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УДК 811:303.03:378(477)

BUILDING FOREIGN LINGUISTIC COMPETENCE IN THE HIGHER SCHOOL OF UKRAINE: PERIODIZATION ISSUES

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The article focuses on the issues of periodization in the ideas of building foreign linguistic competence in the language education of Ukraine. The emphasis is upon the fact that against the background of terminological fluctuation substantiating the stages of implementing the competency-based foreign language learning largely depends on how accurate the competency-based approach concept is defined. The principles of historicism, generative continuity and determinism are established to be basic for solving the issues under investigation.

Key words: foreign linguistic competence, competency-based approach, genesis, generativism.

ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОМПЕТЕНТНОСТИ В ВЫСШЕЙ ШКОЛЕ УКРАИНЫ: ПРОБЛЕМЫ ПЕРИОДИЗАЦИИ

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В статье рассматривается проблема периодизации идей формирования иноязычной компетентности в лингводидактике Украины. Особое внимание уделяется тому факту, что в условиях терминологической зыбкости обоснование этапов внедрения компетентностно направленного обучения иностранному языку во многом зависит от точного обозначения понятия «компетентностный подход». Устанавливается, что принципы историзма, генеративной преемственности и детерминизма являются основой решения исследуемой проблематики.

Ключевые слова: иноязычная компетентность, компетентностный подход, генезис, генеративизм.

ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ У ВИЩІЙ ШКОЛІ УКРАЇНИ: ПРОБЛЕМИ ПЕРІОДИЗАЦІЇ

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У статті розглядається проблема періодизації ідей формування іншомовної компетентності в лінгводидактиці України. Особлива увага приділяється тому факту, що в умовах термінологічної хиткості обґрунтування етапів впровадження компетентнісно спрямованого навчання іноземної мови багато в чому залежить від точного визначення поняття «компетентнісний підхід». Встановлюється, що принципи історизму, генеративної наступності і детермінізму є основою вирішення досліджуваної проблематики.

Ключові слова: іншомовна компетентність, компетентнісний підхід, генезис, генеративізм.

The periodization issues of introducing students' foreign language competence-oriented training arouse a heightened interest among educators. In all the deceptively simple study of the genesis of building foreign linguistic competence in students in the late-20th – early-21st century timeframe, to identify the stages of the competency-based learning ideas development is very ambiguous. In this regard, some contradictory trends are being observed. On the one hand, some scientists associate the stages of implementing the ideas of foreign language competency-based learning in Ukraine with the period of the formation of a competency-based approach in the United States and the European Union. On the other hand, some analysts consider the stages of implementing the competency-based approach in the high school of Ukraine to be within the socio-political transformations of the last decades, especially due to the independence of Ukraine.

Anyway, the development of the process of competency-based foreign language education implementation in the higher school of Ukraine is the subject matter of the history of language teaching. Analyzing the genesis of building linguistic competences involves the preliminary definition of the stages of the scientific and theoretical, practical and epistemological / hermeneutic comprehension of the key concepts of competency-based learning strategies for teaching foreign languages.

However, this analysis has to be realized in the borders of the competence concept sphere, which still remains abstract and internally heterogeneous. For example, defining the characteristics, national specifics of the genesis of building linguistic competences in Ukraine can be carried out in the close terminological and content co-ordination with one of the key international concepts – a competency-based approach. This raises the first characteristic question: which of the various interpretations of this concept should be squared with the analytical treatment of the genesis? Indeed, fixing on one of the versions needs grounding its scientific competitive advantage that is unscientific and pointless a-priori, if only because there are various alternative approaches to studying the same subject. Then the second question arises as to whether one could compare the stages of the development of linguistic competence strategy with not one, but all the widespread perceptions of the studied educational approach.

The second question could be answered positively while meeting the following study algorithm: a) summarizing the principles and guidelines, derived from a variety of strategies for defining the concept of a competency-based approach; b) presenting them in a consistent manner; c) producing a concentrated / summarized version of the concept “competency-based approach”; d) identifying the genesis periods of the competency-based foreign language training at the higher educational establishments of Ukraine.

This makes it possible to bring the numerous conceptual constructs to a common definition by making them conceptual universals, relevant to the issues of identifying the stages of building linguistic competencies in Ukraine.

