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NATIONAL LANGUAGE COMPETENCE IN THE RESCUE SERVICE

The primary objective of rescue services, such as ambulance services, fire brigades, etc. that operate in our community is to assist others, or to save lives in situations that pose a threat to life. These organizations are expected to start operations with a high degree of flexibility in order to respond quickly to the need to assist an injured person. Unquestionably, the effectiveness and efficiency of their personnel – the rescue workers – determine how flexible their operations can be (Nenko et al., 2021). In general, it depends on how competent they are.

Competency identification and development are multifaceted problems. The literature on the topic has a wide range of definitions of the concept of “competence”.

Competencies were first viewed as a formal right to handle specific issues and make judgments on behalf of a specific organization within a predetermined scope. On the other hand, qualifications were typically linked to the capacity to perform effectively and efficiently. Competence began to be widely understood in the 1980s as the extent of an employee's rights, duties, and responsibilities as they relate to a certain workplace. Competencies are currently defined as a range of rights and powers, the extent of organizational activities, and the breadth of an individual's knowledge, duties, and abilities.

The literature on the topic shows two trends in defining the concept under discussion.

The first trend outlines human-related competencies. These are the so-called personal competences, which are characterized as a wide range of knowledge, abilities, responsibilities, or the right to act. They are identified with a set of behaviors that some people will be better at than others, which helps them work more effectively in a given situation. They are also identified with capabilities, interests, and personality traits, which are examples of characteristics that

distinguish people from one another.

The second trend describes competencies in terms of work completed or positions held. These are the so-called working competences, which are a collection of traits that are typical of a certain individual and include things like motivation, personality traits, abilities, and self-evaluation related to group functioning, as well as knowledge that the individual has learned and has been applying; they are also traits in the areas of knowledge, abilities, and attitudes that enable the execution of occupational assignments at a suitable level.

Generally speaking, competencies refer to an employee's capacity to use certain actions to accomplish presumptive goals under specific circumstances. According to the evolved version, competencies are the sum of a worker's knowledge, abilities, experiences, attitudes, and preparedness to work under particular situations. They also include the capacity to adjust to these settings as they change.

Whatever definition is used, it should be assumed that the foundation of competence is knowledge examined on the following

three levels: capacities (procedural knowledge), attitudes, and knowledge in the common sense (declarative knowledge).

Knowledge is the understanding of topics gained through education (schools, college), as well as by self-education. Technical, technological, and professional skills refer to the understanding of specific topics and the ability to do related duties with ease. They focus on what the employee is actually capable of doing and are frequently linked to experiences or actionable skills. Personality traits are inclinations to act appropriately. They are characteristics that influence how people react to the world (reasons, attitudes, needs, and convictions, etc.) as well as the selection of objectives and activity plans.

National language competence is “the language competence of a state to deal with various domestic and foreign affairs” (Li et al., 2020). The ability to mobilize “emergency languages” is a crucial component of developing national language competency in the face of a public catastrophe, such as the COVID-19 pandemic, or crises brought on by natural disasters, war, or terrorism. Since the government is primarily responsible for handling national

emergencies, it is imperative that enough resources be gathered for emergency language proficiency at the state level.

Since national language competence was built to meet the language needs of emergency response efforts, raise the quality of language services for public emergencies, and enable the full development of language services during the response and recovery phases of public emergencies, it is an essential component of national governance.

There are five categories of non-linguistic resources that are intimately linked to emergency language competency: technological, intellectual, data, mobilization, and management resources.

Management or governance capacity entails having a comprehensive plan for allocating different resources and implementing appropriate tactics. In order to guarantee the provision of emergency language services, it seeks to encourage the creation and application of pertinent laws, rules, standards, and conventions.

Building a reserve of technical, data, and intellectual resources is necessary for mobilization capabilities, as is setting up and running emergency language services organizations. Additionally, it

necessitates using a variety of social resources to provide emergency language assistance collectively. The establishment, running, and upkeep of emergency language services groups might be a manifestation of the mobilization capacity indices.

Intellectual capacity refers to the ability to create the intellectual resources for different emergency language service plans and scientifically based catastrophe preparedness plans that can be put into action quickly and efficiently. Plans for emergency language services, plans for their implementation, the specifics of each assignment, and the academic backing for them are all signs of reaching intellectual competence.

Due to data gathering capabilities, national language competence requires comprehensive research on the languages and dialects spoken both domestically and, considering the growing global character of disasters, globally. This entails creating parallel, generic, domain, and terminology corpora in other languages in addition to a basis of pertinent cultural knowledge.

In order to address the needs of different emergency services, technological capacity must be planned in order to develop language

intelligence, information-sharing technologies, technical equipment, infrastructure, and related assessment criteria. The ability to create and utilize software platforms, network services, hardware facilities, and equipment necessary for every emergency language service task is known as technological capacity. This can be further divided into technological reserve and application capacity.

Meeting the language requirements of emergency response operations and giving adequate time and space to the function of language in emergency preparedness, response, and recovery are the overarching goals of building and enhancing national language competence. Since creating national language competence is a difficult undertaking, researchers must closely look at current language service procedures.

References:

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