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PROSPECTS FOR BUILDING FOREIGN LINGUISTIC COMPETENCE IN THE HIGHER SCHOOL OF UKRAINE

The paper focuses on the most promising theoretical, organizational and pedagogical trends of building foreign linguistic competence in Ukrainian higher school students. The scholarly importance of conducting innovative studies is noted. A number of practical measures aimed at overcoming some problematic questions in a competency-based approach is proposed. In particular, a number of ideas concerning the prospects of competence-centered language education is introduced: 1) modernizing a competency-based learning ideologeme through the super-concept of human competence; 2) foregrounding the philosopheme «work»; 3) ordering definitions; 4) creating foreign language active and passive grammars and developing a competency-based linguistic specialization; 5) measuring inclusive education issues with the process of building foreign linguistic competence; 6) making foreign language training methodology and methods relevant with social requirements and requests for molding necessary competences; 7) developing the principles and technologies of a competency-based learning strategy in accordance with «hypermodern» epoch realities. Innovative methodological developments, reckoning the cognitive abilities of Ukrainian higher school students, are noted to be guided while implementing the mentioned ideas. Studying individual linguistic and cognitive abilities is established to open prospects for improving the process of building foreign linguistic competence in higher school students. Arranging pedagogical activity, as well as preparing educational and methodological materials are stated to be carried out considering personality mental characteristics. The paper presents possibilities for molding students' foreign linguistic competence in the aspect of such unsolved problems as «language and hereditary linguistic abilities», «language and brain», «foreign linguistic competence and ethno-social context», etc.

Key words: competency-based approach, foreign linguistic competence, competency-based educational model, human competence, life support of man, competence concept sphere.

The strategy of language learning in the higher school of Ukraine is incorporated into the Bologna educational space, wherein a competency-based approach is a mainstream among other didactic trends. Therefore, since the end of the last century, the language education of Ukraine has paid more attention to the theoretical prerequisites and practical aspects of implementing a competency-based foreign language teaching / learning paradigm.

Having analyzed the scientific and pedagogical sources and archival documentation we found the awakening of the research interest in a competency-based approach in the linguistics and language education of Ukraine to coincide with the 1990's, while the in-depth reflection of the idea and content of competence-centered education to be fixed at the time of joining the Bologna Process.

Meanwhile, as far as the competence-building teaching / learning theoretical foundations are thought comprehensively and the best practices of its implementation are studied, many problematic, highly contradictory aspects, which reveal the ambiguity of this approach in education, emerge full blown. In particular, the academic, pedagogical and expert community has not established a relatively consolidated standpoint regarding the didactic ideology, terminology and conceptual potential of a competency-based educational model. As a result, the linguists and language educators represent a competency-based approach along with a complex of contradictory interpretations, questionable versions and somewhat simplistic views. In the circumstances concerned, on the one hand, there opened up a discussion space, stimulating a scientific inquiry, however, on the other hand, the heterogeneity of the research concepts does not clarify the issue of the future didactic use, whereas the intellectual resource, inherently developed in the approach, seems to be considered promising in pedagogy.

To know prospects for the development and improvement of the mentioned model in language training opens the door for building a competence-centered didactic project. The special emphasis within the latter is assumed to place on contexts, which mostly correspond to the growing sociocultural, economic and anthropological trends. In this case, there is a need for transforming the competency-based approach system, revising and re-registering the most topical – ideological, episte-

mological, methodological, etc. – aspects. It requires:

I. Extending the ideological space of competency-based language education, giving additional content to a competency-based learning ideologeme, aligning the ideologeme with a human competence superconcept. In keeping with this approach, one should focus on overcoming a pragmatic modus, inherent in a competency-based approach, or including the modus in the anthropocentric and existential area of expertise. Here it should be focused on a number of theses:

a) science, including didactics, bearing an indirect relation to scientific knowledge, evolves in a consistently spiraling, internally integrated formation in the history of knowledge. According to Leonardo da Vinci, the essence of science is correlated with original sources as the only and absolute reason of scientific rigor: «science is such a rational reasoning, which originates from its last fundamentals, besides of which there can be nothing else in nature that would be no part of this science» [2, 191]. Such concept articulates that the scientific / scientific and pedagogical phenomena should be considered primarily in relation to historical determinants, i.e. through the ages, against the background of the previous notions and concepts, similar in content;

