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PRINCIPLES OF RELEVANCE OF FOREIGN LANGUAGE TRAINING AT HIGHER EDUCATION INSTITUTIONS OF UKRAINE TO CONTENT VOLUME OF COMPETENCES: HISTORICAL CONTEXT

This paper focuses on the aspect of correspondence of language/foreign language training methods to content capacity of one or another competence. It is stated that in a competitive environment between countries and civilizations the process of linguistic competence formation becomes of particular importance. The connection between communicative approach and competence-centered strategy of language training is established. The prospects for development of the idea of competence-based education are outlined.
Key words: foreign linguistic / linguistic competence, relevance, communicative approach, social system, historical context.

The intensive development of scientific and theoretical resource of competence-centered model at higher education institutions of Ukraine is gathering pace that is shown by the example of development of language education. Since the end of 1980's and the beginning of 1990's, in Ukrainian language pedagogy some methodological experiments of unprecedented scale were conducted in order to discover the optimal didactic strategy. Then the most widespread approaches came into view: activity, learner-centered, communicative ones, etc. As noted by N. Galskova, since the end of XX century the integrated application of several methods and approaches deemed to be optimal – the audio-lingual, oral-aural, audiovisual, suggestopedic, activity ones, etc. [1, 94]. Looking back at this stage in domestic language education, N. Osipchuk notes the multifaceted nature of teaching and scientific discourse: «This period is characterized by release of authors' textbooks, study guides and methods of teaching foreign languages based on cooperation, project, informative and hypertext methods of teaching» [6].

As a result the view of reasonability of nonlinear and large-scale use of the potential of all pedagogically efficient paradigms within hyperparadigm educational space emerged and it was defined as «competence-based approach». In this case the nonlinearity concept means the principle absence of a didactic center when one of the paradigms serves as an ideological domi-nant, and the others serve as a periphery subdominant to it. At the same time, any unit of the polyparadigm whole determines the formation process of competences that organically correspond to it and becomes a local center in this sense. That is why it would be reasonable to characterize the competence-based approach not only as the polymorphic/polyparadigm whole, but also as polycentric educational strategy. Such denotation is quite reasonable as it does not contradict at all the growing trend and fundamental insights that represent the information society in postmodern epoch: ideological and mental «fluidity», «accelerated time», multipolarity.

In this civilizational context the focus on forming socially significant competences gains crucial importance; according to one of the theorists of postmodern society J.-F. Lyotard, higher education institutions become one of the subsystems of the social system, and its functioning is justified by competition on international markets and social cohesion [3]. In order to solve socially significant tasks it is necessary, as the French researcher believes, to determine the precise content parameters of competences and to develop the criteria of efficiency of forming one or another competence [3]. This point of view opens new prospects of socially responsible and effective development of language education in Ukraine.

Both Ukrainian and foreign researches successfully dealt with the issue of effective

application of methodological battery for the purpose of forming linguistic competences: O. Aloshyna, O. Artemieva, V. Baidenko, N. Galskova, I. Gryshyna. O. Leontovych, R. Milrud, B. Mitina, O. Musykhina, O. Myroliubov, S. Nikolaeva, N. Osipchuk, Ye. Passov, S. Savington, O. Samoilenko, H. Stern, O. Tarnopolskyi, D. Hymes, M. Halliday, T. Shepelenko and others. However, the analysis of scientific-pedagogical sources reveals the insufficient attention to the aspect of relevance of teaching methods to the nature and content of separate ones, probably, sometimes exclusive types of competences.

In this regard **the aim** of this study is to cover the issue of establishing the criteria of relevance of teaching methods to the content capacity of competences.

Certain difficulties arise and contradictions of terminological nature are revealed in implementation of the objectives to be achieved. Leaving aside the fact of precariousness of the competence terminological system, we state that some discrepancies are revealed at defining such concepts as didactics, method, approach, organization and pedagogical form, way and technique. For example, in the modern sense the subjects of methodology and didactics, firstly, are knowledge intensive and, secondly, differ by their content. The similar point of view is expressed by A. Mikhailenko who invests the methodology with all features of a scientific discipline: «methodology as a pedagogical science which has, on the one hand, characteristics intrinsic to any science in general» [5, 171]. It should be noted that such conceptualization has been shared not always and not by everyone.

