

COMPETENCE-BASED APPROACH IN THE CONTEXT OF SUBJECT EDUCATION

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Abstract. This article discusses the concept of competence in language education in general and describes the conditions for the successful implementation of the competence approach in teaching foreign languages. It describes the content of various types of competencies that are formed in foreign language classes and are the goal of language learning and language acquisition. An attempt is made to prove that in the modern educational paradigm, the competence approach is a priority methodological basis for the development of goals, objectives, and content of professional training of future specialists in the context of subject education.

Keywords: subject education, competence approach, competence, foreign language, speech skills and abilities, linguistic personality, interpersonal communication.

Competency can be represented as a set of competencies, that is, the observed manifestations of successful productive activity. Competency is a complex personal resource that provides an opportunity for effective interaction with the outside world in a particular area and depends on the competencies necessary for this.

With a great interest in the concept of competence in language education, this concept is controversial. Supporters of this direction see in it the prospect of forming active life knowledge among students. Opponents of the competence-based approach to teaching various subjects argue that teaching, for example, English will be reduced to an eternal search for a way to the British Museum or Trafalgar Square.

The contradiction lies in the fact that the difference between language knowledge, skills, and abilities, on the one hand, and the competence of students, on the other, remains unclear. Communicative-oriented language learning involves the development of knowledge, as well as speech skills and abilities.

The successful implementation of the competence approach can be judged by the extent to which students with their foreign language training are ready to withstand competition in the free labor market in the future and take a worthy place not only in their society, but also in the international community. In the context of subject educa-

tion, the foundations for students' competence are laid through the acquisition of knowledge necessary for subsequent activities, mastering ways to solve problem-cognitive tasks, experience in effective decision-making and achieving meaningful goals through overcoming obstacles. A stock of knowledge, knowledge of ways to solve problems and experience in achieving goals are necessary components of a student's competence. The absence of at least one of these components makes competence defective [5].

The competence-based approach in language education is developing as an alternative to knowledge, skills and abilities that limit the goals of teaching and upbringing to a narrow subject education and do not sufficiently consider the essence of competence of a modern person in a competitive free market. Knowledge presented declaratively and procedurally (skills and abilities) is a traditional component of this paradigm. Problematic tasks are an actively developed component of the formation of the so-called "creative thinking". Purposeful and responsible activity is an innovative field of subject education.

Thus, the competence approach in teaching foreign languages only partially corresponds to the content of communicative competence. Competence is a complex personal resource that provides an opportunity for effective interaction with the outside world with the help of appropriate competencies. The competence approach opens up opportunities for better

preparation of students for real life, including knowledge of the subject, the implementation of productive activities and the actualization of their personal resources. When describing the level of language proficiency achieved because of training, the term competence is widely used in the methodology (from Lat. *competentis* - capable).

Initially, the term denoted the ability necessary to perform a certain, mainly linguistic activity in the native language. A competent speaker (listener) must form (understand) an unlimited number of sentences according to models, and have a judgment about the utterance, i.e., see formal similarity (difference) in the two languages. In relation to teaching foreign languages, this concept has been developed in detail within the framework of studies conducted by the Council of Europe to establish the level of proficiency in a foreign language and is defined as the ability to perform any activity based on the knowledge, skills, abilities, and work experience acquired during training. Communicative competence in its modern interpretation includes the following types of competencies: linguistic, sociolinguistic (speech), discursive, strategic, social, socio-cultural, subject, professional [4].

We will characterize the content of various types of competencies formed in language classes and are the goal of language learning and language acquisition.

Communicative competence is the ability to carry out speech activity by means of the studied language in accordance with the goals and situation of communication within a particular field of activity. It is based on a set of skills that allow you to participate in speech communication in its productive and receptive forms. The communicative competence is based on several other competencies.

Linguistic competence is the possession of knowledge about the language system, about the rules of functioning of language units in speech and the ability to use this system to understand other people's thoughts and express their own judgments orally and in writing. It involves mastering a certain amount of formal language knowledge and corresponding skills related to various aspects of the language - vocabulary, phonetics, grammar. At the same time, the question arises which

words, grammatical structures, intones are necessary for a person of a particular age, profession, etc. to ensure normal interaction in the language being studied. Of course, words, grammatical constructions, intones, etc. are studied to transform them into meaningful utterances, i.e., they have a clearly expressed speech orientation. Thus, we can say that the emphasis of teaching is not on language as a system, but on speech. However, speech is always situational, and the situation, in turn, is determined by the place and time, the characteristics of the audience – communication partners, the purpose of communication, etc. To solve communication problems in each specific case, in addition to linguistic competence, we need sociolinguistic competence.

Sociolinguistic (speech) competence means knowledge of ways to form and formulate thoughts using language, providing the opportunity to organize and carry out a speech action (to realize a communicative intention), as well as the ability to use such methods to understand the thoughts of other people and express their own judgments. It also means the ability to use language in a speech act. This type of competence is also called sociolinguistic by some researchers, trying to emphasize the inherent ability of the owner of such competence to choose the necessary linguistic form and method of expression depending on the conditions of the speech act: the situation, communicative goals, and intentions of the speaker. To learn this, it is important for the learner to know the semantic features of words and expressions, their change depending on the style and nature of communication, the effect that they can have on the interlocutor.