b) proceeding from this, one should concentrate on finding the genesis of the concept, object or phenomenon, which has been determined as a competency-based approach in linguistics and language education. It is the historical context of the studied didactic / linguistic subject that serves a fundamental basis to open up completely new, not actualized and not entertained, facts, semantic facets, cultures of interpretation, etc. Therefore, for example, N. Chomsky, who put forward an idea of the competence of a language, drew attention to W. von Humboldt's thought of «hidden competence», thereby, he established the tradition of considering a competency-based scientific / educational ideology within the historical continuum. In the future, within the framework of this tradition, one should focus on the period of ancient linguistics and language education, the works of R. Descartes, M. Heidegger, L. Wittgenstein, phenomenologists and hermeneutisists, national scholars, etc. – on that segment of scientific thought, wherein a language is supposed to be inherent in human beings as self-known and natural phenomenon. As H.- G. Gadamer puts it: «The language one masters is such that one lives within it, that is,

«knows» what one wishes to communicate in no way other than in linguistic form. «Choosing» one's words is an appearance or effect created in communication when speaking is inhibited» [1, 87];

c) a word/concept «competence» or «competency» was known and chosen long before it was put into scientific practice, as this word/concept has always existed in the semantic variety and foreign language significance;

d) commercially, at this point in the socio-economic development of civilization, competence is highly valued if it is associated with science as the most «sold» branch in the area of life support, while some other (not so knowledge-intensive) types of competence (technical, pedagogical, labor-intensive, etc.) are less competitive. Such an observation is aimed at developing the scientific cognitive types of linguistic / foreign linguistic competence, that requires special research in the areas of language pedagogy, psychology and economics;

e) the roadmap for developing a competency-based language training conceptosphere is associated with the structure-forming principle of competence ideology, and thus, should be considered in terms of human competence. In our opinion, a number of very problematic contexts of a competency-based approach is caused by the lack of ideological and didactic as well as philosophical and pedagogical kernel – the concept of human competence. After all, each type of restricted professional or global competence is inseparable from the existential being of a person, that is, from what, one can characterize as an anthropologically ontological competence of man. M. Heidegger in his works «The Age of World Picture», «On the Way to Language», «A Dialogue on Language between a Japanese and an Inquirer», etc. highlights the fact that, on the one hand, the existence of being is not within the sphere of human competence, but, on the other hand, the linguistic personality is directly connected with the life of language as a receptacle for the existence of being. This requires to consider the competency / competence of man in terms of a linguistic area. In general, to develop the idea of implementing the concept of human competence in the educational competence-centered strategy should be performed within such a formula as: «Human competence» is a vital dynamic balance of genetic, social and ontological pre-attitudes, which are updated in human life support;

f) human life, human life support are correlated with the essence of a language, which, according to M. Heidegger, is made up of ontological fac-

tors («the House of Being»), that is particularly relevant and is worthy of detailed consideration through the lens of W. von Humboldt, N. Chomsky's ideas about a language as a hidden, innate and generative apparatus. In this context, a linguistic competency / competence manifests itself as an ontological reality associated with the social one.

II. To revise «work» philosopheme ideas within a competence concept sphere, as the philosopheme is implicated in such notions as «qualification», «profession», «specialization», «standard», «result», «competency», competence, etc. In our opinion, a global anthropocentric sense should be given to the issue of work, as work activity is broadly synonymous with the concept of life in its great diversity. Moreover, at present the role and importance of work in the cultural, economic and educational space of various social systems are overestimated; the semantics of work is saturated with new – post-industrial – connotations in the mobile, «fluid» information-dependent, modern man's mentality. For example, if a few decades ago machine technology was qualified as labor-saving device, today it is referred to the loss of jobs and lack of means due to a tremendous intellectual and technological development; it's no exaggeration to say that creating a high quality machine translation can eliminate translation / interpretation profession, resulting in the loss of a linguistic competence. This reality will undoubtedly require correcting the process of building foreign competence. Such a reassessment of the prospects for developing market and the notion of work is pragmatic, it fill a competency-based concept sphere with minor -utilitarian, although socially significant ideas. However, in the future this view will probably be changed, reoriented in the ontological direction: the subject of the «stomach» will be replaced by an existential topic, opening up great opportunities for building work, vitally important competences – «So long as work is schematic and monotonous, the future cannot appear in any other aspect than an empty stomach feeling. But as soon as it becomes necessary to understand work as a simple and self-valuable principle of being, it must be recognized that the possibilities for its realization are infinite» [3, 16].

