from the fact that each of them consists of national, international and cross-cultural substructures. The combination of the coinciding (international) and the different from the first one (national) units for each couple of cultures will be different. Therefore, it is necessary to cultivate in the minds of pupils the notion of new objects and phenomena that have no analogues either in their native language or in their native culture”.

So, sociolinguistics is a branch of science, that studies this language phenomena, which are influenced by factors of a social organization (gender, age group, belonging to a certain social class, ethnic group) and social context (beliefs, methods of education of the speaker, intentions, purposes). These factors indicate the interaction of the language and the society.

Let's consider some sociolinguistic categories, which in turn will help us to trace some more close connection between the language and the society, and thus it is the main importance of sociolinguistic competence. For example, let us show such a factor, as sociolinguistic category – *a gender*. From the early beginning let us give a definition of gender stereotypes. Gender is called some stable idea of the features, qualities, capabilities and behavior of different people. Stereotypes are closely related to gender roles. They are fixed through the system of cultural norms by the functional specializations of men and women in any society. For example, the English language offers some main alternatives to all forms of the referrals and gender nominations, which reproduce androcentric scenarios and will have a discriminatory subtext in contemporary social communication. The greatest concern was the absence of a word for the designation of persons of both sexes, such as the Ukrainian one "людина". In the English language we traditionally use "a man" ("чоловік"), and in those cases when it comes to sex, and then, when any representative of the population is a homosexuality. There were proposed some alternatives – "one" (кожен), "person" (особа), "human being" (людська істота). These positions are suggested to be replaced by the component "man" ("чоловік") on the neutral "person" ("особа"): *a business person, a spoken person*. Instead of "Mrs" (пані) and "Miss" (панночка) these expressions, such as: *a business person, a spoken person* traditionally mark great differences in family status. It is used "Ms", which blocks some main stereotypical emotions according to the event when each woman is single.

By examining gender we see its excellent reflections and interpretations in different languages, which mean that ignorance of these aspects, which can lead to difficulties in terms in foreign language communicative paradigm.

One should also pay a great attention to the paralinguistic means of the language that constantly accompany communication, but differ from one society to another one, ignorance of

which can cause a communicative process in general. Thus, there are some main intercultural barriers. One of the important components of the non-verbal system is the "proximity". In such a way the distance that turns out to be optimal for communication, and in different situations of communication this distance has been changed. It can be so called "intimate zone" (from 15 to 46 cm.) – the violation of it is perceived by a person (we mean a distance between a mother and a child). Personal zone (from 45 cm. to 1.1 m.) is the distance of the hand extended for handshaking. The area of social communication (from 1.1 m. to 3.7 m.) is the distance, which is the most suitable for social, private and business communication. So, public area is from 3.7 m. and longer. It is quite obvious that for the most effective communication it is necessary to follow the rules of remote locations and keep the distance in a certain appropriate situation.

The basis of the perception of partners of communication is also the acoustics one, the principles of which in each language are different and interpreted in a great degree in different ways. We proved, that 45% of the value of the message has been transmitted during face-to-face conversation; they are transmitted by voice cues (called parama). Paramount elements include tone, volume, velocity and pause, which are used to convey the emotional and intellectual meanings of the speaker's messages.

Another component of the language of non-verbal signs is kinetics – the language of body movements, the appearance of partners of communication, their poses, gestures, facial expressions. The partners of communication have simply to know and take into account their individual characteristics, to restrain manifestations of aggression, feverishness, control the gestures of uncertainty or intransigence, etc. Also, each partners of communication has to learn to distinguish signs of concentration, the rules of providing active work of thoughts, fatigue, the reasons of losing the interest. For example: the brilliance of the eyes and the expressiveness of the opinion indicate the interest



of the partners of communication, the subjects of the discussion or raised eyebrows. It shows so called inquiring view, which is testifies to astonishment, doubts, the need for the additional explanation of the information having been said.

Psychologists see the main differences between non-verbal information in that case, when it addresses the emotional-shaped sphere of a man, his/her subconsciousness in contrast to the words having been addressed to the human consciousness, the person's rational-logical sphere. Owning the persons' abilities to enhance the effectiveness of speech by non-verbal means of expressiveness and decoding non-verbal information of a foreign language are the most important conditions for the effectiveness of the process of communication.