Therefore, in the interests of the observance of the scientific rigor principles, involving covering the issues of competency-based approach in view of identifying the stages of genesis, one should make a determination on:

- 1) representing the key definitions for a competency-based approach;
- 2) deducing the systematic concentric formulation of competency-based approach from the presented unity;
- 3) establishing the fact that the presented formulation will be the major one while analyzing the genesis of building foreign linguistic competence, including the definition and substantiation of its stages;
- 4) assuming this – intermediate – definition to specifically match to the goals of identifying the genesis stages, but by no means is an ultimate result of the scientific and theoretical inquiry of the optimal formula for determining the key concept of the considered educational doctrine.

It should be added that it is a selective, purposeful work towards the solution of any locally significant problem (in this case, identifying the stages) that widens choices for implementing a global goal – a comprehensive, high-tech, unified, potentially universal definition of the narrative and the basic concepts of a competency-based approach.

Within this framework, firstly, the note should be made of the commonly transcribed variants for defining the concept "a competency-based approach" taking into account the goal of individualizing the stages of the foreign linguistic competence ideas development and implementation in the higher school of Ukraine. Secondly, it should be determined the main principles instituting the policy of any periodization: historicism, generativism, determinism. These principles state that the competency-based approach used in language training should be considered as a historically objective, comprehensively – anthropologically, socially and ontologically – predefined generative phenomenon, resolved in the "long-period" time. This definition opens up new opportunities for the conditional division into the stages of the implicit retrospective origin, explicit manifestation and long-term development of the tradition of competency-based language education.

Considering the retrospective development stage, we note that the concept of "competence" is of both Greek and Latin roots. W. Brezinka, German-Austrian educational scientist, carried up its origin from Greek ἀρετή, which meant "superiority" in ancient Greece, "virtue", "mastery", "skill". Paying attention to the dominance of the definition "superiority" at the initial stage, the scientist pointed out that, in this sense, the root word served as a basis for creating a new word – «aristos» («aristocratic»). He described "competence" as "a relatively permanent quality of personality which is valued by the community to which we belong. In this sense it is not simply a skill but is a virtue; a general sense of excellence and goodness. It involves being up to those tasks that life presents us" [1, p. 4]. The Dutch researchers Martin Mulder, Tanja Weigel and Kate Collins took the view that "the first use of the concept occurs in the work of Plato (Lysis 215 A., 380 B.C.). The root of the word is ikano, a derivative of iknoumai, which is to arrive. The ancient Greek language had an equivalent for competence, which is ikanótis (ικανότης). It is translated as the quality of being ikanos (capable), to have the ability to achieve something; skill. Epangelmatikes ikanotita stands for professional/vocational capability or competence." [2, p. 3]. At the same time, in their opinion, "Competence even appeared in the Latin language in the form of 'Competens', which was conceived of as being able and allowed by law/regulation, and in the form of 'Competentia'; perceived as (cap)ability and permission. By the Sixteenth Century the concept was already 4 recognised in English, French and Dutch; the use of the western European words 'competence' and 'competency' can be dated to this time [2, pp. 3–4].

In our view, if we talk about the ancient times, the issues relevant to human competence ascended to Heraclitus, Socrates, Plato.

It is known that after the manner of Heraclitus, Socrates suggested the idea of the wholeness of man and speech. Socrates' quotes correlate with interpretation of the concept of "competency" and "competence" by their semantic proximity: knowledge acquisition, skills improvement and development are integrally updated in the forms of life support. In this sense, the process of acquiring knowledge and skills and their performance are interdependent. The evidence-based dialectic was developed in the treatise "Theaetetus", wherein Plato gave the following Socrates' reasoning and argumentation: "... since we've determined that the fact of possessing the knowledge is some other thing, and the fact of having it is another, we say it is impossible not to possess whatever one possesses, and so it never turns out that one does not know what one knows, and yet it is possible to seize a false opinion about it?" [3, p. 199]. Answering the question, Socrates considers possessing the knowledge to become actual only in active knowledge performance. At the same time, in his opinion, there is no connection between the acquired and implemented knowledge in other circumstances. Obviously, this idea contains the foundations for developing an activity approach in psychology and competence-based education (L. Vygotsky, S. Rubinstein, A. Leontev, Ye. Mileryan etc.). In particular, A. Leontev, in his work "Activity and Consciousness", directly associated the process of personality formation with the activity: "the real basis for human personality is the aggregate of his relationships to the world that are social in their nature, but relationships that are realized, and they are realized by his activity, or more precisely, by the aggregate of his multifaceted activities" [4, p. 156].

