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COMPETENCE OF THE TEACHER OF FOREIGN LANGUAGE EDUCATION: PSYCHOLINGUISTIC AND NEUROPSYCHOLOGICAL ASPECTS

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The purpose of the study is to identify and analyze some problematic issues of the process of implementing the competency approach in the field of pedagogical education, as well as to outline ways to solve them, which are demonstrated in the context of the formation of teacher's professional competence in the field of foreign language education. In addition to the theoretical analysis of the problem field of the interdisciplinary research, psycholinguistic, psychopedagogical, neuropsychological, psychophysical approaches to the analysis of educational activity have been used, as well as a synergistic approach has been implemented, enabling to present the system of competencies of a modern specialist in a holistic form.

It has been found that the process of implementing the competency approach, including in the field of pedagogical education, allows us to talk about the extreme complexity of its use for determining/covering a set of teacher's professional and personality qualities, when a purely quantitative/linear analysis of these qualities turns out to be unproductive and requires the use of an interdisciplinary-synergetic approach. Analysis of the problem field of the study allows us to conclude that as a property/characteristic of an individual/personality, professional competence exists in 16 main forms/manifestations.

Three paradigmatic aspects of professional education are considered: the traditional paradigm of narrow professional education (aimed at the formation of a narrow-profiled specialist), the paradigm of the formation of a holistic harmonious personality (aimed at the formation of a multiprofiled specialist), the paradigm of post-non-classical/continuous education, which seeks to reconcile and combine discrete profile-competence and holistic humanistic-personality educational approaches. The paradigm of post-non-classical education implements the task of forming a multifaceted specialist (who, through continuous education, is able to develop himself/herself in the context of relevant qualities of a narrowly profiled specialist, and integrate these into the qualities of a multiprofiled specialist), when the competences of a specialist should include the entire life spectrum of a person, which begins to form in early childhood. Therefore, the system of competencies of a modern specialist should also include the competencies being formed in childhood. The author's concept of the formation of a synthetic type of knowledge as a nonlinear aspect of the professional competence of a teacher is also outlined.

Keywords: *representational systems, foreign language education, foreign language teacher, mirror neuron phenomenon, infantilization technique.*

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КОМПЕТЕНТНІСТЬ ВЧИТЕЛЯ ІНШОМОВНОЇ ОСВІТИ: ПСИХОЛІНГВІСТИЧНИЙ ТА НЕЙРОПСИХОЛОГІЧНИЙ АСПЕКТИ

О. В. Вознюк

Метою дослідження є виявлення й аналіз деяких проблемних питань процесу імплементації компетентнісного підходу у галузі педагогічної освіти, а також окреслення шляхів їх вирішення, які демонструються у контексті формувння професійної компетентності педагога у сфери іншомовної освіти. Крім теоретичного аналізу проблемного поля міждисциплінарного дослідження були використані як психолінгвістичний, психопедагогічний, нейропсихологічний, психофізичний підходи до аналізу освітньої діяльності, так і синергетичний підхід, що дозволив подати систему компетентностей сучасного фахівця у цілісному вигляді.

З'ясовано, що процес імплементації компетентнісного підходу, у тому числі у галузі педагогічної освіти, дозволяє говорити про надзвичайну складність його використання для детермінації/охоплення множини професійно-особистісних якостей педагога, коли суто кількісний/лінійних аналіз цих якостей виявляється непродуктивним та потребує застосування міждисциплінарно-синергетичного підходу. Аналіз проблемного поля дослідження дозволяє дійти висновку, що як властивість/характеристика індивіда/особистості професійна компетентність існує в 16 основних формах/маніфестаціях.

Розглянуто три парадигмальних аспекти професійної освіти: традиційна парадигма вузькопрофесійної освіти (спрямована на формування вузькопрофільного фахівця), парадигма формування цілісної гармонійної особистості (спрямована на формування багатопрофільного фахівця), парадигма постнекласичної/неперервної освіти, яка прагне примирити та поєднати дискретний профільно-компетентнісний і цілісний гуманістично-особистісний освітні підходи. Парадигма постнекласичної освіти реалізує завдання з формування багатогранного фахівця (який через неперервну освіту здатен розвинути себе у контексті актуальних якостей вузькопрофільного фахівця та інтегрувати в склад цих якостей якості багатопрофільного фахівця), коли компетентності фахівця мають вміщувати весь весь життєвий спектр людини, який починає формуватися у раньому дитинстві. Відтак, система компетентностей сучасного фахівця має вмішувати й компетентності, які цей фахівець сформував у дитинстві. Також окреслюється авторська концепція формування синтетичного типу знань як нелінійного аспекту професійної компетентності педагога.