III. Bringing a competency-based approach nomenclature in line with scientific accuracy. Definitions in competency-based education are reported to be in the crisis point: the fundamental terms («competency» and «competence») are semantically heterogeneous, ambiguous in the con-

tent, contradictory interpreted, that is subsequently reflected in the interpretation of the less global concepts of competency-based learning, such as communicative / sociocultural / foreign linguistic and other competences. It results in terminological collisions, when scientists view similar subjects, objects or phenomena in different categories, or when the alone term covers contradictory / incompatible questions. The amorphous terminology environment negatively affects the quality of scientific and pedagogical discourse. Therefore, a priority tasks of competency-based foreign language training involves the convergence of various approaches to interpreting especially two fundamental terms and adopting relatively universal definitions. While solving this problem, in our opinion, one should rely on the initial scientific and theoretical guidelines which have determined the essence of competency-based learning ideas in language education. As such two main contents are advisable to be used: generative (N. Chomsky and others) and pragmatic (D. Hymes and others). In this case, the scientific and pedagogical community can achieve some consensus on generalizing the main terms. In our understanding, in generativism competency-based learning terms would take the following wording:

1. A linguistic competency is inherent, infinitely variable knowledge of linguistic forms; it is a genetically / ontologically predetermined reality generating a speech act.

2. Linguistic competence is a social genetic speech reality or the personal actualization of linguistic competence under certain specific social circumstances, extended in the spirit of the place / time.

This definition brings about the opportunity for relieving a number of problems related to distinguishing or identifying the concepts of competency and competence, whose relationship can be formulated as *lingual-to-bilingual communications (reduction)*. Within this framework, it is fair to say that a linguistic competency is a repertoire (code) of genetically inherited, implicit (subconscious) psycho-mental and physiological pre-attitudes, which are modeled in an explicit quaternary – upbringing, education, social medium and the epoch («the spirit of time»); they are directly implemented in personality's life-support speech acts – competences. Thus, a competency is a personality's genetic code which is retransmitted and actualized during upbringing, education and social economic life over a particular period of time. Retransmis-

sion is a process of transferring the hereditary energy of a competency (a competency matrix) into life support energy, i.e. into competence as an activity. In this process, a competency continuously transforms into competence, that reveals their identity. A linguistic competency / competence is the genetic code of a personality, which is continuously manifested in the life-support process.

As for the main terms qualitative parameters pragmatic interpretation we offer such wording as:

1. A linguistic competency is a) the array of mastered / acquired (knowledge, psychological, ethical, behavioral, motivational, existential, ontological, etc.) resources developed during learning; b) the sphere of social reality, wherein the life-support of a linguistic personality is realized.

2. Linguistic competence is a speech act. The quality of linguistic competence is assessed in relation to social conditions and requirements, as well as professional standards and qualifications.

The suggested formulae of the fundamental concepts generative and pragmatic expression are complemented each other, and, in our opinion, they agree in substance.

IV. Substantiating the affectation, the scientifically produced haphazard of controversy between the so-called. EKS (expertise, knowledge and skills) system and a competency-based approach in language education. This aspect focuses on the content and conceptual contiguity of the approaches. Indeed, aside from definitions, which are, as mentioned above, vague in the competence ideosphere, a competency-based approach by reason of its extension has been derived from the model of universal all-round education, combining the idea of creating the «expertise, knowledge and skills» triad as an absolute education imperative. Probably, we should analyze some research works, designating the EKS and competency-based learning models similarity, or simply considering the competence strategy to be not original. Such scientists as Ye. Milerjan, A. Leont'ev, L. Vygotskij, L. Shcherba and others considered the issues of molding an active linguistic, qualified, well-rounded personality to be priority and terminologically expanded in the EKS educational doctrine; due to its intentionality the EKS training involves employing a variety of effective methods and technologies for building foreign linguistic competence. As the EKS language training model has proved its pedagogical efficiency, both to de-emphasize and exaggerate its importance would be recklessly. In addition, the very opposition of the EKS and competency-based

