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FACTORS INFLUENCING STUDENTS' COMPETENCY-BASED FOREIGN LANGUAGE TRAINING METHODS DRAWING UP IN UKRAINE

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The article focuses on the set of factors influencing the development of methods for higher school students' competence-centered foreign language training in Ukraine. The peculiarity of the various stages of improving students' foreign linguistic competence is analyzed. The evolution of the educational process methodological support as regards moving from the mono-approach application of methods and technologies to the multi-approach one is presented. It is studied the historical changeability of the concept "foreign linguistic competence".

Key words: *competence / competency, foreign linguistic competence, teaching materials, development genesis.*

Лічман Л.Ю. ФАКТОРИ ФОРМУВАННЯ МЕТОДІВ КОМПЕТЕНТІСНО ОРІЄНТОВАНОЇ ІНШОМОВНОЇ ПІДГОТОВКИ СТУДЕНТІВ В УКРАЇНІ

У статті розглядається комплекс чинників формування методів компетентісно-центричної іншомовної підготовки студентів ВНЗ в Україні. Аналізується своєрідність різних етапів удосконалення іншомовної компетентності студентів. Представлена еволюція методичного забезпечення навчального процесу в аспекті переходу від монопідхідного до поліпідхідного застосування методів і технологій. Досліджується історична рухливість категорії «іншомовна компетентність».

Ключові слова: *компетентність / компетенція, іншомовна компетентність, навчально-методичний комплекс, генеза формування.*

В статье рассматривается комплекс факторов формирования методов компетентностно-центричной иноязычной подготовки учащихся вузов в Украине. Анализируется своеобразие различных этапов совершенствования иноязычной компетентности студентов. Представлена эволюция методического обеспечения учебного процесса в аспекте перехода от моноподходного к полиподходному применению методов и технологий. Исследуется историческая подвижность категории «иноязычная компетентность».

Ключевые слова: *компетентность / компетенция, иноязычная компетентность, учебно-методический комплекс, генезис формирования.*

Acquiring the tutorial arsenal of competence-centered foreign language training in the higher school of Ukraine is notable for its diversity, primarily due to the social, economic, cultural and educational factors.

The problem of defining the social context and main factors for building the methodological repertoire of the higher school students competency-based foreign language training are viewed in such works as O. Vasil'eva, A. Vicjuk, L. Birjuk, G. Karlovskaja, S. Karichkova, L. Kravchuk, N. Osipchuk. Analyzing the materials identifies the need to develop and structure the obtained data in their retrospective and prospective significance.

The **purpose** of this study is to designate key factors influencing the higher school students competency-based training in Ukraine.

The methodology of competency-based language teaching in the higher school of Ukraine is directly associated with methodological traditions of language training, each of which determined some way to the genesis

of competence-centered language teaching / learning in the higher school.

First, at the initial – conceptual and theoretical – stage of implementing the competency-based strategy of building a foreign linguistic competence, during the time when the beliefs about the competency-oriented practice of foreign language education, as well as a competency-based approach as such, became established, there gained the upper hand quite traditional, comprehensively approved methodological principles, instructional techniques and technologies in the national foreign language education. In the 1990s the methodology of teaching foreign languages was built on the following comprehensive framework: a) the methodical approaches which specified the scope of the most common university textbooks and manuals, e. g. written by V. Arakin, N. Bonk, C.E. Eckersley and others; b) the then-new achievements in the national foreign language education, which were widely practiced during the "perestroika" ("restructuring") and



“glasnost” (“openness”), and subsequently comprehensively actualized and applied in the teaching and learning activities – the communicative approach / communicative and activity approach, G. Lozanov’s teaching method (suggestopedia), intensive foreign language learning methods, etc.; c) scientific and study materials, published in Western European and American universities and in the other foreign educational institutions; the joint developments of guidelines and manuals [1] (for example, in Zaporizhzhya National University, the teaching foreign languages methodical support in 1993–1994 was powered by the cooperation with foreign specialists, in particular, through foreign methodological experience implementation into Ukrainian education due to creating Practical Course of English in the framework of Colchester training courses) [2]. Thereat, combining various – national and foreign – teaching materials in the learning activity emerge full blown, for instance, the textbook written by professor V. Arakin was recommended to be used along with the textbooks published in Great Britain and the USA for English language learners [2]); d) scientific and theoretical discourse, directly related to the issues of linguistic competency / competence [3; 4; 5; 6; 7; 8]. Describing the mentioned stage in the development of competency-based methodological support, we should take note of a certain eclecticism taken place in educators’ searching didactic optimal models.

