

The purpose of the article is theoretical substantiation of the essence and content of vocational competence of the applicants of higher education and its importance for the effective work of future specialists in social work.

In the article the essence of the professional competence of the bachelors of social work of institutions of higher education is explored. It has been determined that professional competence of a social work specialist is his ability to use language norms efficiently and effectively in order to achieve the goals and tasks determined in accordance with specific vocational-speaking situations.

Free proficiency in different languages and, first of all, perfect knowledge and operation in the state language, provides a comfortable professional activity of any specialist. Students, especially humanities, experience the most acute need for a thorough linguistic education, as speech in their further practical activity acts as a source and carrier of information, a means of influencing other people, fulfilling certain tasks and achieving the goals of their own professional activities.

Today it is extremely important to create a system in higher education institutions that would optimize the content of the organization and management of the process of forming professional speech. Accordingly, there is a need for an objective reassessment of the old and introduction of the latest pedagogical and information and communication technologies, the study of possible areas and ways to improve the quality of professional speech training for bachelors of social work.

There are a lot of problematic issues regarding the social competence of bachelors of social work, in particular:

- in general, the lack of a high level of linguistic competence based on the study of academic disciplines, especially professional-oriented;
- unconscious aries, through the Ukrainian-Russian bilingual population;
- the negative influence of the media - television, radio and the Internet, which promote the habit of using profanity;
- a noticeable decrease in the quality of domestic printed matter and an increase in the number of printed products, primarily in Russian;
- insufficient level of rhetorical education of social workers, which significantly reduces their image and rating among other specialists;
- a significant decrease in the intelligentsia in the last years of a society that is the main bearer of the Ukrainian language.

Structural components of linguistic competence are: lexical competence (presupposes the availability of a certain reserve of words within the limits of professional development and their appropriate use); phonetic competence (involves correct pronunciation of all sounds and sounds of speech and possession of intonational means of expressiveness of speech (tempo, timbre, voice, logical emphasis, etc.)); grammatical competence (includes the formation of grammatically

correct speech in the practical speech work of a specialist), dialogical competence (involves treatment attention to the development of dialogical and monolithic speech implies), communicative competence (aimed at the development of speech communication, speech etiquette and ethics their norms of communication).

The organization of the appropriate educational linguistic environment in institutions of higher education and the acquisition of bachelor's degree in social work at a high level of professional language competence will facilitate successful implementation of their professional knowledge, professional self-education and raising the competence of speech among the general population.

It has been determined that professional competence of a social work specialist is his ability to use language norms efficiently and effectively in order to achieve the goals and tasks determined in accordance with specific vocational-speaking situations. It is proved that in order to achieve the formation of professional language competence of bachelors of social work, the following main tasks must be performed:

- to teach students to solve vocational and communicative speech problems and to orient themselves in non-standard situations;
- to facilitate the assimilation of categories and units of language, functions, comprehension of laws and norms of its functioning, scientific knowledge about the peculiarities and specificity of the design of professional broadcasting of the future specialist;
- assist students in mastering the advanced skills and skills of professional speech activity during practical training;
- to form a personality of bachelors of social work by means of active and purposeful influence on the motivational sphere of their educational activity;
- to raise the moral readiness of graduates to work in the social sphere;
- to develop their cognitive, scientific and personal interests in the field of the profession they chose, to promote self-education and self-improvement.

The main functions of professional speech competence are: cognitive (reflection); informative (message, expression); communicative (influence); stimulating (motivational). All these functions in the real educational process are interconnected and can cross each other. An important place in the process of preparing bachelors of social work is the specific principles of teaching Ukrainian professional language. They enable to build a high-quality and effective system of traditional and innovative methods, techniques, tools and forms of organization of training and self-education of students of the Ukrainian business language for professional orientation.

Specific Principle Teaching Ukrainian is:

- the principle of studying the Ukrainian language as a dynamic system;
- the principle of teaching the Ukrainian language on the basis of knowledge of the psychological patterns of the functioning of the language in the communicative space;
- the principle of communication of all linguistic disciplines;
- the principle of purposeful systematic replenishment of the active Ukrainian-language vocabulary of future specialists in social work by the terms of modern linguistic branches;
- the principle of activity-communicative, professional orientation of teaching the Ukrainian language;
- the principle of stylistically marked study of language phenomena;
- the principle of differentiated teaching of the Ukrainian language;
- the principle of dialogue of teaching Ukrainian language students.

The structural components of dialogical educational activities are: motivational, communicative, organizational, gnostic, creative, emotional, and evaluative.

Formation of professional language competence of specialists in social work is an educational process whose ultimate goal is to master the system of principles, methods and techniques aimed at effective communicative interaction with colleagues and patients.

The professional training of a bachelor in the specialty "Social Work" should combine a specialized language theory with future professional activities, use of modern achievements of science and technology and practices of social work.

Further complex study requires a problem justification of the pedagogical conditions for the formation of professional competence of the future specialists in social work and the creation of a model for its formation.