Ключові слова: *репрезентативні системи, іншомовна освіта, вчитель іншомовної освіти, феномен дзеркальних нейронів, техніка інфантилізації.*

Introduction of the issue. Analysis of the current socio-cultural situation both in Ukraine and in the world allows us to trace the current trend in education concerning changing the educational paradigm. This is due to globalization processes, as well as to the information boom associated with the dynamic development of the modern world and the rapid aging of knowledge and technology. This, in turn, reveals the phenomenon of "half-life of a specialist's competencies", when the results of professional training in higher education institutions become rather obsolete within a relatively short period of time (from 5 to 15 years depending on the speciality) [3].

This problem is solved by introducing the paradigm of continuing education of specialists. One of the tools of continuing education is connected with the competent approach, which has become widespread over the past 15-20 years and has been reflected in hundreds of thousands of scientific publications, dissertations in Ukraine and the world.

The competency-based approach, which is conditioned by the globalization processes of the modern world [2], acquires the character of a certain paradigm [14], which reveals an interdisciplinary nature, since the issues of this approach are actualized in the context of the analysis of various scientific problems.

We should also note that in the modern education system, the problem of educational effectiveness is particularly

acute, when traditional methods and means of this process must ensure both the anticipatory nature of the development of education, and the creation of conditions for the harmonious development and self-realization of the personality. It is the competency-based approach that shifts the emphasis from the accumulation of normatively defined qualities (knowledge, skills, abilities, faculties, experience) to the formation and development of the ability to act practically, to apply the formed experience of successful professional actions in specific professional situations.

Current state of the issue. One of the aspects of the modernization of education concerns its construction on the basis of a competency-based approach, which serves as a step in the transition from the paradigm of subject-knowledge education to the model of forming in students a holistic experience of solving life problems, performing key functions that belong to many spheres of culture and are implemented through the performance of socio-psychological/professional roles.

The paradigm of the competency-based approach in education has being actively developed in the works of both Ukrainian scientists [3; 5; 6] and foreign researchers, which reveals competency-based learning [1] in various educational spheres – in foreign language education [4], in professional training and in the sphere of personal creative growth [7-10; 17], etc. At the same time, the use of the competency-based approach in education expresses the main trends in the development of modern world [2; 12; 18] and takes on the character of a certain paradigm [14].

Competence is now understood as an integrative property of a person, which expresses the level of mastery of relevant knowledge, skills, abilities, social experience and ensures qualified solution of professional tasks. Key, ***general, professional, special competences*** are differentiated according to the principle of hierarchy, which determines the subordination of components and the subordination of lower-level systems to higher-level systems, as a result of which competence acquires the features of ***a linear-hierarchical metasystem.***

1. General competence is an integral characteristic of a personality, which realizes person's ability to apply relevant knowledge, skills, and successfully act on the basis of practical experience when solving certain tasks in various spheres of life.

2. Professional competence is the ability to successfully act on the basis of practical experience, skills, and knowledge in the context of solving tasks/problems of professional activity.

3. Special competence is the ability to solve a specific (narrow) class of tasks/problems in a certain professional sphere of activity (for example, in educational activities – pedagogical diagnostics, design, implementation of innovations, etc.).

4. Key competences are competencies necessary for people for personality realization and development, active civic life, social solidarity, employment, etc.

Correlating professionalism with various aspects of a specialist's maturity, scientists also distinguish ***four types of professional competence:*** 1) special, 2) social, 3) personality, 4) and individual.

Analysis of the problem field of the study allows us to conclude that as a property of an individual/personality, professional competence exists in various forms/manifestations [1-8], in particular:

1) as a (high) level of professional skill of a person, which characterizes him/her as a professional in a certain field,

2) as a readiness (at a high professional level) to perform relevant professional tasks and to solve relevant professional problems,

3) as a tool for forming a personality and at the same time as a method/instrument of personality self-realization (in such entities as a habit, way of life, including a healthy lifestyle, hobbies, system of values, regulatory skills, etc.),

4) as a certain summary and indicator of the development/self-development of an individual/personality,

5) as a goal, tool and at the same time a means of testing/monitoring the

process of forming a modern specialist in the system of professional/vocational education,