At the level of vocabulary usage, the lack of this competence is even more noticeable. It is unnatural for a child to address his own mother, calling her "mother", and for a teacher it is absolutely impermissible to address his students "Hey, guys!". The same phrase "You look cute today", addressed to a little girl and an adult woman, in one case may be a compliment, and in the other a muted form of insult. Determining the choice of grammatical structures, would it be natural to invite a friend to have a snack, saying: "Would you

design to have a hamburger with me at noon?" and, conversely, call the boss for lunch as follows: "Hey, buddy, let's have a snack than God sent. Summing up all the above, we conclude that sociolinguistic competence and issues of speech and language acceptability have much in common. Language reflects the peculiarities of people's lives. By studying the variety of expression plans, one can understand and learn a lot about the culture of different countries of the language being studied. All this brings us to the need for the formation of socio-cultural competence.

Socio-cultural competence is a tool for educating an internationally oriented person who is aware of the interdependence and integrity of the world, the need for intercultural cooperation in solving global problems of humanity. Just like sociolinguistic competence, it permeates the entire process of learning a foreign language. Here are some examples. We all know the words for colors: blue, black, white, yellow, etc. Nouns such as "pages", "collar", "market", "lie", etc. are also often used.

However, if at a lecture students are asked to make up the most common and culturally significant phrases from these words, then with the word "pages" (pages), the majority would call the word "white" (white), and what is meant by the expression "yellow pages" (yellow pages), i.e. advertising directories, compiled according to the list of types of household services provided, many would not know at all [2]. Knowledge of background, non-equivalent vocabulary is necessary not only for translators, but also for all those who want to reach the level of an independent or competent user of a foreign language. This will help to avoid misunderstandings at the level of interpersonal communication, often due to ignorance of socio-cultural characteristics. Thus, socio-cultural competence implies students' knowledge of the national and cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history, and culture, as well as ways to use this knowledge in the process of communication. The formation of such competence in language classes is carried out in the context of a dialogue of cultures, considering differences in the socio-

cultural perception of the world and contributes to the achievement of intercultural understanding between people and the formation of a "secondary linguistic personality".

Social competence manifests itself in the desire and ability to enter communication with other people, in the ability to navigate the communication situation and build a statement in accordance with the communicative intention of the speaker and the situation. This type of competence is also called pragmatic competence, wishing to emphasize the inherent ability of a language speaker to choose the most effective way of expressing thoughts, depending on the conditions of the communicative act and the goal set.

Strategic (compensatory) competence is a competence with which a student can fill in gaps in language knowledge, as well as speech and social experience of communication in a foreign language environment. Owning it gives you the opportunity:

- when reading: a) anticipate the content of the text by its title, genre, table of contents in the book; b) guess the meaning of unfamiliar words based on the context, topic, situation; c) when referring to the dictionary, choose the correct meaning of the word you are looking for; d) guess the meaning of an unfamiliar word by familiar elements of its structure (root, suffix, etc.);

- when listening: a) guess the meaning of a word, phrase, based on the context; b) in interpersonal contact, turn to a partner for help (for example, ask to repeat what was said).

- when speaking: a) simplify the phrase based on well-known words, speech patterns and structures of its construction; b) make corrections to your speech using expressions like "Sorry, I'll say it differently", etc. [1].

Discursive competence (from the French discourse – speech) means the ability of a student to use certain strategies for constructing and interpreting a text. The concept of discourse means a coherent text, a superphrasal unity. The difference between text and discourse is as follows. If the text is understood as an abstract-formal construction, then the discourse is texts generated because of communication. Consequently, a discourse is a speech product that, along with linguistic characteristics, has extra linguistic parameters

that reflect the communication situation and the characteristics of the communication participants. Discursive competence is the knowledge of the features inherent in different types of discourses, as well as the ability to generate discourses in the process of communication. The most common types of discourses in the educational and professional sphere of communication are a report, a message, a discussion, an inquiry, etc. [3].

Subject competence is the ability to navigate in a meaningful way of communication in a certain area of human activity.

For a future specialist, the professional competence acquired during training is also extremely important. It provides the ability for successful professional activity and includes:

a) knowledge from the field of didactics, methodology, psychology, linguistics and other sciences important for the professional activity of a teacher;

b) the ability to organize the educational activities of students and manage such activities;

c) the ability to possess communicative competence as close as possible to the level of native speakers;

d) personal qualities that ensure the effectiveness of pedagogical work (exactingness, politeness, responsibility, etc.).

Thus, the main purpose of teaching a foreign language is the formation of communicative competence. In the modern educational paradigm, the competence approach is a priority methodological basis for the development of goals, objectives, and content of professional training of future specialists. This has led to the high theoretical and practical significance of the development of the problem of competence, the concept of which is associated with a certain field of activity.

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КОМПЕТЕНТНОСТНЫЙ ПОДХОД В УСЛОВИЯХ ПРЕДМЕТНОГО ОБРАЗОВАНИЯ

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Аннотация. В данной статье рассматривается понятие компетентности в языковом образовании в целом, а также названы условия успешной реализации компетентностного подхода в обучении иностранным языкам. Описывается содержание различных видов компетенций, формируемых на занятиях по иностранному языку и являющихся конечной целью обучения языку и овладения языком. Делается попытка доказать, что в современной образовательной парадигме компетентностный подход выступает приоритетным методологическим основанием разработки целей, задач и содержания профессиональной подготовки будущих специалистов в условиях предметного образования.

Ключевые слова: предметное образование, компетентностный подход, компетенция, иностранный язык, речевые навыки и умения, языковая личность, межличностное общение.