

PEDAGOGICAL SCIENCES

COMPETENCE APPROACH AS A FACTOR DETERMINING THE CONTENT OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TEACHING

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Competence approach is not completely new in defining the goals and content of education. Nevertheless, until recently it was not decisive and was not practically used in the construction of model curricula, standards and assessment procedures. Therefore, today, in order to implement a competence-based approach, it is necessary to take into account international experience and adapting it to the traditions and needs of the national education system.

Competence approach was first developed in England and was generated and comprehended not within the education, but was a response to a specific order of the professional sphere. Thus, this approach is professionally oriented, since it implies a system for ensuring the quality of language training that would meet the needs of the modern world labor market.

Within the framework of competence approach consideration, two concepts are distinguished – competence and competency. *Competence is an alienated, specified requirement for students educational preparation (state order, standard). Competency is a measure of human involvement in activities.* Such inclusiveness cannot be without a value-related attitude formed by an individual towards one or another activity. Competence possession transforms a “cultural” person in the sense of academic knowledge carrier into “socially adaptive” person, configured not to “communicate” in the sense of information exchange, but to socialization in society and influence on society in order to change.

International Organization Council of Europe provides assistance to European countries in goals coordination and content of teaching foreign languages. Ukraine’s cooperation intensification with the European Union in the field of education and culture has determined the need to harmonize national educational standards with common European standards.

As applied to the foreign language teaching, Council of Europe considers two types of competences in the field of foreign language: general competences (including the ability to study, existential competence, declarative knowledge and skills) and communicative competence. Communicative competence, in accordance with the concept proposed by its author J. A. van Ek, includes the following

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components: linguistic competence, sociolinguistic competence, discursive competence, sociocultural competence, strategic competence and social competence.

Under the linguistic competence, which is the main component of communicative competence, is meant the ability to construct grammatically and syntactically correct forms, as well as to understand semantic segments in speech, organized in accordance with the existing standards of English language, and use them in the sense in which they are used by native speakers in isolated position.

Sociolinguistic competence is the ability to choose the desired linguistic form, the mode of expression, depending on the communicative act conditions: situation, communicative purpose and speaker's intentions, communicants' social and functional role, relationship between them, etc.

Discursive, or verbal, competence means the ability to use a certain strategy for constructing and interpreting text. As a part of discursive competence is considered the specification of written and oral types of texts and speech behavior tactics. At the same time, the types of texts for productive and receptive perception differ.

Socio-cultural competence implies familiarity with the national-cultural specifics of the native speakers speech behavior, with those elements of the socio-cultural context that are relevant for the production and perception of speech from the point of native speakers view: customs, rules, norms, social conventions, rituals, regional knowledge, etc.

Social competence is manifested in the desire and ability to enter into communicative contact with other people. The desire to make contact is determined by the presence of needs, motives, a certain attitude towards future partners in communication, as well as their own self-esteem.

Strategic competence allows to compensate the lack of knowledge in the language, as well as speech and social experience of communication in a foreign language environment by special means.

As a conclusion, we want to emphasize that common cultural competences consist of knowledge and experience activities in the field of national and universal culture; spiritual and moral foundations of human life, individual nations; cultural foundations of social phenomena and traditions. General competences are not professionally oriented, that is why all experts and professionals should have them, regardless of the scope of their activities.

It should be stated that competence-based approach to learning foreign language is directed on the integration of students' language and profile training, and this, ultimately contributes to the formation of professional competencies of mobile and competitive professionals.

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