doctrines seems to be groundless. After all, the idea of building special, socially or professionally induced linguistic competences has been seamlessly introduced in the systematic development of linguistic knowledge-skills. In this connection, competency-based education can be regarded a peripheral, modernized element, embedded in the global EKS – educational structure. At the same time, it can be observed that the spectrum of linguistic competences is very limited, whereas the potential of human linguistic competence as well as the space of speech activity are infinite. A competency-based approach as one of the educatory trends is thought to be implemented in the EKS model of foreign language training, as it would significantly expand the prospects for the improvement of higher foreign language education in Ukraine.

V. Conducting the comprehensive discussion, theoretical development and creation of competence-oriented active and passive grammar textbooks. Nowadays, one should ultimately actualize and realize L. Shcherba's idea of creating passive and active grammars. A passive grammar, as envisioned by L. Shcherba, reflects the formal and functional structure of the language system, while the active one, relating to speech activity, practises people in using linguistic forms.

VI. Implementing the project of creating competence-based training linguistic specifications. The idea of preparing professional specialized competence-oriented linguistic, most notably lexical, materials is directly correlated with building foreign linguistic competence. To implement it, one should, first of all, systematize the set of professional competences in correspondence with the national qualification framework. Hereafter, with due regard to the specificity of any given profession, standards, features, regulatory parameters, etc. one should select the actively managed lexical and grammatical material of two types: central (including performative) and peripheral or denotative. The activity rate of using competence-oriented language materials is determined through applying various methods of analysis and data processing, for example, mathematical statistics. Any lexical / grammatical unit usage frequency guides creating central or peripheral linguistic content. Certainly, in this case the patterns constitute a linguistic center, whereas the less used vocabulary / syntactic constructions belong to the periphery.

As educational materials, we propose creating the English – Ukrainian, German –Ukrainian, etc. frequency dictionaries of linguistic competences,

and also launching (as envisioned by academician L. Shcherba) specialized (metallurgy, medicine, maritime science, etc.) series, for instance, «The Active English Grammar of Professional Competence». This raises the possibility to make a permanently modifiable English – Ukrainian / Ukrainian – English linguistic professional competences / competencies pool (LPCP).

In addition to the above mentioned aspects, studying and developing the other, perhaps, not enough actualized problems, such as «language and hereditary linguistic abilities», «language and brain», etc. offer the greatest promise for building students' foreign linguistic competence.

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ПЕРСПЕКТИВИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ У ВНЗ УКРАЇНИ

У статті відображаються найбільш перспективні теоретичні та організаційно-педагогічні напрями формування іншомовної компетентності студентів ВНЗ України. Відзначається науково-дидактична значущість проведення інноваційних досліджень. Пропонується низка практичних заходів щодо подолання деяких невирішених в компетентнісному підході проблем. Вносяться ідеї, що визначають перспективу формування іншомовної компетентності студентів. Визначається актуальність постановки та розвитку проблеми «компетентність людини» в контексті компетентнісно-центричної іншомовної підготовки. Намічаються інноваційні орієнтири модернізації викладання іноземних мов у вищій школі України.

Ключові слова: компетентнісний підхід, іншомовна компетентність, компетентнісно-орієнтована освітня модель, компетентність людини, життєзабезпечення людини, компетентнісна концептосфера.

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ПЕРСПЕКТИВЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ В ВУЗАХ УКРАИНЫ

В статье отражаются наиболее перспективные теоретические и организационно-педагогические направления формирования иноязычной компетентности учащихся вузов Украины. Отмечается научно-дидактическая значимость проведения инновационных изысканий. Предлагается ряд практических мер по преодолению некоторых нерешенных в компетентностном подходе проблем. Вносятся идеи, определяющие перспективу формирования иноязычной компетентности студентов. Выделяется актуальность постановки и развития проблемы «компетентность человека» в контексте компетентностно-центричной иноязычной подготовки. Намечаются инновационные ориентиры модернизации преподавания иностранных языков в высшей школе Украины.

Ключевые слова: компетентностный подход, иноязычная компетентность, компетентностно-ориентированная образовательная модель, компетентность человека, жизнеобеспечение человека, компетентностная концептосфера.