

## FORMATION MODEL OF PERSIAN SPEAKING COMPETENCE IN INTERPRETERS' DIALOGUES IN THE SPHERE OF SAFEGUARDING OF STATE SECURITY

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### Summary

The article defines the purpose creation of a linguistic didactic model, which consists in outlining the logical sequence of educational actions of the teacher and cadets, which correspond to the developed system of exercises. Six content modules for performing preparatory exercises are outlined, independent preparation for dialogic speech using the Case study method, actual practice in dialogic speech using the role-play method; each cycle is dedicated to teaching one type of dialogue – questioning, agreement, discussion, which forms Persian speaking competence and dialogical speech of future interpreters in the field of ensuring state security. The goals of training and the professional sphere of communication of such specialists are determined, where the following functional types of dialogues are mainly used: dialogue-questioning, dialogue-arrangement, dialogue-discussion. The content of modules is described: International partnership and state policy of Ukraine in the sphere of safeguarding of state security, Ensuring the protection of human rights and freedoms, interests of society and the state, Intelligence and information protection, Combating terrorism, Protection of national statehood and national interests, Pre-trial investigations. The work of the cadets is planned, divided into classroom and independent work. Two variants of the training model are proposed, which differ in the preliminary cooperation of cadets in preparation for dialogic speech.

**Key words:** Persian language learning method, Persian competence in dialogic speech, interpreter in the sphere of safeguarding of state security, Persian language, Case study method, content module.

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### 1. Introduction

The implementation of the method of formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security involves the creation of a model of the organization of the educational process. Following I. P. Zadorozhna, we consider the linguodidactic model as an artificially created object of a sign-symbolic form, which reflects in a simpler form the structure, properties of a certain pedagogical process, interconnections and relations between its elements (*Zadorozhna, 2012: 67*). The purpose is to outline the organizational model of the process of formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security.

The purpose of creating a linguistic didactic model is to outline the logical sequence of educational actions of the teacher and cadets that correspond to the developed system of exercises (*Osadcha, 2018: 160*). We develop a language-didactic model based on the principles

of cyclicity (each of the 6 developed content modules is a cycle of typical work methods and the sequence of their implementation – performing preparatory exercises, independent preparation for dialogic speech using the Case study method, actual practice in dialogic speech using the role-play method; each cycle is dedicated to learning one type of dialogue – questioning, agreement, discussion); systematicity (implementation of a system of exercises in a certain sequence aimed at forming a number of knowledge and skills is expected); stages (gradual formation of knowledge and skills that are integrated into the ability of dialogic speech) (*Krapchatova, 2014: p. 106; Ignatenko, 2017: 128*). The component composition of the linguistic didactic model consists of the following components: learning goals and expected result, object of learning; subjects of study; academic discipline within which the author's methodology is implemented; content of education; teaching methods, forms of teaching organization, teaching tools; forms of control (*Druzhchenko, 2018; Boyko, 2020; Sem"yan, 2019; Romanov, 2019*). So, let's focus on the components of the author's methodology model.

## 2. Purpose and training

*Purpose and training*: enrichment of the vocabulary of cadets with specialized vocabulary, formation of grammatical knowledge and skills, formation of extralingual knowledge in the sphere of state security, formation of a system of referents of the specified sphere and means of their verbalization, formation of dialogic speech skills, dialogic speech strategies, knowledge and skills of non-verbal behaviour in business communication with Iranians; formation of translation skills of dialogical speech.

*Expected result*: the cadet possesses extralingual knowledge of the professional sphere, as well as means of verbalizing the referents of the specified sphere; possesses the skills and strategies of dialogic speech at the B2 level, adequately possesses non-verbal behaviour in the field of business communication with Iranians; can translate dialogic speech, reproducing its content, style, strategies.

*Learning objects*: extralingual knowledge in the sphere of ensuring state security, which make up the subject of dialogic speech, dialogue-interrogation, dialogue-agreement, dialogue-discussion, business conversation, business telephone conversation, business discussion, non-verbal means of communication and non-verbal behaviour in the field of official Iranian communication.

*Study subjects*: cadets of the 3rd year of the "Philology" specialty, of the "Translation in the sphere of safeguarding of state security " educational program.

*Educational discipline*, within which the author's method is implemented: "Practical course of the first foreign language (Persian)".

*Content of training*: knowledge of concepts, realities, processes in the sphere of ensuring state security and the main directions of cooperation in the sphere of safeguarding of state security of Ukraine and the Islamic Republic of Iran; linguistic, sociocultural knowledge, and their reflection in linguistic means, elements of non-verbal behaviour characteristic of Iranians and the ability to observe them; the ability to speak dialogically (according to the types of dialogues and genres of business conversation, telephone conversation, discussion); strategies and tactics of dialogical speech, language means of their implementation.

*Teaching methods*: exercises, case studies, role play.

*Forms of training organization*: practical classes, independent work of cadets.