Second, towards the end of the century, as far as the national and cultural freedoms amplified, the international cooperation in education enhanced, the humanistic priorities in education set, as well as the publishing activities became affordable for everyone, the language education intensively implemented a set of effective competency-based educational strategies. Major increase in the tutorial arsenal required scientific and pedagogical analysis. The core linguistic, language education and pedagogical journals presented studies, focused on the methodological support in the new sociocultural realities. In the latter half of the 20th century, the scientific linguistic didactical / methodical discourse put on the competency-hued stylistics [9; 10]. Due to the gradual development of the competency-based educational concept scope, Ukrainian linguists paid increasingly greater attention to defining the concept of foreign linguistic competence. For example, at the end of the 20th century, the concept of socio-cultural competency was not lost on the punditry of Ukraine (in the mentioned period, the national language education predominantly used the term “competency”, whereas in the

first decade of the 21st century, approximately from 2004 to 2007, the priority was given to the concept “competence” in the guidance papers). Therefore, at that stage of the genesis of building students’ foreign linguistic competence there were published articles focused on defining the concept of sociocultural competence. Thus, V. Topalova points out that the process of advancing socio-cultural competence directly depends on the quality of building students’ three basic skills: using linguistic cross-cultural information, using social ethnological information, using cultural information [11]. Those inventions made it clear that in the 1990s the efforts by educators to provide the process of introducing competency-based language education for higher school students with methodical support were under way in Ukraine. Displaying an academic interest in the competence-centered strategy of linguistic training was distinctively indicative of its relevance and application viability.

Third, since the beginning of the 21st century, due to a number of industrial, legal, economic, geopolitical, social and cultural reasons, owing to Ukraine’s policy of gradual European integration, there has transformed the repertoire of linguistic competencies, requested by the social system and citizens, in particular, by students. For example, due to the intensive development of Internet communications, a breakthrough in the information support of society and individuals the new high-tech industries and new specialties emerged; all that expanded the range of professional competencies and, accordingly, intensified the need to build them, including the linguistic ones. In addition, the deepening social woes led to the massive labor outflow. Due to the migration discord, language training / self-training emerged full blown; the geography of Ukrainian migration projected the linguistic priorities of students; many of them took interest in the languages, which were much in demand in emigration / migration: Italian, Spanish, Portuguese, Japanese, Chinese. The changes like those required applying adjustments to pedagogical practice, in particular, paying closer attention to the socio-cultural / ethno-cultural component of language teaching / learning. Such significant events determined the peculiarities of the educational process methodological support: the situation of higher school students’ virtual interactive methodical self-sufficiency was manifested – the case when a teacher was being given a competence of the moderator, at best, the concerned participant of the pedagogical process, deeply involved in the interactive environment. In such circumstances, the other, completely new, oppor-



tunities, resources, tools and technologies for methodological support of the process of building students' foreign linguistic competence emerged, i. e. methodical Internet resources, such as linguistic platforms, web-sites, blogs, etc.

It is quite natural that by the beginning of the 21st century, the attention to the modern history of foreign methodological concepts development had been paid in the language education. Due to the intensive development of information mass media and Internet technologies, the value of foreign written speech teaching methods reappeared in the foreign language methodology; that fact brought to the national researchers' notice: "With the advent of computer, telefax and e-mail, a written speech became one of the most pressing communication of human beings" [12, p. 22]. Having represented and analyzed the main foreign strategies for developing students' written speech amid the Internet space, the educators and scientists found it expedient to use multi-approach methods while applying the directive, textual and procedural approaches to developing foreign written speech in students [12].

All this indicates that higher school students foreign language training in the 21st century should be determined by the factor of heterogeneity, the polymorphism of the used innovative pedagogical resources. At the same time, many approaches and students foreign language training methods are emphasized to be incorporated into the global – knowledge, skills and proficiencies (KSP) – strategy, the social ideology of education and upbringing, by the efforts of the linguistic didactic community. The goal-setting and the algorithm of any method incorporation and practical application are determined by the performance targets or specificity of the educational institution. For example, the intensive methods of teaching foreign languages in the 1980s – 1990s were practiced and improved, as a rule, at the language courses, attended by as students so the other people, seeking the early foreign language acquisition, including with the aim of expanding business dealings [13]. In the 1990s, the social and economic demand for linguistically competent graduates was significantly increased; at many enterprises there were launched international trade departments, opening up employment opportunities for qualified linguistics graduates. According to G. Karlovskaya, in the late 1980's and early 1990's the issues of intensive methods of teaching foreign languages were dealt with in accordance with a complex, multi-approach procedure: "Among the methods which were proposed to solve the problem of intensify-

ing teaching foreign languages, the teachers' attention was paid to the methods of interconnected teaching, when reading was basic to business purposes, but the relevant skills and competencies were built closely connected to the speech, listening, writing [14, p. 4].