Thus, in exploring the definitions of sociolinguistics it is obvious that any social phenomenon is in some a way reflected in any language paradigm and conversely any linguistic phenomenon is in some a way manifested in a public life.

Now, we'll show the structure of socio-cultural competence. So, we mean socio-cultural competence as a component of communicative competence. Thus, we'd like to emphasize the correlation between a language and a culture, which in turn mean that it is necessary to take into account this aspect when learning foreign languages and provide the most effective communication.

We believe that culture is a means of transgenetic transmission of human abilities (qualities, possibilities from one person to another). Culture is a structured system of simulated behavior. Such definitions are rather general because they do not reveal the features, that are the most necessary and important for providing the lingua and psycho-cultural analysis, that reveals the interaction of the language and the culture in the measures of any cross-cultural group. In fact, diverse cultures are contrasting and substantially different views of the same surrounding reality and the experience of its human knowledge, and the entire internal structure of a particular culture is a reflection of these significant differences. Thus, a culture is a special type of knowledge, which in a

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great degree reflects evidence of reflexive self-knowledge of a man in the process of his/her life experience.

In such a way we can speak about the internal intransigence of the language and the culture, the absence of real causal relationships between the culture and the language. So, we can clearly divide these concepts: culture can be defined in such a way, as a particular society does and thinks. Language is the context what and how it thinks.

Thus, internal speech should be considered not as "speech minus a sign", but as a completely special and peculiar speech function in terms of its structure and means of functioning, which precisely because it is organized in a completely different way than external speech. It is with the latter in inseparable dynamic unity of transitions from one state to another.

### Conclusions

Intra-dialogical speech plays a great, dominant role in forming communicative competence of pupils. The word seems to absorb the meaning of previous and subsequent words, expanding their meanings to an almost limitless scope. In internal dialogue the word is more loaded with the meaning than in external speech, it is a concentrated context of meaning. Just as the entire meaning of a work of art can be contained within the limits of one or two words, so the meaning can flow in the inner dialogical speech in the meanings of a single word. Thus, the infusion of a various semantic content into a single word is a purely individual meaning, that is, an idiom. Our research shows that verbal meanings in a fixed form in both internal and external speech are always idioms. Therefore, internal dialogical speech is a rather special, independent, autonomous and unique function of speech. That is why it should be considered as a special internal plan of speech thinking, mediating the dynamic relationship between a thought and a word.

### Literature

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**Івашкевич Едуард, Куриця Алла. Психологічний зміст комунікативно-компетентнісного підходу у сучасній іншомовній освіті України в умовах війни.**

**Мета статті** – охарактеризувати навчально-пізнавальні компетентності, виділити основні мовленнєві засоби під час спілкування, показати позитивні та негативні моменти запровадження комунікативно-компетентнісного підходу у змісті сучасної іноземної освіти в Україні в умовах війни.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

**Результати дослідження.** Доведено, що внутрішнє мовлення потрібно розглядати не як «мовлення мінус знак», а як цілком особливу і своєрідну за своєю структурою та засобом функціонування мовленнєву функцію, яка саме тому, що вона організована абсолютно по-іншому, ніж зовнішнє мовлення, знаходиться з останньою у нерозривній динамічній єдності переходів з одного стану в інший.

**Висновки.** Доведено, що велику, домінуючу роль у формуванні комунікативно-компетентнісного підходу у змісті сучасної іншомовної освіти в Україні в умовах війни відіграє внутрішньодіалогічне мовлення. Слово ніби вбирає в себе зміст попередніх та подальших слів, розширюючи майже до безмежжя своє значення. У внутрішньому діалозі слово більше навантажене змістом, ніж у зовнішньому мовленні, воно є концентрованим згустком змісту. Отже, внутрішнє діалогічне мовлення являє собою досить особливу, самостійну, автономну та самобутню функцію мовлення. Саме тому її потрібно розглядати як особливий внутрішній план мовленнєвого мислення, опосередковуючи динамічне відношення між думкою і словом.

**Ключові слова:** війна, особистість учня, комунікативно-компетентнісний підхід, навчальна компетентність, когнітивна компетентність, внутрішнє мовлення, діалогічне мовлення, динамічні зв'язки між думкою і словом.

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