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COMPETENCE APPROACH IN THE SYSTEM OF LINGUISTIC AND COMMUNICATIVE TRAINING

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**Abstract:**

The analysis of pedagogical research and practical experience of teaching activities allow us to state that in order to implement the competence-based educational paradigm, an active search for new interdisciplinary forms of learning is necessary to ensure the formation of the necessary competencies. In this article highlights of competence approach in the system of linguistic and communicative training.

**Keywords:** competence, pedagogical skill, linguistic and communicative training, foreign language.

In this regard, linguocommunicative training (LCT) of university students is becoming relevant in professional foreign language education, which we consider as a purposeful, controlled, systematic pedagogical process aimed at the formation of a linguocommunicative culture as part of communicative-discursive, linguo-rhetorical, intercultural and cognitive-reflexive competencies.

Many practical teachers understand the competence approach to strengthen the practical orientation of education, the content of which has already been formed within the subject-centered paradigm.

Within the framework of the problem under study, the competence approach is interpreted by us as the principal orientation of the study of the LCT of university students, represented by a set of methods aimed at free and creative thinking of participants in the educational process, at independent search for information, the formation of competencies necessary for the successful professional activity of future specialists in the field of foreign languages and cultures.

With a competency-based approach to the LCT of university students, each discipline under study is re-evaluated in terms of its contribution to the formation of the linguocommunicative culture of the graduate. In the process of mastering a foreign language, students' motivation is "turned on" to make them aware of the logic of acquiring individual disciplinary learning outcomes as a consistent process of forming specific competencies. Interdisciplinary integration involves overcoming the fragmentation of the knowledge provided for the interrelation of various disciplines, establishing links between a particular discipline and others, its place in the educational process, maximizing the use of learning results already obtained within the framework of previous disciplines, introducing competence-oriented tasks into the educational process.

Possession as an innovative component of learning outcomes covers skills and experience of activity, refers to reflexive strategies of cognitive activity and contributes to the formation of students' own algorithms of actions to actualize the already mastered set of components of a specific competence.

The identified components allow to identify the distinctive signs of the manifestation of competence, to determine the success of its development and can be formed in various elements of the curriculum (study cycles, disciplines, practical sections) of the educational paradigm.

Understanding the essence of competencies as regulatory requirements for the content of education ensures the innovative nature of professional foreign language training.

The content of the concept of "competence" is much broader than knowledge, or skills, or skills. Besides cognitive (what?) and the operating room (how to do?) the components of competence today include motivational (why?), ethical (how will they react?) and social (with whom?) elements.

Conditionally, the following structural components of competence can be distinguished:

- readiness to demonstrate competence;
- possession of knowledge about the content of competence;
- experience in demonstrating competence in a variety of standard and non-standard situations;
- attitude to the content of competence and the object of its application;
- emotional and volitional regulation of the process and the result of the manifestation of competence.

In the content aspect of competence, there are need-motivational, cognitive, practical-activity, emotional-volitional and value-semantic components.

The LCT of university students on the basis of a competence-based approach is identical to the process of forming the required set of competencies for the student with the stated level of development, and the quality of professional training of a specialist in this case is described by a system complex of general cultural and professional competencies necessary for the graduate. Moreover, a separate competence as a complex integral interdisciplinary concept cannot be formed within the framework of one discipline, i.e. to implement the process of its formation within the framework of the disciplinary organization of the educational process, it is necessary to allocate parts of competence.

One of the main differences between the competence and knowledge approaches is the focus of the competence approach on the students' reflexive assessment of their capabilities and "impossibilities", awareness of the boundaries of their competence and incompetence. The competence approach involves the integration of the educational process and its understanding into a single whole, during which the formation of the student's personal position, his attitude to the subject of his activity takes place. The main idea of this approach is that the main result of education is not individual knowledge, skills and abilities, but the ability and readiness of a person for effective and productive activities in various socially significant situations.

Based on this provision, it can be stated that the idea of the content as a pedagogically adapted social experience sets the mechanism for the formation of the content and the construction of the educational process aimed at the acquisition by the student of the experience of various activities and relationships. The essence of the competence-based approach to the implementation of the LCT of university students consists in the following characteristics:

- the use of practice-oriented tasks both for the formulation of the problem and for its immediate solution;
- reliance on the subjective experience of students in the selection of situations;
- the use of unknown information to develop skills to work in conditions of uncertainty;
- the use of individual, group and collective cognitive activity in various combinations;
- dominance of independent cognitive and research activities of students;
- the possibility for students to create their own individual educational product;
- development of cognitive, psychological and social reflection of students;
- the use of technologies focused on the subjective assessment of students' activities;
- preparation and demonstration of presentations and their educational and research projects.

The methods and technologies of teaching a foreign language used in the implementation of the competence approach to the LCT of university students correspond to the activity part of the competencies, which allows you to gain experience in the expedient application of knowledge, as a result of which the probability of developing personal traits necessary for effective activity within a particular competence increases.

During the implementation of the competence-based approach to the LCT of university students, personal qualities that ensure the use of the following group and collective teaching methods come out on one of the first places:

- development of positive self-esteem, tolerance and empathy, understanding of other people and their needs;
- priority attention to the development of cooperation skills, not competition;
- providing an opportunity for participants in the educational process to recognize and appreciate the skills of others, thereby receiving confirmation of self-esteem;
- development of listening and communication skills.

In the focus of our research, the greatest opportunities for solving the tasks of the competence approach are the project method, language portfolio and role-playing games involving the following steps:

- analysis of the situation based on existing knowledge;
- reflection of "ignorance" as the need to acquire new "knowledge";
- obtaining new information in various ways in order to translate "ignorance" into "knowledge";
- using new knowledge to solve the situation;
- reflection of newly acquired knowledge, acquisition of "knowledge" about "knowledge".

Within the framework of the problem under study, the approach to teaching a foreign language puts language immersion in the foreground, covering educational and practice-oriented communication in a foreign language, reading foreign-language press, watching films in a foreign language, listening to authentic audio recordings.

Summarizing the above, it should be noted that an effective way of competence-oriented institutional language education is to create a mechanism for the practical use of knowledge in the process of LCP of university students, which allows determining the degree of formation of the required competencies among students at a certain point in time and contributes to their further formation.

Summing up the above, we note that the competence approach presented by us acts as an appropriate theoretical and methodological strategy for the study of the LCT of university students and provides a functional characteristic of various areas of research of the problem with the involvement of other methodological approaches.

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