*Teaching aids*: texts for reading, audio -video phonograms.

*Forms of control:* mutual control, control by the teacher of cadet dialogues.

*The ratio of classroom and independent work:* 60% classroom (6 hours in each module – for dialogic speech), 40% independent (4 hours in each module for dialogic speech).

*Number of content modules:* 6.

The number of credits is 12 (360 hours). The teaching of dialogic speech is integrated with the teaching of grammar, listening, reading, writing, and monologue speech, and therefore makes up 1/6 of the time allocated for studying the discipline. Therefore, the share of dialogic speech within the developed modules is 60 academic hours: 36 classroom hours, 24 hours of independent work.

### 3. Filling content modules: 6th semester

**Content module 1. International partnership and state policy of Ukraine in the sphere of safeguarding of state security.** The legislative base of Ukraine and Iran in the sphere of safeguarding of state security. International cooperation between Ukraine and the Islamic Republic of Iran. Contractual legal framework between Ukraine and the Islamic Republic of Iran. Main areas of cooperation. State bodies and local self-government bodies that perform functions to ensure national security (Ukraine and the Islamic Republic of Iran), functions and powers of state bodies (Ukraine and the Islamic Republic of Iran).

**Content module 2. On ensuring the protection of human rights and freedoms, the interests of society and the state.** Prevention of crime, maintenance of public safety and law and order, provision of services of state security agencies (in Ukraine and the Islamic Republic of Iran). Fight against corruption. System of protection of the population and territories from emergency situations and their prevention, liquidation of emergency situations, rescue work, fire extinguishing, fire and man-made safety, activities of emergency and rescue services, as well as hydrometeorological activities.

**Content module 3. Intelligence and information protection.** The foreign intelligence service of Ukraine / Iran, its functions, powers, legal framework. Countering counterintelligence activities in Ukraine / Islamic Republic of Iran. Normative documents regulating information protection in Ukraine / Iran. Technical regulation of information protection. Activities of law enforcement agencies in the field of information protection. State secret and its protection. Cyber security.

**Content module 4. Combating terrorism.** The regulatory and legal framework that regulates anti-terrorist activities. The system of anti-terrorist activities in Ukraine, Iran, and in the world. Types of terrorism, international terrorism, terrorism in Ukraine and Iran, measures against terrorism, measures to prevent terrorist acts.

### 7th semester

**Content module 5. Protection of national statehood and national interests.** The system of security at the state border of Ukraine / Islamic Republic of Iran, the constitutional system, defence and scientific and technical potential, infrastructure facilities, economic security, protection of sovereign rights in the economic zone of both countries. Prevention of illegal migration, citizenship, registration of natural persons, in particular refugees and other legally defined categories of migrants.

**Content module 6. Pre-trial investigations.** Investigative units of the security services of Ukraine and Iran, their activities and powers. Forms of pre-trial investigations. But the order of their implementation.

**Planning the work of cadets (Table 1).**

Table 1

**4. Planning the work of cadets**

6th semester		
Content module 1. International partnership and state policy of Ukraine in the sphere of safeguarding of state security		
Number of hours	The form of teaching	Types of tasks
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical and grammatical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts. <i>Purpose: formation of lexical and grammatical knowledge and skills, knowledge of non-verbal behaviour, ability to construct speech strategies; development of listening and reading skills*.</i>
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts. <i>Purpose: improvement of lexical and grammatical knowledge and skills, knowledge of non-verbal behaviour, ability to construct speech strategies, development of listening and reading skills*.</i>
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>cooperation of cadets in preparation for dialogic speech.</b> <i>Purpose: acquisition of extralingual knowledge in the field of ensuring state security, vocabulary enrichment*.</i>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction:</i></b> <i>ASK your colleague from Iran what the main areas of activity of the Ministry of Information and National Security are, what functions this body performs; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information. Purpose: formation of skills and strategies of dialogic speech (specified type of dialog and genre of dialogic speech), translation of dialogic speech, skills of adequate non-verbal behaviour*.</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>cooperation of cadets in preparation for dialogic speech.</b>

Table 1 (continuance)

2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction</i></b> : <i>Simulate a telephone conversation in which you AGREE with your counterpart from the Ministry of Information and National Security of Iran on the terms of the implementation of the Memorandum of Cooperation in the field of combating illicit trafficking in narcotics, psychotropic substances and precursors. Your goal is to establish relations with the Iranian side in order to clearly fulfil the terms of the contract; apply the strategy of establishing and maintaining relations and the strategy of conflict avoidance ;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instruction: DISCUSS</i></b> <i>with colleagues from the State Security Agency of the Islamic Republic of Iran the issue of cooperation in the field of aviation security (on the basis of the Agreement on Air Transport between the Government of Ukraine and the Government of the Islamic Republic of Iran). Your goal is to discuss and agree on joint actions with the Iranian side, as well as to convince one of the parties of the need to take certain actions; argue for the need for certain actions, guided by a number of powers of state bodies, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.</i>
<b>Content module 2.</b>		
<b>To ensure the protection of human rights and freedoms, the interests of society and the state</b>		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction: ASK</i></b> <i>your colleague from Iran what measures are taken by the Ministry of Information and National Security to support public safety and law and order, ask what measures are being taken, and also tell him about similar measures in Ukraine; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.