6) as a system of a person's life and professional experience, including the experience of the past (retrograde), present (current) and future (potential) life/existence,

7) as a form of manifestation of human abilities, his/her essence as a representative of *Homo sapiens* (I. Zyazyun),

8) as the ability to make adequate/effective decisions (production, management, life ones),

9) as the ability to independently acquire new knowledge and skills, successfully master new things, expand the horizon of different activities,

10) as the ability to effectively use new knowledge and skills in practical activities, including in new fields of science and technology (mobility of knowledge),

11) as the ability to qualitatively, effectively and accurately perform one's functions, both in normal and extreme conditions of life and professional activity,

12) as the ability to quickly adapt to changing conditions, including to new knowledge and production technologies.

13) as the ability of an individual to effectively carry out professional activities on the basis of acquired professional competencies, which should contribute to the development of the creative potential of the individual, his/her professional self-development, self-improvement, and life creativity,

14) as the ability to effectively perform socio-productive roles in various spheres of life,

15) as the ability to fully integrate into the socio-political, spiritual and cultural contexts of society,

16) as the ability to harmoniously combine the professional qualities of both a narrow and a multidisciplinary specialist.

However, the process of implementing the competency approach, including in the field of pedagogical education, allows us to speak about the extreme complexity of its use for determining ***the set of professional and personality qualities of a teacher/specialist***. This constitutes the main problem of implementing the competency approach in the educational field, since a purely quantitative/linear analysis of professional and personal qualities (which in our study are reflected in the sixteen main forms/manifestations representing professional competence) turns out to be unproductive, since competence should synergistically encompass/integrate a set of certain qualities of a person, which cannot be fully defined/outlined in a linear way, but can be presented only in a first approximation.

The aim of the research. For a more complete analysis of the system of competencies of a modern specialist, spesifically the pedagogue, an interdisciplinary approach has been applied, which includes the use of neuropsychological and psycholinguistic approaches to the analysis of the competence of a foreign language teacher. This is the goal of our study.

Research methods. In addition to the theoretical analysis of the problem field of the interdisciplinary research, the psycholinguistic, psychopedagogical, neuropsychological, psychophysical approaches to educational activities, as well as a synergistic approach, have been used.

Results and discussion. We can talk about two target poles of the competency paradigm:

1) training a narrow specialist, competent in his/her narrow field (narrowly professional profile-centered education) and

2) formation of a holistic harmonious personality as a universal specialist (humanistic, personality oriented education);

3) it is possible to conceptualize a third aspect of the competency paradigm, within which discrete (profile) and holistic (humanistic) aspects are combined, which is implemented in the context of continuous education throughout life, which should combine aspects of specialization and universalization.

Continuous education expresses the need to form a universal multi-vector specialist, whose professional training stems from the tendency of modern science to exponential growth and constant renewal of knowledge and technologies. If at the beginning of the twentieth century the total sum of knowledge produced by humanity doubled every ten years, now this process takes less than a year. Therefore, specialized knowledge loses its applied value after a sufficiently short period of time (depending on the sphere of activity), which reveals the problem of the half-life of the competencies of a modern specialist.

Therefore, competence should be associated not only with a specific amount of knowledge, skills and abilities, experience, but also with the ability to make adequate decisions and apply knowledge in new areas of science and technology, where the acquired knowledge may turn out to be outdated. And this reveals the need for universalization and modification of knowledge, the formation of the ability to use this knowledge in conditions of rapid change in the field of modern technologies.

Moreover, in the modern world, the knowledge-intensiveness of production processes, rapid change in technologies require constant improvement of the specialist's qualifications in the context of his/her ability to professional growth, mastering the new. At the same time, an essential feature of professional competence is the ability of an employee to perform his/her functions qualitatively and without error, both in normal and extreme conditions, to successfully master the new and quickly adapt to changing conditions, including the emergence of new knowledge and production technologies.

This requires the construction of such a pedagogical system of professional education that would ensure the introduction into the educational field of synthetic (constructive) knowledge, which is formed on the basis of interdisciplinary ties. For the knowledge to acquire the features of universality, integrity and creative content, this knowledge must receive additional representations, which enriches knowledge with new complex associative connections, additional interdisciplinary parallels and contributes to the formation of a specialist who should be a harmonious personality and combine the qualities of a narrow-profile and multidisciplinary specialist.