Considering the multi-method linguistic didactic unity like this makes a case for a competency-based approach gradual implementation back then, as this approach, in I. Zimnjaja's opinion [15], manifests the idea of teaching / learning high-performance practical focus. Then, introducing competency-based foreign language learning in the higher school of Ukraine reflected the actual use trend of education. This trend, first, complemented and reinforced the KSP strategy, and second, updated a number of didactically effective approaches and methods – communicative, activity and others.

Having analyzed the nature of the multi-method, polymorphic development of language education in the higher school of Ukraine, we consider the polymorphism of linguistic didactic paradigms to mean the dynamic, labile and goal-oriented use of teaching / educational and pedagogic principles, methods, approaches package.

Fourth, resulting from the aforementioned transformations in the system of social and personal linguistic life support, there significantly evolved, complicated and consequently, markedly transformed the scope of competence / competency / foreign linguistic competence, which could not but impact developing methods of language teaching. If initially the concept of language competence was interpreted within the framework of Noam Chomsky's ideas, in the years, the concept of foreign linguistic competence has been determined by completely pragmatic principles and goal-setting practices; the process of methodological support is "screwed down" to a specific goal, chief of which is building knowledge, skills and competence for a good command of foreign language: "At the present stage of developing foreign language teaching methods, a special emphasis is placed on new trends in selecting goal-oriented methods. (...) The universal methodology does not exist. The used methods and techniques have many things in common, they differ in the means and forms, but have the common goal – to teach the recipient a foreign language" [16, p. 26]. Here it should be noted: due to the fact that the social linguistically-oriented pragmatic-purpose settings are constantly changing and evolving, the competency-based educational strategy scope is being transformed. Therefore, in our opinion, the common opposition "competen-



cy-based training strategy – the other equally global educational approaches” is hardly reasonable, as the comparison like that reflects the nominative expression of the concepts, but not always the mobile scope (every time, in each case and in a specific situation, in an exclusive personal refraction, in a separate spatial / geographical / cultural / temporal / governmental context, etc.). Thus, analyzing the processes of building students’ foreign linguistic competence, one should take into account the factor of lability, the content and contextual “fluid” of competency-based education key senses. Within this framework, the concept “foreign linguistic competence” changeability should be emphasized. A strong example of the historical changeability, mobility and variability of foreign linguistic competence / competency category / concept / conceptsphere is the history of using the terms “competence” and “competency” in Ukraine in regard to the combination “foreign linguistic”.

Designating the factors which determine the process of building students’ foreign linguistic competence in Ukraine makes it possible to draw some intermediate, partial conclusions:

1. Building students’ foreign linguistic competence is a historical process, predetermined by a complex of social, methodical, general didactic, linguistic, civilizational and existential personal reasons, conditions and circumstances.

2. Considering the genesis of building students’ foreign linguistic competence is expedient and necessary only in the historical and pedagogical time: the competency-based language education status in Ukraine is the consequence and sequel of its past, which is constantly transformed into the future. In the course of this approach, the retrospective and perspective of a competence-centered linguistic pedagogy in various forms of its historical existence is manifested in the present.

3. Therefore, the history of the higher school students’ competency-based foreign language / language training, studied in the local time span (the past decade of the 20th and the first decades of the 21st century) is the concentric reflection and continuation of many linguistic didactical ideas, which have taken their competence-generating form in the modern social and educational realities.

4. The factors determining students’ competency-based foreign language training methods development can be divided into several stages, each of which lines up with the unique historical development of language education in Ukraine.

5. In general, the main factors which determine the educational process methodological

support are the following ones: a) a conceptual theoretical competence basis; b) social economic, political and national cultural environment, determining the educational system, in particular, language education, functioning; c) the globalization and integration of world cultures and economies; d) migration reality; e) information technological / mass-media revolution; f) transformations in the educational space, targeted towards the multi-approach achievement of the goals, set by the society and a personality.

6. The category / concept / concept conceptsphere of foreign linguistic competence is a concentrated substitution for the array of beliefs about the scope of competency-based language teaching / learning. Since the social and personal demands for building new linguistic competencies are constantly changing, evolving, the fundamental concept scope and structure are also changing, that refers to *the historical changeability of the conceptsphere “foreign linguistic competence”*.

7. In the long view, building higher school students’ foreign linguistic competence is assumed to be determined by a number of unpredictable sociopolitical and educational factors.

Identifying the key – social, historical, pedagogical, civilizational, etc. – determinants of students’ foreign language training develops the beliefs about its nature, methodological support, and, in general, the genesis originality in the global and local / big and little time.

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