Let us say the prominent linguist and educator L. Shcherba assumed that both didactics and methods are not quite fully-fledged in their scientific content and that is why they can hardly be eligible for the status of a scientific discipline; the scientist believed that the methodology is a technical side of didactics, maybe even an identical one to it. In his unfinished work «Teaching foreign languages at secondary school. General issues of methodology» we can read: «The issue how to act in order to achieve one or another certain result is a leading issue in methodology. That is why each teaching methodology has of

course to be considered as a practical or technical discipline, and if technical disciplines are not considered to be sciences then methodology is of course not a science» [8, 6]. And further the scientist specifies that «generally speaking there is no teaching methodology as a special discipline: this is the didactics which is applied specially to one or another material. Indeed, it is impossible to imagine any special task for methodology that would not go entirely into didactics. It is possible to talk only about general didactics and specific didactics, and every teaching methodology is basically only a division of specific didactics» [8, 9]. We must admit that this point of view definitely contrasts with modern views of the subject of methodology/didactics scientific character.

It should be noted that according to the number of researchers, scientific and pedagogical beliefs of L. Shcherba are close to the competence approach in linguistics and language education, among others at determination of nature of such concepts as language and speech or language communicative competence.

On the one hand, the specified terminological, scientific uncertainty in some way complicates determination of the efficiency criteria for methods and the competences corresponding to them, but, on the other hand, it stimulates the development of theoretical potential of language education for the purpose of bringing it towards relatively full format of knowledge-intensive disciplines.

As it is known the fundamental understanding of foreign language teaching methodology structure is built on the unity of teaching principles (particularly didactic and methodological), methods, techniques and tools. The number and content of principles, methods, techniques and tools as a whole is changeable due to diversity of interpretations and approaches. However, in general, the following classification can serve as an illustrative, but not the only example:

«The **didactic principles** include the principles of visibility, feasibility, strength, consciousness, scientific character, activity, education, individualization, availability, systematic character and consistency, collectiveness, problematicity, developmental teaching [4, 48] (...).

The **methodological principles** include the principles of communicativeness, dominating

role of exercises, interconnected teaching of types of speech activity, taking into account the native language [4, 51] (…).

The teaching **techniques** are connected with certain actions of a teacher and students. These are elementary methodological deeds (actions) intended to perform a certain task on a certain lesson stage [4, 55] (…).

The teaching aids are an important integral component of foreign language teaching process at secondary education institutions.

The determination of teaching aids is an answer to the question "What should be used to teach?" Hence the teaching aids can be various material objects which help a teacher to organize efficient teaching of a foreign language, and the students to acquire it successfully» [4, 55].

In general, if we systematize the quite common phenomenon about four-level (in different content and terminological interpretations) model of language training – didactic principles; methodological principles; techniques; teaching tools – on the one hand, a certain harmony in its building, and on the other hand, certain incompleteness should be noted.

In our opinion, in the proposed approach of language education the element of formality is important: no logically or pedagogically convincing relations and links are established between two kinds of principles or separate principles and various techniques or principles, techniques and tools. In this structure no internal interdependent dynamics of the specified determinants is observed, in other words it is not shown, for example, what didactic potential contains the principle of «strength» in its relation to the principle of «dominant role of exercises» and how this potential determines the methodological strategy and stipulates the choice of tools. Of course, detecting internal interconnections and building didactically optimal, coordinated configurations in many respects is determined by the structure of formed language competences and in general appears to be a complicated task.

We believe that it is rightfully to be guided first of all by the principles of general logic at implementation of this task because the logical laws potentially «remove» certain contradictions and outline the prospects of scientific and pedagogical search. In this regard it is reasonable to turn attention to the following triad of logical principles:

– principal coordination (it is postulated that there is an inextricable link, dependence between things, phenomena, subject and object);

– extensionality (one of the key postulates about equivalence of views having different in their content and equal semantic volume);

– involution (the concept that «for each property there is a set consisting of all things which have this property» is established) [2, 478].

Within the context of the presented triad, some solutions are possible which are connected, firstly, with the coordination of the principles – methods – tools of language teaching and, secondly, with convergence of terminological/conceptual construct in language education as one of the most pressing issues in competence-oriented pedagogy.

As for the methods/approaches (there is also a disagreement in defining these categories) of forming foreign language competence, their quite large-scale array has to be previously divided into two constituents: central ones that are understood by us as educational approaches, and peripheral ones that are interpreted as methods the part of which are the techniques provided with corresponding organizational and pedagogical tools. To the central, ideologically significant approaches the researchers recon mostly activity, learner-centered and communicative ones which incorporated the two previous ones to a great extent. The aggregate of these approaches has made polyparadigm competence-centered educational space. The method of priority foreign language development or intensive teaching has to be considered to be accompanying (peripheral) but quite original ideologemes, theories and partly practices: G. Lozanov's suggestopedic method, I. Shekhter's emotional and semantic method, G. Kitaygorodskaya's method of activation of person's and collective's spare capacity (to a large extent derivative from Lozanov's method), G. Petrusinskiy's suggestocybernetic method, school for dialogue between cultures as an element of sociocultural paradigmatics, L. Gegechkori's method, etc. The methods of the following researchers were also widely