This synthetic type of knowledge can be illustrated by the process of deep assimilation of a certain concept (as well as the word that stands for this concept). To do this, a person must represent this concept

1) in the form of an object/phenomenon that this concept/word reflects,

2) in the audio form presupposing the hearing of this word,

3) in the visual form due to seeing its graphic representation (eidetic of the brain),

4) in the motor-pronouncing form due to pronouncing this word (motor skills of the articulation apparatus),

5) in the motor-writing form due to writing this word (motor skills of the hands, which have the greatest representation in the human brain),

6) in the feeling form due to feeling the object by touch.

In this regard, we note that one of the essential aspects of the actualization of the synthetic type of knowledge is implemented in the context of human representational systems, which can be presented in the context of neuro-linguistic programming, according to which we can talk about three sensory channels of perception of human reality: auditory (hearing), visual (eye-sight), kinesthetic (movement, touch, taste).

One of the goals of human development as a professional can be formulated, which is the harmonious development of three representative systems, which significantly expands the cognitive resources of the future specialist. Under such conditions, the process of human cognition of the world (as the expansion of the cognitive horizon of a person, which is the cornerstone of the process of

professional training), his/her effective activity/life activity in the spheres of the social and professional environment largely depends on the level of development of representative systems, social perception, which, in turn, determines the formation of a person's empathic ability to empathize, the ability to understand the motivational impulses of other persons, the ability to take their point of view, which is a fundamental indicator of a wise person (O.K. Tikhomirov). *Therefore, the development of representative/sensory systems in future specialists, which are most effectively and dynamically formed in early childhood, is important in the process of professional training.*

The specified aspect of the formation of the professional competence of the teacher refers to the sphere of foreign language education, since it is in this sphere that the problems of the formation of the professional competence of the teacher can be solved in the context of neuropsychological [19] and psycholinguistic [20] approaches.

Under such conditions, the task of forming the relevant professional competences in the participants in the educational process should also include the task of actualizing certain competencies that were formed in childhood, when the formation of the competence system is considered as a nonlinear phenomenon that involves both actual and virtual aspects. This is achieved through the mental-emotional regression of students into their past childhood. In this context, we will consider the process of forming language-linguistic competencies in students in the context of their regression into childhood. Let us consider our experience in this process.

The most effective language acquisition by a person is carried out in the early preschool age, since a child (up to 5-6 years old) as a predominantly right-hemispheric being with a plastic psyche, colossal emotional-sensory resources and high dynamics of mental processes (this is reflected in the high speed of biological time), with a rapid metabolism, appears as a multifaceted gifted being capable of absorbing large amounts of verbal and extraverbal information due to the acceleration of its biological time, when a child, compared to an adult, encounters/interacts with a large "volume" of cosmic-socio-natural reality [20].

According to the principle "the giftedness is a synthesis of talents", when the development of one/separate talent in a child is initiated and enhanced (facilitated) by the development of other talents, when different talents (abilities) coexist in synergistic unity in the structure of the child's psyche [11], children's giftedness as an emergent entity (which, according to the synergistic view of the problem, is a systemic characteristic of the whole) can be "released" with the help of certain educational and developmental resources/procedures.

The state of childhood itself can positively influence an adult who is capable of activating this childish state under certain circumstances/conditions. This was proven by a psychological and pedagogical experiment conducted in 2020 at the Zhytomyr Ivan Franko State University.

At the first lesson with first-year students of the specialty "performing arts", for the purpose of preliminary testing the level of their knowledge in the English language, each of the 14 students was asked to read aloud a small text in English. The students read, and the teacher/experimenter did not correct the mistakes. After that, the experimenter asked the students to embody the psychological state of a 5-6-year-old child and read the same text from a child's perspective. As a result, the number of pronunciation errors of the students who read the text decreased sharply.

In this regard, we can talk about ***the method/technique of infantilization*** (psychologically positive regression to childhood), which in the context of the development of the educational environment was studied at the Research Institute of Suggestology (Bulgaria, Sofia), where it was found that the psychomental

immersion of an adult in childhood can activate/release the resources of "childish genius". In this context, we can talk about the "basal genius" of each child, which the prominent American psychologist and philosopher A. Maslow called the "principle of sacredness" inherent in each child, which reveals the child's need to achieve great goals in its future life.

The next aspect of the problem of a competent teacher of foreign language education is the psycholinguistic and neuropsychological aspects, which is associated with the phenomenon of mirror neurons [13; 15; 16; 20]. This phenomenon raises the problem of forming a competent teacher to a new level. Let us consider this phenomenon.