The distinction between acquiring knowledge and possessing knowledge made Socrates for classifying the participants of the learning process: "And transmitting (knowledge – L. L.) is that which we call to teach, and receiving to learn, and having, by the fact of possessing (knowledge – L. L.)..., to know"[3, p. 198]. It should be pointed out that this statement coincides with modern ideas about the stages and participants of competences building: a teacher – a student – a competent specialist.

We consider ancient philosophy (linguistics and language education were part of the philosophical discourse at that time) to be proto-competence sources or –broadly speaking – the channel of the linguistic and chronotope relevance of language education ideas and traditions to a competence-centered approach in the latter half of the 20th century – the early 21st century.

As noted, the issues of studying the stages of the foreign language competence "genesis" in the higher school of Ukraine are driven by the need for defining the concept of competency-based learning. Within the framework of identifying the genesis stages, the issues of notional validity are scientifically valid, as the term "a competency-based approach" is ambiguous. Suffice it to say that the concepts of competency / competence are heterogeneous in definitions, and their correlation with the abstract concept "an approach" is rather perfunctory.

In this regard, we represent several Ukrainian and foreign scholars' standpoints on competency-based learning. The attitudes of Ukrainian scientists, educators, textbooks authors to the issues concerning the usage of the concepts of competency, competence, competency-based approach in education can be roughly divided into three groups: the 1st group consists of scientists thinking that the key terms reflect the European tradition (N. Bibik, O. Ovcharuk, O. Pometun); the scientists of the 2nd group conceive that a competency-based approach is not original, as it is the modified nomination of technologies, came to stay in the pedagogy of the past (R. Barnett, W. Westera); the 3d group consists of scientists who consider competency-based education to be a polyparadigm strategy (L. Lichman); the scientists of the 4th group think that the potential and prospects of the competency-based learning concept are matter of the nearest – hypermodernist – future (J.-F. Lyotard, L. Lichman).

The scholarly literature, in particular, the Longman Dictionary of Contemporary English, defines an approach as "a method of doing something or dealing with a problem"[5], and a method as "a planned way of doing something, especially one that a lot of people know about and use"[6].

In particular, T. Oliynyk believes that a competency-based approach is associated with the person-centered and activity approaches to teaching with a particular focus on the subjective preferences of a student [7, p. 69].

N. Bibik is of the same view considering a competency-based approach in the educational process to be the refocusing "from the process to the result of education in terms of activity" [8, p. 7].

The traditional periodization of a competency-based approach is considered to be represented by I. Zimnyaya, who divides its formation into three stages, including introducing the category of "competency" into the scholarly framework, studying different types of a linguistic / communicative competency in the theory of language learning, creating the preconditions for differentiating "competency" from "competence" (1960 – 1970); using the categories of "competency" and "competence" in the theory and practice of language learning, professional management, leadership, learning to communicate, developing the scope of "social competencies / competences" (1970 – 1990); considering competencies as the intended effect of education, identifying the global competencies by common European institutions (from 1990) [9, p. 14-15]. The periodization proposed by I. Zimnyaya is much like the concept of competency-based education presented by the American scientist P. Hager: the concept of professional competence meets three concepts: attributes, standards and hierarchy. According to P. Hager, the concept of attributes involves developing knowledge, skills, and relationships (interpersonal communication) which meet certain branch standards. Thus, to his mind, the formulae of professional competence is the following one: C. (competence) equals A. (attributes) / KSC (knowledge, skills, competencies) plus S. (standards) [10].