Table 1 (continuance)

1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction:</i></b> <i>Simulate a telephone conversation during which you ARRANGE with your colleague from the Ministry of Information and National Security of Iran on the provision of state security services to citizens of Ukraine who have arrived in Iran, to citizens of Iran who have arrived in Ukraine; Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instruction:</i></b> <i>DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of cooperation in the direction of corruption prevention. Your goal is to convince one of the parties of the need to inform the other party about the facts of possible corruption and to develop joint actions to prosecute for corruption; give appropriate arguments to convince the party, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.</i>
<b>Content module 3. Intelligence and information protection.</b>		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction:</i></b> <i>ASK your colleague from Iran what information protection measures are taken by the Ministry of Information and National Security, ask what measures are being taken; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;</i>



Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction:</i></b> <i>Simulate a telephone conversation in which you AGREE with your counterpart in Iran's Ministry of Information and National Security on joint activities in the field of foreign intelligence. Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; apply the strategy of establishing and maintaining relations and the strategy of conflict avoidance;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instruction:</i></b> <i>DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of developing provisions in the field of information exchange between the parties. Your goal is to convince the parties to provide information / refuse to provide information; give appropriate arguments to convince the party, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.</i>
<b>Content module 4. Combating terrorism.</b>		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction:</i></b> <i>ASK your Iranian colleague what counterterrorism measures the Ministry of Information and National Security is taking, what measures are being taken; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;</i>

Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction:</i></b> <i>Simulate a telephone conversation in which you AGREE with your counterpart in Iran's Ministry of Information and National Security to work together to intercept a terrorist suspect. Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>without cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instructions:</i></b> <i>DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of releasing a person suspected of belonging to a terrorist group. Your goal is to convince the party to release the detainee; use an argument strategy and a discredit strategy.</i>
<b>7th semester</b>		
<b>Content module 5. Protection of national statehood and national interests</b>		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b><u>cooperation of cadets in preparation for dialogic speech.</u></b>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction:</i></b> <i>ASK your colleague from Iran what infrastructure protection measures are in place in their country; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;</i>



Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>cooperation of cadets in preparation for dialogic speech.</b>
2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction:</i></b> <i>Simulate a telephone conversation in which you AGREE with your colleague from the Ministry of Information and National Security of Iran on joint actions to combat illegal migration of citizens. Your goal is to establish relations with the Iranian side for joint control of illegal migration; use promise tactics, focus on the interests of both parties, avoid conflict and find a compromise;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>cooperation of cadets in preparation for dialogic speech.</b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instruction:</i></b> <i>DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of legalizing the right of residence of a person accused of illegal stay within the country. Your goal is to convince the party to grant the person the right to stay in the country; use an argument strategy and a discredit strategy.</i>
<b>Content module 6. Protection of national statehood and national interests .</b>		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>without cooperation of cadets in preparation for dialogic speech.</b>
2	auditorium	- <b>dialogue-interrogation</b> (genre – conversation): <b><i>Instruction:</i></b> <i>ASK your colleague from Iran what powers the investigative security services of Ukraine / Iran have; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.

Table 1 (continuance)

1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>without cooperation of cadets in preparation for dialogic speech.</b>
2	auditorium	- <b>dialogue-arrangement</b> (genre – telephone conversation): <b><i>Instruction:</i></b> <i>Simulate a telephone conversation in which you AGREE with your Iranian colleague on a joint investigation into the Boeing 737 crash; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;</i>
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; <b>without cooperation of cadets in preparation for dialogic speech.</b>
2	auditorium	- <b>dialogue-discussion</b> (genre – discussion): <b><i>Instruction:</i></b> <i>DISCUSS with your colleagues from Iran the legality of actions regarding the detained person (citizen whose country you represent). Your goal is to convince the party to recognize the legality / illegality of actions; use an argument strategy and a discredit strategy.</i>

\* Learning objectives are the same for each cycle (the cycle is a dialogue type with all exercises and tasks).

## 5. Conclusions

Therefore, the developed model of the methodology for the formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security covers 6 content modules, each of which has 3 cycles: each cycle contains exercises and tasks for teaching different types of dialogues – dialogue-interrogation, dialogue-agreements, dialogue-discussion. The time reserve for mastering the specified modules is 12 credits, the share of dialogic speech is 1/6 of the time allocated for studying the discipline. Two variants of the training model are proposed, which differ in the preliminary cooperation of cadets in preparation for dialogic speech.

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