Any interaction/communication that takes place in any social sphere, including in the sphere of education, involves multi-level interaction of its participants. For example, we can talk about the interaction of people in the context of the concept of instances, according to Eric Berne, according to which (refer to his book *"Games People Play",* 1964) each person combines three aspects: adult, child and parent. Thus, pair interaction reveals several scenarios when one of the specified aspects can interact separately.

However, the most interesting and profound interaction occurs at the level of the neural organization of the human brain, when brain's neural ensembles reflect the activity of a person – physical and psychological, which is accompanied by the creation in the brain of a certain/unique neural picture associated with a certain/unique activity of a person. This peculiar picture of neural ensembles can be transmitted to the brain of another person in a situation of close interaction/communication. That is, when a student/pupil observes the actions/activity of a teacher in the mode of active interaction, a picture of neural ensembles is formed in the student's brain, identical to the same picture that is generated in the teacher's brain. It turns out that the student turns into a teacher in the sphere of the nervous processes at the level of the neuron organization of the student's brain, who, although remaining a passive observer of the teacher's actions, nevertheless repeats/mirrors these actions at the internal virtual ideomotor level of his/her body/organism.

For psychology, the discovery of mirror neurons is as important as the discovery of DNA is for biology. The history of the discovery of ***the phenomenon of mirror neurons*** goes back to 1992, when in Parma (Italy), under the direction of Giacomo Rizzolatti, studies of the brain of macaques were conducted in order to analyze how exactly the motor function of their body is carried out. When the monkeys performed any movement, a certain activity was observed in the F5 zone – the premotor zone of the cerebral cortex. Moreover, the neurons of this zone became active not only when the macaques performed any action, but also when the macaques observed how other monkeys were going to perform or were performing any action. When a monkey took a raisin from a plate, the neurons responsible for this action were activated. When the monkey watched the experimenter take a raisin from a plate, the same neurons were activated thus revealing the inter-species interaction [13].

Then, after numerous studies, mirror neurons were discovered in other areas of the human brain (and humans have many more of them than monkeys), in mammals, birds, and possibly in reptiles, amphibians, and fish. It is natural, based on the functions of mirror neurons, that they are found more often in herd animals.

Since the 90s, the number of studies on mirror neurons has been growing every year. And we are beginning to better understand their features, anatomy, and functions.

Today, mirror neurons are associated with motor imitation, empathy, sharing the "picture of the world" of another.

The functions of mirror neurons are associated with learning and knowledge transfer, understanding the actions and intentions of other people/animals, empathy. They are also associated with

the effective organization of social life, the development of speech and language, and culture.

The prerequisites for the discovery of these neurons were already in the 50s of the last century when scientists researched into processes of brain rhythms (the mu rhythm). The mu (μ) rhythm of the brain (localized above the motor cortex) is observed in a state of physical rest and disappears during voluntary movements. In 1954, the French neurologist Henri Gastaut noted that the mu rhythm is also suppressed when a person observes the actions of others (refer to his book *"The Epilepsies Electro-Clinical Correlations",* 1954). In the early 2000s, Vilayanur Ramachandran, an Indian-American neurologist and neurophysiologist, and his colleagues repeated the experiments using more advanced methods and obtained similar results. By the way, the mu rhythm is suppressed only when performing an action or observing the actions of another, but suppression does not occur if one simply observes a moving object, for example, a bouncing ball [15; 16].

The evolutionary meaning of the emergence of mirror neurons as ***neuron and ideomotor imitation*** reveals several aspects: learning, synchronization, and understanding the intentions of others. Such imitation, for which mirror neurons are responsible, is the basis of learning in many species, including humans. From birth, a child learns to repeat gestures and facial expressions after the parents, without even understanding their meaning. As it grows, imitation becomes more complex and individuals learn complex skills. When we observe and repeat simple movements, our mirror neurons located in the motor cortex are activated. When it comes to complex movements oriented toward a goal, mirror neurons located in the frontal association cortex (responsible for the formation of a global task and selection of a program of actions), in the premotor cortex (responsible for dividing the program into individual movements) and then in the motor cortex (responsible for signals going to muscles to perform the actual movement) are activated.

One of the striking examples of motor imitation is yawning. When a person next to you yawns, you often want to yawn back. Moreover, the desire to yawn also arises when we watch a movie or a photo with a yawning person or sometimes even an animal. As a rule, mirror neurons work on animals of their own species, and even more so on their pack (family). But there are examples of interspecies imitation when the dogs very often can repeat some of people's movements.