demanded and proved themselves in pedagogy: W. Ratke, A. Palmer, M. West, Ch. Fries, R. Lado. And in addition – the direct, natural, analytical (also known as lexical translated), audiovisual and other methods. The so-called alternative methods include the Total Physical Response, group, suggestive, dramatic pedagogical ones. In such methodological context the techniques have been used extensively and they were named projects, problem circumstances, game situations (business games), scenario, simulation, carousel, group puzzle, by stations, «case-study» and many others.

The variety and unity of principles, methods, techniques and tools of foreign language teaching stipulates the need to detect adequate correspondence between methods and language competences formed with them.

Such statement of the issue stays within the concept of the communicative approach. According to Ye. Passov, the communicative approach is appropriate for differentiating methods of forming specific competences. Talking about the advantages of communicative approach, it is not a coincidence that the scientist distinguishes universal peculiarities and advantages: 1. Differentiation is an aggregate of methodological guidelines, techniques and tools which is organic to a certain purpose; 2. Initial establishing of learning strategy that determines the learning tactics which meets various requirements; 3. The diversity that presupposes the coverage of all types of speech activity [7]. According to Ye. Passov, the communicative method has to be considered as a synergy of principles of speech directionality, individual and functional approaches, situationality and novelty [7, 40].

In our opinion, in such interpretation of communicative approach the specific elements of competence strategy of education are visible. Such principles as universalism, differentiation and functionality in conjunction with activity-based and individual and personal orientation can be considered as a sort of ideological matrix of language training, in particular, methodological component. The main thing that brings together the communicative approach and competence-oriented teaching model is, in our opinion, technological/methodological polycentrism that means the absence of paradigm center in them in relation to which the previously used methods move to the periphery of teaching process.

Herewith the main difference between the communicative approach and competence-oriented strategy is as follows: firstly, the communication-oriented teaching process is comparatively in a less degree determined by the necessity to form both competence system and specific competence. In this respect the communicative approach is only relatively – by the formula of free/creative organization – is determined by the field of competences, that, however, does not disprove its practice orientation; secondly, as opposed to the competence-centered teaching strategy, the communicative approach is built into the system of social orders and requirements less discretely. Social and economic systems of different countries are structured in detail and in a consistent manner according to the types of competences that correspond to certain qualifications and specializations. Thus, depending on its interests a country constructs its own puzzle of the required and perspectively necessary competences and imposes the duty to form corresponding competences on the education subsystem. That is the meaning of emerging of competence-oriented education; that is why, thirdly, the competence-centered model is much more global than the boundaries of educational space in contrast to the communicative approach. The phenomenon of competence forming can be rather designated as social and political ideology/philosophy that determines and controls the strategy of social system development.

In such contrastive interpretation the communicative approach can be interpreted as tools which are natural for the competence ideology, as a technological model of implementation of the strategy of competence development. In other words, within the framework of classical tradition it is possible to talk about the unity of form (competence stratagem) and content (communicative approach).

In this unity first of all several parameters have to be determined by which one can judge about the quality of formedness of competences: a) the criteria of the concept «competence» both in the general expression and in special purpose one; b) the criteria of efficiency of competence

forming; c) criteria for the assessment of correspondence of learning outcomes to required qualities.

Within this context certain principles should be developed that would serve as a fundamental basis for developing these criteria. From our point of view, such principles have to be as follows:

1. The conformance of education strategy to social-technical and economic parameters put forward by a certain social system. For example, within the area of foreign language training – taking into account the tendency to globalization of cultures and manufacturing facilities – it is reasonable: first, to specify the algorithm and structure of language pedagogy where the qualification modules of the required competences would be revealed in their respect to teaching methods that correspond to these modules; secondly, to clarify the semantic volume of the concept competency/competence; thirdly, to substantiate and prove the appropriateness of implementation of competence-based strategy into scientific-theoretical and empirical activity, and also to analyze the quality of its legal and regulatory support.

2. The conformance of competence-centered strategy of language training to ontological and existential demands of a person formed in certain cultural, religious, civilizational and social circumstances.