In accordance with the tradition of similar interpretations some Ukrainian scientists (O. Plakhotnik, O. Beznosyuk, L. Sen', N. Glushanytsia etc.) point out the following periodization of a competency-based approach: the first stage (1960-70's) is characterized by the first appearance of the terms "competence", "competency" in the scientific literature and the startup of systematizing and specifying different competences; the second stage (1970-90's) is marked by the creation of the list of key competencies; the third stage (late 1980's and early 90's.) is described in terms of the attempt of determining competences as certain educational result, whose dominant was, despite some differences taken place in the scientific approaches, the recognition of the studies by U.S.A., whose scientists determined three main components of competence-based education (building knowledge, skills and personal values), where competence is the main component of competency-based learning" [11; 12; 13]. Going along with I. Zimnyaya's definitions, S. Garkusha points out the fourth stage of the development of competency-based education in the early 21st century, which is "characterized not only by the fact that professional competence becomes the subject of special comprehensive review, but the fact that during this period there take place the active development and implementation of competency-based approach principles (competency model) to the State educational standards ..." [14, p. 3].

Further to the discussion it should be presented L. Burkova's opinion, according to which in 1960 – 1970 the term "competency" was considered to be, on the one hand, a qualitative personal behavior (high professionalism) and, on the other hand, personal skills. The scientist also notes that both terms were used, but with the the singular form for "competency", and with the plural one for "competence" [15, p. 111].

At the same time, speaking about that period O. Barabash puts a special focus on the fact that "competence" was detected to manifest itself through man's activity in particular situations (situationality) [16]. Along with that I. Kubenko makes the point that " the modern national pedagogy has started using the concept of competence as a term describing the eventual outcome of training only since the last quarter of the 20th century. There was no such a concept in the Soviet Encyclopedia (1960). The concept of competence appeared only in the later edition. There are the concepts of "competency" and "competence" in the Encyclopedia of 1983, wherein they are identified. The foreign vocabulary (1985) distinguishes these concepts" [17, p. 2]. In N. Stepanets'

view: "The first stage is the beginning of studying various kinds of a linguistic competency in linguistics; introducing the concept of "communicative competence". Thus, ...D. Haberman was first to consider "competence" to be a separate concept, and who used it as a sociological term within the theory of verbal communication" [18, p. 4].

Having analyzed the different points of view on competency-based education as for determining the stages of the genesis of building foreign linguistic competence in Ukraine we deem it advisable to use the principle of generative continuity. It is based on N. Chomsky's statements on the concept of linguistic competence wherein there is opposition of "inventory" (Ferdinand de Saussure) and "generative" (Wilhelm von Humboldt) doctrines. W. von Humboldt, according to N. Chomsky, there is clearly observed the component of "hidden competence" and the association with the ancient theories of language. Within this – generative – framework, we determine the following stages of the genesis of building foreign linguistic competence:

Table 1.

Stages	Stage name	Features
Stage I (the ancient period – the linguistic concept of W. von Humboldt – the beginning of the 1960s)	Proto-competence (from Greek <i>πρῶτος</i> – first) or retrospective (from Latin <i>retrospectare</i> – back observation)	This stage is the essence of the philosophical and pedagogical experience of the past centuries, concentrated in the theories of language and language training, relevant to the competency-based approach in the bilingual / polylingual training of students.
Stage II (1960th – 1991, the year when Ukraine gained its independence)	Generative (from Latin <i>genero</i> – to produce)	At this stage, in the context of generative theory of language there is transcribed and subsequently developed the idea of building linguistic / foreign linguistic competency / competence.
Stage III (1991 – 2004)	Polyparadigmatic (from Greek <i>πολύ</i> -many, much, from Greek <i>παράδειγμα</i> – pattern, example, sample)	The competency-based approach in the language education of this period is formulated as megaparadigm unity, synthesizing the productive educational paradigms (activity and communicative approaches, learner-centered strategies, the dialogue of cultures etc.).
Stage IV (2004 – the present day).	Dominant (from Latin <i>dominans</i> - ruling)	At this stage the competence-centered construct is declared and theoretically relayed in the higher and secondary school as an ideological educational dominant, which needs for appropriate scientific and methodological support.

Thus, the problem of establishing the stages of building foreign linguistic competence in the higher school of Ukraine is conceptually multidimensional. On the one hand, this problem, as a scientific approach, directly correlates with rather controversial issues of defining the concept of a competency-based approach. As the beliefs about the nature, structure, conceptual and chronological scope of the competency-based approach simulate the strategy of establishing the time limits of this or that stage. On the other hand, it is obvious that the ideas of the genesis of building foreign linguistic competence constantly transform depending on the shifts of basic educational, scientific, theoretical, social and economic, ethnic cultural and social political paradigms.

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