Synchronization of behavior and mental-emotional states is the most important aspect for the successful functioning of a social communities (pack/family). For effective interaction, the state and actions of each member must be similar and coordinated. This creates the foundation for a successful search for food, hunting, defense and attack, moving in space. A sensory signal from one individual (audible, visual) is transmitted to another and causes a similar signal to appear in it, thanks to the work of mirror neurons.

Synchronized work of mirror neural networks of different individuals creates coordinated work of a team, be it a pack of wolves, a herd of gazelles or a group of employees involved in working process.

There is data showing that mirror neurons function more actively within close communities rather than within strangers. The effect of greater activation of mirror neurons on someone we consider "ours" is especially strong in empathy. In this case, mirror neurons, being located in the limbic system and some other brain structures, function.

The peculiarity of mirror neurons is that they react especially strongly not just to the actions of other people, but to ***purposeful actions:*** not just to stretch out a hand, but to stretch out with the intention of taking a cup and drinking tea, for example. Since, thanks to the work of mirror neurons, the associative frontal cortex, premotor and motor zones are activated when observing this action, it turns out that both the action and the purpose for which this action is

performed are reflected in the brain of the observer. In this way, we can understand/predict the intentions of other people, what they really want to do.

This is the most important ability that helps in communication, learning, and action. We don't just mimic behavior, we model aspects of other persons' minds and can see the world from their point of view, predicting their behavior and understanding their intentions. This ability (being called *"The Theory of Mind"*) begins to develop at the age of three and is the basis of emotional intelligence. The better one's network of mirror neurons is developed, the better one can understand others, "read" their states and intentions, and be more effective in communicating with them and managing them.

Thus, any action of the teacher can be transferred to students/pupils in such a mirror-resonance mode. This means that in the context of the phenomenon of mirror neurons, the teacher reveals a new and rather important facet within the set of professional competencies.

Under such conditions, a system of teacher professional training can and should be developed regarding his/her ability (in the context of knowledge and skills) to generate appropriate psychological (mental and emotional) states during, for example, explaining educational material to students, as well as the ability to transmit these states to students.

Under such conditions, the educational process should also be oriented towards creating conditions that would allow students to most effectively reflect the teacher's actions.

Conclusions and research perspectives.

1. It has been found that the process of implementing the competency approach, including in the field of pedagogical education, allows us to speak about the extreme complexity of its use for determining/covering a set of professional and personality qualities of a teacher, when a purely quantitative/linear analysis of these qualities turns out to be unproductive and requires the use of an interdisciplinary/synergetic approach.

2. Three paradigmatic aspects of professional education have been considered: the traditional paradigm of narrow professional education (aimed at the formation of a narrowly specialized specialist), the paradigm of the formation of a holistic harmonious personality (aimed at the formation of a multi-profiled specialist), the paradigm of post-non-classical/continuous education, reconciling and combining discrete profile-competence and holistic humanistic-personality educational approaches. The paradigm of post-non-classical education implements the task of forming a multifaceted specialist (who, through continuous education, is able to develop in the context of the relevant qualities of a narrow-profiled specialist and integrate the qualities of a multi-profiled specialist into these qualities), which can be achieved 1) due to the technology of mental-emotional regression of future specialists in childhood, 2) due to the development of the sensory sphere in future specialists, 3) as well as due to developing teacher's ability to generate appropriate psychological states and to transmit these states to students who are to be open to these states.

3. It has been outlined that the result of professional training in higher educational institutions should be concentrated not only in the sphere of personality and professional qualities of the educational staff, but also in the sphere of certain qualities of the student being the future specialists and main result of professional training.

4. A synthetic type of knowledge is conceptualized based on an illustration of the process of deep assimilation of a certain concept through its representation at the level of six aspects of human activity: in the form of an object/phenomenon that this concept/word reflects; in the audio form presupposing the hearing of this word; in the visual form due to seeing its graphic representation (eidetic of the brain); in the motor-pronouncing form due to pronouncing this word (motor skills of the articulation apparatus); in the motor-

writing form due to writing this word (motor skills of hands having the greatest representation in the human brain); in the feeling form due to feeling the objects by touch.

The prospects for further development can be considered the implementation of the above tasks in terms of transforming the competency approach into an effective tool for developing the creative personality of all participants in the educational process, including the process of professional training.

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