Let us say, in order to improve language competences, the dedicated forming of language competence based on individual's ethnocultural characteristics is crucial because these very ethnical and religious philosophic markers are a stimulus in language dynamics. Cases are known when emigrants from Middle Eastern countries or Central Asia states found themselves in foreign language non-native environment and did not have an internal need to study language/languages of the country of residence. It demonstrates major deficiencies and at the same time great opportunities at solving the issue of satisfaction of anthropological, ontological and existential needs of a person;

3. The conformance of transformation of mechanisms of competence-centered educational (bilingual) stratagem to constantly changing «time spirit» and social requirements to education as a component of a social system constantly determined by it.

In this case it suggests that the competence teaching strategy is continually open educational subsystem of a social system. This entails that in this strategy the development and improvement of mobility and modality mechanisms is especially important. For example, one or another geopolitical situation in one or another way determines the amount segment amount of teaching and use of foreign languages: teaching/using English, German or Chinese depends largely on extra-educational trends and prospects.

These principles establish the fundamental basis for developing the relevance criteria of methods of language pedagogy to the structure and content of language competences within one or another professional training.

It is obvious that in the longer term the process of forming language competence will organically move closer to the processes of social development and trends to globalization or disintegration of states and peoples, as well as with the logics of invincible obstacles and contingencies.

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ПРИНЦИПИ РЕЛЕВАНТНОСТІ МЕТОДІВ ІНШОМОВНОЇ ПІДГОТОВКИ У ВНЗ УКРАЇНИ ЗМІСТОВНОМУ ОБСЯГУ КОМПЕТЕНТНОСТЕЙ: ІСТОРИЧНИЙ КОНТЕКСТ

У роботі досліджується аспект відповідності методів мовної / іншомовної підготовки змістовній ємності тієї чи іншої компетентності. Відзначається, що в умовах конкурентної боротьби між країнами і цивілізаціями процес формування мовної компетентності набуває особливого значення. Встановлюється зв'язок між комунікативним підходом і компетентнісно-центричною стратегією мовного навчання. Намічаються перспективи розвитку ідеї компетентнісно-орієнтованої освіти.

Ключові слова: іншомовна / мовна компетентність, релевантність, комунікативний підхід, соціальна система, історичний контекст.

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ПРИНЦИПЫ РЕЛЕВАНТНОСТИ МЕТОДОВ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ В ВУЗ УКРАИНЫ СОДЕРЖАТЕЛЬНОМУ ОБЪЕМУ КОМПЕТЕНТНОСТЕЙ: ИСТОРИЧЕСКИЙ КОНТЕКСТ

В работе исследуется аспект соответствия методов языковой/иноязычной подготовки содержательной емкости той или иной компетентности. Отмечается, что в условиях конкурентной борьбы между странами и цивилизациями процесс формирования языковой компетентности обретает особую значимость. Устанавливается связь между коммуникативным подходом и компетентностноцентричной стратегией языкового обучения. Намечаются перспективы развития идеи компетентностно-ориентированного образования.

Ключевые слова: иноязычная / языковая компетентность, релевантность, коммуникативный подход, социальная система, исторический контекст.

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НАВЧАЛЬНО-МЕТОДИЧНЕ ЗАБЕЗПЕЧЕННЯ СТИЛІСТИКИ УКРАЇНСЬКОЇ МОВИ (20–30-ті РОКИ ХХ СТОЛІТТЯ)

У статті проаналізовано навчально-методичне забезпечення стилістики української мови як вишівської дисципліни у 20–30-их роках ХХ століття. Упродовж цього періоду закладалися основи навчально-методичного забезпечення стилістики української мови в надрукованих спеціальних працях (В. Г. Домбровський, Б. Д. Ткаченко, О. М. Матвієнко, Н. А. Каганович, П. П. Плющ), в окремих розділах зі стилістики (Л. А. Булаховський) та у загальномовознавчих розвідках через аналіз дотичних питань (В. І. Сімович, О. Б. Курило, М. Ф. Сулима, М. Д. Гладкий, О. Н. Синявський, С. С. Смеречинський).

Ключові слова: навчально-методичне забезпечення дисципліни, стилістика української мови, етапи становлення навчально-методичного забезпечення, галузі мовознавства, вища школа.

Навчально-методичне забезпечення є важливим для вивчення будь-якої дисципліни у вищій школі. Аналіз історичного досвіду в царині українського підручникотворення зі стилістики української мови допоможе зрозуміти зумовленість засобів навчання суспільними й соціально-культурними чинниками та віднайти шляхи вдосконалення сучасних навчальних видань.

Методичні аспекти розвитку вишівської стилістики української мови частково проаналізовані у працях С. П. Бевзенка, І. К. Білодіда, О. Т. Горбача, С. Я. Єрмоленко, З. Т. Франко, І. Г. Чередниченка та інших.